

Alignment of



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



With

CT Early Learning & Development
Standards

(Ad. 2014)

Main Criteria: CT Early Learning & Development Standards
Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: Young Infant, Mobile Infant, Younger Toddler, Toddler, Older Toddler, Younger Preschool, Older Preschool

Adopted: 2014

Domain	Cognition (COG)			
Strand	Early learning experiences will support children to develop effective approaches to learning.			
Learning Progression	Curiosity and Initiative			
Young Infant	Mobile Infant	Younger Toddler	Toddler	
<p>COG.A1.6_months Uses senses to explore and respond to new experiences (sights, sounds, textures, etc.) with actions such as laughing, babbling, moving, or repeating behaviors.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment</p>	<p>COG.A1.1_year Seeks novel experiences, trying new actions, sensations, vocalizations, etc.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment</p>	<p>COG.A1.1.5_years Seeks familiar people and/or objects that are not there. Uses senses to actively explore the effects of new actions on objects.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-3 Emerging: Explores and investigates ways to make something happen Objective 12a Recognizes and recalls Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen Objective 11d Shows curiosity and motivation Objective 11d-4 Explores and investigates ways to make something happen</p>	<p>COG.A1.2_years Explores new objects and looks to others to acknowledge success with new actions/skills.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-4 Explores and investigates ways to make something happen</p>	

Domain	Cognition (COG)
Strand	Early learning experiences will support children to develop effective approaches to learning.
Learning Progression (CONT...)	Curiosity and Initiative

Older Toddler

COG.A1.3_years Explores a variety of materials with repetition.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 11b Persists

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

Younger Preschool

COG.A1.4_years Seeks new knowledge and skills; asks questions and seeks new challenges and experiences.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Older Preschool

COG.A1.5_years Builds confidence to take some risks in trying new behaviors/skills. Shows motivation to seek information and overcome challenges.

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

Objective 11b Persists

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



Strand

Early learning experiences will support children to develop effective approaches to learning.

Learning Progression

Engagement with Environment, People, and Objects

Young Infant

COG.A2.6_months Orients to source of sound or movement and vocalizes in response to sights and sounds in the immediate environment. Prefers familiar people and some objects (e.g., stops crying more quickly with a familiar person, calms when placed in a familiar place).

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

Objective 11a-2 Pays attention to sights and sounds

Objective 1c Takes care of own needs appropriately

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

Mobile Infant

COG.A2.1_year Engages in joint attention focused on a wider range of interesting sights or sounds. Interacts with others when not focused on getting physical needs met (e.g., peek-a-boo, copying actions).

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

Objective 11a-2 Pays attention to sights and sounds

Objective 2a Forms relationships with adults

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

Younger Toddler

COG.A2.1.5_years Focuses attention on interesting sights or sounds, often in shared experiences with adults.

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

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

Objective 2a Forms relationships with adults

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

Toddler

COG.A2.2_years Interacts with others and stays with chosen activities for increasing lengths of time.

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

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

Older Toddler

COG.A2.3_years Maintains interest in activities they selected; may seek others to join in or ask questions.

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

Younger Preschool

COG.A2.4_years Maintains interest in exploring specific topics/activities over time.

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

Older Preschool

COG.A2.5_years Engages in sustained exploration in topics of interest, using multiple methods for gathering information with 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

Early learning experiences will support children to develop effective approaches to learning.

Learning Progression

Cooperation with Peers in Learning Experiences

Toddler

COG.A3.2_years Shows interest in what other children are doing, playing alongside them with similar materials and/or imitating actions.

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

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

Older Toddler

COG.A3.3_years Seeks out children and will interact using common materials and imitating actions.

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

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

Younger Preschool

COG.A3.4_years Engages in a shared activity, (e.g., block building, making a mural) with peers. Helps and cooperates in group activities.

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

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

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

Objective 3a Balances needs and rights of self and others

Objective 3a-3 Emerging: Takes turns

Older Preschool

COG.A3.5_years Plans and practices turn-taking, listening, and sharing with others in group learning activities. Engages in extended conversation /discussion during play.

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 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns

Objective 10a Engages in conversations

Objective 10a-7 Emerging: Engages in complex, lengthy conversations of five or more exchanges



Strand

Early learning experiences will support children to use logic and reasoning.

Learning Progression

Cause and Effect

Young Infant

COG.B1.6_months Shows interest in the results of their actions and “accidental” discoveries.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-1 Emerging: Reacts to a problem; seeks to achieve a specific goal

Mobile Infant

COG.B1.1_year Through repetition, recognizes effect of own actions (e.g., shakes a rattle and it makes a sound).

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

Younger Toddler

COG.B1.1.5_years Observes or listens to others and imitates actions or verbalizations.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

Toddler

COG.B1.2_years Seeks out familiar object and repeats actions, noticing results.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-4 Practices an activity many times until successful
Objective 11d Shows curiosity and motivation
Objective 11d-3 Emerging: Explores and investigates ways to make something happen

Older Toddler

COG.B1.3_years Varies actions to observe different results (e.g., hit lever harder to see if result changes).

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-3 Emerging: Observes and imitates how other people solve problems; asks for a solution and uses it

Objective 11d Shows curiosity and motivation

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

Younger Preschool

COG.B1.4_years Manipulates materials and communicates about the impact of own actions.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-5 Emerging: Shows eagerness to learn about a variety of topics and ideas

Older Preschool

COG.B1.5_years Experiments with multiple uses of same materials, observing and reflecting on differing results.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Strand

Early learning experiences will support children to use logic and reasoning.



Mobile Infant

COG.B2.1_year Anticipates familiar actions or routines; may hold up arms or seek an object that is part of a routine.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 12b Makes connections

Objective 12b-1 Emerging: Looks for familiar persons when they are named; relates objects to events

Younger Toddler

COG.B2.1.5_years Notices whether objects are the same or different. Matches objects that are the same.

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-1 Emerging: Matches similar objects

Objective 13 Uses classification skills

Objective 13-2 Matches similar objects

Toddler

COG.B2.2_years Arranges or assigns items based on one feature (e.g., gives all the blue items to one person). Recognizes simple patterns or sequences in daily life; may associate an object with an activity (e.g., getting a jacket means going outside).

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-2 Matches similar objects

Objective 12b Makes connections

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

Older Toddler

COG.B2.3_years Identifies similarities and differences in objects, people, events, or sounds; focusing on one feature at a time (e.g., same color, different shapes). Sorts a small number of items based on one feature or characteristic (e.g., puts toy animals in one bin and cars in another, helps sort laundry, sorts blue and yellow blocks).

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-2 Matches similar objects

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)

Younger Preschool

COG.B2.4_years Considers multiple features of objects when grouping, sharing, or making decision.

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-5 Emerging: Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

Older Preschool

COG.B2.5_years Compares characteristics of objects, people, events (e.g., taller, louder, more, less). Uses familiar patterns or routines to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...). Seeks understanding by comparing and questioning information from different sources (e.g., when the teacher shares information with class, says, "But my dad says...").

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

Objective 11c Solves problems

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

Strand

Early learning experiences will support children to use logic and reasoning.

Learning Progression

Problem Solving

Young Infant

COG.B3.6_months Shows interest in the results of their actions and “accidental” discoveries.

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

Objective 11c-1 Emerging: Reacts to a problem; seeks to achieve a specific goal

Mobile Infant

COG.B3.1_year Uses a variety of actions to obtain something they want. Observes others and imitates their actions to accomplish simple tasks during play (e.g., putting a ring on a stacker).

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

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

Objective 11c Solves problems

Objective 11c-3 Emerging: Observes and imitates how other people solve problems; asks for a solution and uses it

Younger Toddler

COG.B3.1.5_years Explores different actions with objects to see results. Attempts simple inset puzzles and/or sorting boxes; may use trial and error.

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

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

Objective 11c Solves problems

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

Toddler

COG.B3.2_years Tries a strategy that has worked before in a new situation (e.g., tugging or prying on something that is stuck). Takes things apart and tries to put them back together.

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

Older Toddler

COG.B3.3_years Uses objects in new and unexpected ways to solve problems through trial and error. Solves problems that involve adjusting and fitting items together (spatial awareness).

GOLD® Objectives for Development and Learning**Objective 11e Shows flexibility and inventiveness in thinking**

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

Objective 11c Solves problems

Objective 11c-5 Emerging: Solves problems without having to try every possibility

Younger Preschool

COG.B3.4_years Thinks of and tries a different strategy when their first attempt at solving a problem doesn't work.

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

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

Older Preschool

COG.B3.5_years Tries a few strategies to solve a problem and draws on different resources (e.g., looks at what a peer is doing for ideas); reflects on what worked and what didn't work.

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

Objective 11c-7 Emerging: Thinks problems through, considering several possibilities and analyzing results



Strand

Early learning experiences will support children to use logic and reasoning.

Learning Progression

Symbolic Representation

Younger Toddler

COG.B4.1.5_years Uses realistic items in play, including dolls, stuffed animals, and realistic household items (e.g., rocks a doll, stirs using a play spoon and bowl).

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

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

Toddler

COG.B4.2_years Plays with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll). Acts out familiar functions in play (e.g., sweeping the floor, pouring milk).

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

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

Older Toddler

COG.B4.3_years Uses a similar object to represent another object in play (e.g., pretends a stick is a spoon). Acts out common roles in play (e.g., mom or dad with baby).

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

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

Younger Preschool

COG.B4.4_years Uses or makes a prop to represent another object (e.g., uses blocks to make a cash register). Acts out short scenes in familiar roles (e.g., teacher, doctor, firefighter). Represents people, places, or things through simple drawings, movement, and three-dimensional construction.

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

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

Objective 14a Thinks symbolically

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

Older Preschool

COG.B4.5_years Occasionally uses objects that are not similar to represent other objects in play or performs an action with an imaginary object (e.g., use stirring action without anything in hand). Engages in longer pretend play scenarios and recognizes the difference between pretend play and reality. Represents people, places, or things through drawings, movement, and/or three-dimensional constructions that are increasingly abstract (e.g., draws a map of their room using simple shapes to represent objects).

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

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

Objective 14b Engages in sociodramatic play

Objective 14b-6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

Objective 14a Thinks symbolically

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

Strand

Early learning experiences will support children to strengthen executive function.

Learning Progression

Choosing and planning

Mobile Infant

COG.C1.1_year Shows preferences with actions.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Younger Toddler

COG.C1.1.5_years Shows preferences by pointing and using one or two words.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Toddler

COG.C1.2_years Uses simple language to share preferences.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-3 Emerging: Names familiar people, animals, and objects

Older Toddler

COG.C1.3_years Makes choices based on preferences.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Younger Preschool

COG.C1.4_years With adult assistance, chooses activities and plans what to do.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 11b Persists

Objective 11b-5 Emerging: Plans and pursues a variety of appropriately challenging tasks

Older Preschool

COG.C1.5_years Creates a plan for play or task that has goals and choices, then reflects on what they actually did.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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



Strand

Early learning experiences will support children to strengthen executive function.

Learning Progression

Task Persistence

Young Infant

COG.C2.6_months Repeats actions to obtain similar results.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

Mobile Infant

COG.C2.1_year Practices an activity many times until successful.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Younger Toddler

COG.C2.1.5_years Completes simple activities.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Toddler

COG.C2.2_years Completes simple activities despite frustration.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Older Toddler

COG.C2.3_years Completes self selected, short term activities many times to gain mastery.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Younger Preschool

COG.C2.4_years Continues working through moderately difficult activities, despite some frustration.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-5 Emerging: Plans and pursues a variety of appropriately challenging tasks

Older Preschool

COG.C2.5_years Completes longer term and more complex tasks with a focus on the goal, adjusting for mistakes and overcoming frustration.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Strand

Early learning experiences will support children to strengthen executive function.

Learning Progression

Cognitive Flexibility

Younger Toddler

COG.C3.1.5_years Uses objects in new and unexpected ways.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

Toddler

COG.C3.2_years Purposefully tries multiple ways of using the same objects.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-3 Emerging: Uses creativity and imagination during play and routine tasks

Older Toddler

COG.C3.3_years Realizes when something is not working, and with adult help, can try another approach. Tries new ideas or materials; combines materials in new ways.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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



Strand

Early learning experiences will support children to strengthen executive function.

Learning Progression (CONT...)

Cognitive Flexibility

Younger Preschool

COG.C3.4_years With adult help, adapts to a changing situation, adjusting plans, thinking, and/or behavior. Engages in pretend play by taking on different roles and adjusting to simple changes in the scenario.

GOLD® Objectives for Development and Learning**Objective 11e Shows flexibility and inventiveness in thinking**

Objective 11e-5 Emerging: Changes plans if a better idea is thought of or proposed

Objective 14b Engages in sociodramatic play

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

Older Preschool

COG.C3.5_years Exhibits greater independence in adjusting thinking and behavior, based on changing situations. May support peers in adjusting, encouraging them to adapt and engage under new circumstances. Expands pretend play by creating new scenarios, adapting to changes in roles and dilemmas, and considers others ideas.

GOLD® Objectives for Development and Learning**Objective 11e Shows flexibility and inventiveness in thinking**

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

Objective 14b Engages in sociodramatic play

Objective 14b-6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes



Strand

Early learning experiences will support children to strengthen executive function.

Learning Progression

Working Memory

Young Infant

COG.C4.6_months Follows an object with eyes across body, crossing the midline.

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

Objective 11a-2 Pays attention to sights and sounds

Mobile Infant

COG.C4.1_year Interacts differently with familiar and unfamiliar people; prefers primary caregiver(s) to others. Shows awareness of where something is even if it is no longer in sight.

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

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

Objective 2a Forms relationships with adults

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

Younger Toddler

COG.C4.1.5_years Expects things to happen based on experience (e.g., expects a drink when refrigerator door opens).

GOLD® Objectives for Development and Learning**Objective 12b Makes connections**

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

Toddler

COG.C4.2_years Keeps a simple task in mind long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage).

GOLD® Objectives for Development and Learning**Objective 12b Makes connections**

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

Older Toddler

COG.C4.3_years Remembers where recently used objects were placed. Requests or gets familiar materials and books.

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

Younger Preschool

COG.C4.4_years Follows two- or three-step directions that do not involve familiar routines. Gets and uses material(s) for an intended purpose and puts them away when done (e.g., builds with blocks and puts them back on shelf). Remembers and follows through with routines with adult prompts.

GOLD® Objectives for Development and Learning**Objective 8b Follows directions**

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

Objective 1b Follows limits and expectations

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

Objective 12b Makes connections

Objective 12b-5 Emerging: Draws on everyday experiences and applies this knowledge to a similar situation

Older Preschool

COG.C4.5_years Waits turn and shares personal experience related to a topic of group discussion. Engages in games that involve remembering (e.g., lotto). Remembers and follows basic rules, actions, or routines during daily activities or pretend play, sometimes needing adult prompts. Holds multiple play ideas in mind, recalling and building on past play events/schemes.

GOLD® Objectives for Development and Learning**Objective 12b Makes connections**

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

Objective 10b Uses social rules of language

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

Strand

Early learning experiences will support children to strengthen executive function.

Learning Progression

Regulation of Attention

Younger Toddler

COG.C5.1.5_years Engages in repetitive actions during pretend play (e.g., feeding a doll, talking on the phone for several times).

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

Objective 11a-2 Pays attention to sights and sounds

Toddler

COG.C5.2_years Engages in interactions and selected activities for short periods of time (e.g., three-four exchanges during an interaction, plays with blocks for 3-5 minutes).

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

Objective 11a-2 Pays attention to sights and sounds

Older Toddler

COG.C5.3_years Stays focused on high-interest activities despite routine distractions (e.g., noise from other daily activities).

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

Younger Preschool

COG.C5.4_years Stays focused on high-interest activities despite minor social or sensory distractions (e.g., new person entering room or home, phone ringing). Waits for a turn, stays in character, and follows simple play rules 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

Objective 14b Engages in sociodramatic play

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

Older Preschool

COG.C5.5_years Engages in preferred and some non preferred activities for longer periods of time; remain with some high-interest activities 15 minutes or longer. Stays engaged in extended play schemes/scenarios and negotiates roles with peers.

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

Objective 14b Engages in sociodramatic play

Objective 14b-6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

Strand

Early learning experiences will support children to strengthen executive function.



Younger Toddler

COG.C6.1.5_years With help from a familiar, responsive adult, manages a brief wait for needs to be met. Accepts a different choice with adult help (e.g., will take a different food item or toy instead of taking what they wanted from someone else).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-2 Responds to changes in an adult's tone of voice and expression

Objective 1b Follows limits and expectations

Objective 1b-3 Emerging: Accepts redirection from adults

Toddler

COG.C6.2_years With adult support with strategies (e.g., counting, singing) is able to wait for a brief time for a turn with a favored toy or to have needs met. Begins to accept redirection from adults, showing the ability to pause, listen, and adjust behavior with gentle guidance and support.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Older Toddler

COG.C6.3_years With adult support, resists impulses in more formal or structured settings for brief periods of time. Begins to respond to choice and limits provided by an adult.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Younger Preschool

COG.C6.4_years With minimal adult support, waits for short periods of time to get something they want. With adult reminders, briefly stops an initial response (e.g., stops imitating inappropriate behaviors of peers, waits turn to respond in group setting).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-5 Emerging: Manages classroom rules, routines, and transitions with occasional reminders

Older Preschool

COG.C6.5_years Typically resists impulses during daily routines. Uses strategies they have learned to help wait for things they want (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

Objective 1b Follows limits and expectations

Objective 1b-7 Emerging: Applies basic rules in new but similar situations

Domain	Social and Emotional Development (SE)
Strand	Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
Learning Progression	Trusting Relationships

Young Infant	Mobile Infant	Younger Toddler	Toddler
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SE.A1.6_months Responds to familiar adults, seeks and responds to comfort when upset.

GOLD® Objectives for Development and Learning
Objective 2a Forms relationships with adults
 Objective 2a-2 Demonstrates a secure attachment to one or more adults

SE.A1.1_year Interacts differently with familiar and unfamiliar people; prefers primary caregiver(s) to others. Usually accepts guidance or support from trusted adults.

GOLD® Objectives for Development and Learning
Objective 2a Forms relationships with adults
 Objective 2a-2 Demonstrates a secure attachment to one or more adults

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

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

SE.A1.1.5_years Looks to trusted caregivers for cues about how to respond to the environment and for comfort and support.

GOLD® Objectives for Development and Learning
Objective 2b Responds to emotional cues
 Objective 2b-4 Demonstrates concern about the feelings of others

SE.A1.2_years Uses familiar adults as secure bases, glancing back or sometimes making physical contact with caregiver while playing.

GOLD® Objectives for Development and Learning
Objective 2b Responds to emotional cues
 Objective 2b-4 Demonstrates concern about the feelings of others

Older Toddler	Younger Preschool	Older Preschool
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SE.A1.3_years Approaches caregivers for support and comfort, especially when feeling stress or frustration.

GOLD® Objectives for Development and Learning
Objective 2b Responds to emotional cues
 Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

SE.A1.4_years Engages in interactions with some less familiar adults.

GOLD® Objectives for Development and Learning
Objective 2b Responds to emotional cues
 Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

SE.A1.5_years Seeks trusted adults or peers for support related to a social, emotional, or behavioral situation; may seek help or approval from less familiar adults in trusted roles (e.g., new teachers).

GOLD® Objectives for Development and Learning
Objective 2b Responds to emotional cues
 Objective 2b-8 Recognizes that others' feelings about a situation might be different from their own

Strand	Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
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Young Infant

SE.A2.6_months Recognizes familiar faces and is aware when someone is a stranger.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Objective 12a Recognizes and recalls

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

Mobile Infant

SE.A2.1_year Prefers trusted adults and may show fear or protest at separation.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Younger Toddler

SE.A2.1.5_years Seeks out trusted adults and feels secure with them; may show fear of strangers and new, unfamiliar places and seek support from trusted adults.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Toddler

SE.A2.2_years Adjusts to routine separations from caregivers with little distress, self regulating and returning to a calm state shortly after separation.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-5 Emerging: Manages separations without distress and engages with trusted adults

Older Toddler

SE.A2.3_years With support from a trusted adult, manages most separations without distress and adjusts to new settings.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-5 Emerging: Manages separations without distress and engages with trusted adults

Younger Preschool

SE.A2.4_years With a trusted adult, manages most separations from trusted adults without distress; adjusts to new settings when.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Older Preschool

SE.A2.5_years Explores new but predictable settings (e.g., a new playground, classroom, home settings, or store), and adapts to changes in new settings but may need to check in with preferred, trusted adults at times.

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

Early learning experiences will support children to develop self-regulation.

Young Infant

SE.B1.6_months Finds comfort from familiar adults or by sucking on thumb, fist or pacifier.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

Mobile Infant

SE.B1.1_year Has ways to comfort self, such as holding a stuffed animal or special blanket to help them feel safe and secure.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Younger Toddler

SE.B1.1.5_years Is often able to regulate feelings and actions with predictable daily routines, familiar activities, and when with trusted adults.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Toddler

SE.B1.2_years Finds comfort in rituals and routines, with support from adults. May use a special comfort object to help them calm, especially at nap or bed time.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Strand

Early learning experiences will support children to develop self-regulation.

**Learning
Progression
(CONT...)**

Regulation of Emotions and Behavior

Older Toddler

SE.B1.3_years Uses self-calming techniques with help or prompting from adults.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-5 Emerging: Is able to look at a situation differently or delay gratification

Younger Preschool

SE.B1.4_years Begins to attempt strategies to calm self when dealing with upsetting emotions; seeks help as needed. Manages self through small levels of frustration and disappointment with adult help.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Older Preschool

SE.B1.5_years With little prompting; seeks help as needed, talking about strategies with peers, family or teachers, attempts learned strategies to calm self across situations when dealing with upsetting emotions. Expresses emotions in a way that aligns with the social norms of the setting (e.g., may cry more loudly at home than in a quiet setting, expressed excitement more loudly when outside). With adult support, identifies social norms and safety considerations that guide behavior including personal space.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1b Follows limits and expectations

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



Strand

Early learning experiences will support children to develop self-regulation.

Learning Progression

Following Routines

Young Infant

SE.B2.6_months Shows comfort or satisfaction when needs are met (e.g., is comforted by being picked up or fed).

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

Objective 1b-2 Responds to changes in an adult's tone of voice and expression

Mobile Infant

SE.B2.1_year Anticipates familiar actions or routines; may hold up arms or seek an object that is part of a routine.

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

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

Objective 12b Makes connections

Objective 12b-1 Emerging: Looks for familiar persons when they are named; relates objects to events

Younger Toddler

SE.B2.1.5_years Anticipates the next step in a daily routine (e.g., reaches or signs for bib when placed in a high chair).

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

Objective 1c-4 Seeks to do things for self

Objective 12b Makes connections

Objective 12b-3 Emerging: Remembers the sequence of personal routines and experiences with teacher support

Toddler

SE.B2.2_years Knows and follows some typical routines and rules but may need adult support.

GOLD® Objectives for Development and Learning**Objective 12b Makes connections**

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

Objective 1b Follows limits and expectations

Objective 1b-5 Emerging: Manages classroom rules, routines, and transitions with occasional reminders

Older Toddler

SE.B2.3_years Transitions from one activity to another and follows basic routines and rules with adult support.

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

Objective 1b-5 Emerging: Manages classroom rules, routines, and transitions with occasional reminders

Younger Preschool

SE.B2.4_years Makes transitions and follows a basic schedule with a few reminders.

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

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

Older Preschool

SE.B2.5_years Remembers and follows daily routines with little support and adjusts to minor changes in rules and routines.

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

Early learning experiences will support children to develop, express, recognize, and respond to emotions.

Learning Progression

Emotional Expression

Young Infant

SE.C1.6_months Displays different responses based on what they are experiencing (e.g., smiles or kicks when a caregiver smiles at them, stiffens when uncomfortable, turns away from something they don't like).

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

Objective 1a-2 Uses adult support to calm self

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Mobile Infant

SE.C1.1_year Expresses a few basic emotions (e.g., sadness, frustration, anger) through facial expressions, movement, crying, smiling, laughing.

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

Objective 1a-2 Uses adult support to calm self

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Younger Toddler

SE.C1.1.5_years Expresses emotions through physical means such as hugging, throwing. May cooperate, “tease”, or refuse to comply and then look to adult for reaction.

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

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-3 Emerging: Names familiar people, animals, and objects

Toddler

SE.C1.2_years Expresses more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begins to communicate about feelings (e.g., “I mad”).

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

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

Objective 9a Uses an expanding expressive vocabulary

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

Older Toddler

SE.C1.3_years Begins to communicate about feelings more often, sometimes mentioning causes or reactions to feelings (e.g., “I miss my mommy. I sad.” “He mad you took his toy.” “I sad so Papa hug me.”).

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

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-5 Emerging: Describes and tells the use of many familiar items

Younger Preschool

SE.C1.4_years Expresses emotions they have during typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) using words and gestures.

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

Objective 1a-5 Emerging: Is able to look at a situation differently or delay gratification

Objective 9a Uses an expanding expressive vocabulary

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

Older Preschool

SE.C1.5_years Expresses and describes emotions and feelings clearly to trusted adults and peers, using language and social cues in line with developmentally appropriate expectations for the setting. Understands that words, voice tone, and body language are a part of communicating and impact relationships.

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 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

Objective 10b Uses social rules of language

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

Strand

Early learning experiences will support children to develop, express, recognize, and respond to emotions.

Learning Progression

Recognizing and Responding to Emotions

Young Infant

SE.C2.6_months Reacts to the emotions of familiar adults (e.g., smiles and coos at smiling faces, turns away from sad faces).

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

Objective 2b-1 Emerging: Reacts to others' emotional expressions

Mobile Infant

SE.C2.1_year Reacts to feelings of others (e.g., may frown when another baby is crying or become upset when hearing yelling).

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

Objective 2b-2 Reacts to others' emotional expressions

Younger Toddler

SE.C2.1.5_years Recognizes basic feelings in self and others. Begins to show interest in others' feelings; shows awareness when an adult is pleased or upset with child's actions.

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

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

Objective 2b Responds to emotional cues

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

Toddler

SE.C2.2_years Recognizes and responds to basic feelings expressed by others (e.g., hugs a peer who is upset).

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

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

Older Toddler

SE.C2.3_years Labels different emotions in pictures and other's expressions. Is aware of appropriate responses to the emotions expressed by others (e.g., may comfort someone who is upset or nurture a doll during play).

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

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

Younger Preschool

SE.C2.4_years Recognizes and labels a wide range of emotions in others and shows empathy toward others. Makes connections between emotional reactions of others and own emotional experiences.

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

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

Older Preschool

SE.C2.5_years Shows empathy: Recognizes and acknowledges the feelings, needs, and rights of others (e.g., says "thank you", shares with others, notices issues of fairness). Begins to understand that different people may have different emotional reactions and is learning to respond with empathy or appropriate behavior based on others' feelings.

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 2b Responds to emotional cues

Objective 2b-7 Emerging: Recognizes that others' feelings about a situation might be different from their own

Strand

Early learning experiences will support children to develop self-awareness, self-concept, and competence.

Learning Progression

Sense of Self

Young Infant

SE.D1.6_months Reacts when hearing own name, moving or changing expression.

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

Mobile Infant

SE.D1.1_year Responds to name consistently.

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

Younger Toddler

SE.D1.1.5_years Refers to self using name, “me”, or “mine”.

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

Toddler

SE.D1.2_years Identifies family members by name and/or relationship.

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

Older Toddler

SE.D1.3_years Identifies self, family members, other familiar adults (e.g., teacher) and some peers by name.

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

Younger Preschool

SE.D1.4_years Refers to self using first and last names, and shares some characteristics (e.g., hair color) and/or skills.

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

Older Preschool

SE.D1.5_years Identifies self as an individual and as a part of a group; shares personal characteristics and roles within a group (e.g., “I’m -----’s big sister”, “I’m in _____’s class”).

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

Strand

Early learning experiences will support children to develop self-awareness, self-concept, and competence.

Learning Progression

Personal Preferences

Young Infant

SE.D2.6_months Prefers familiar people and some objects (e.g., stops crying more quickly with a familiar person, calms when placed in familiar place).

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

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

Objective 29 Demonstrates knowledge about self**Mobile Infant**

SE.D2.1_year Shows a preference for some food, objects, textures. May push away items they do not prefer.

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

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

Objective 29 Demonstrates knowledge about self**Younger Toddler**

SE.D2.1.5_years Uses gestures, words, or voice to communicate likes and dislikes.

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

Objective 1c-3 Emerging: Seeks to do things for self

Objective 29 Demonstrates knowledge about self**Toddler**

SE.D2.2_years Uses words or gestures to express interests (e.g., points at items).

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

Objective 1c-4 Seeks to do things for self

Objective 29 Demonstrates knowledge about self**Older Toddler**

SE.D2.3_years Feels a sense of ownership; may want to keep special items close by and may not want to share.

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

Objective 1c-5 Emerging: Demonstrates confidence in meeting own needs

Objective 29 Demonstrates knowledge about self**Younger Preschool**

SE.D2.4_years Describes self in terms of some basic preferences (e.g., favorite food, book).

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

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 29 Demonstrates knowledge about self**Older Preschool**

SE.D2.5_years Describes self by referring to preferences, thoughts, feelings, and cultural characteristics; describes attributes of self and others.

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

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

Objective 29 Demonstrates knowledge about self

Strand

Early learning experiences will support children to develop self-awareness, self-concept, and competence.

Learning Progression

Self-concept and Competency

Mobile Infant

SE.D3.1_year Anticipates results of own actions (e.g., drops a toy to see an adult pick it up, repeats an action that made a loud noise). Responds to own actions with pleasure (e.g., coos, laughs).

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

Objective 11b-2 Repeats actions to obtain similar results

Objective 1c Takes care of own needs appropriately

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

Objective 29 Demonstrates knowledge about self**Younger Toddler**

SE.D3.1.5_years Is confident completing familiar tasks with support and attempts some new tasks without support. Has a positive reaction (e.g., smiles, claps) when able to do something successfully.

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

Objective 1c-4 Seeks to do things for self

Objective 29 Demonstrates knowledge about self**Toddler**

SE.D3.2_years Is confident when completing simple familiar tasks (e.g., putting on an article of clothing, using a toy); with support from a familiar adult engages in new experiences.

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

Objective 1c-5 Emerging: Demonstrates confidence in meeting own needs



Strand

Early learning experiences will support children to develop self-awareness, self-concept, and competence.

**Learning
Progression
(CONT...)**

Self-concept and Competency

Older Toddler

SE.D3.3_years Often engages in familiar tasks, tries to do new things on their own, even when it might be somewhat difficult. Shows pleasure when accomplishing something new and shares with others (e.g., “Look what I made!”).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Younger Preschool

SE.D3.4_years Shows confidence with a range of activities, routines, and tasks; will start a new, unfamiliar task on their own.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-7 Emerging: Takes responsibility for own well-being

Objective 11d Shows curiosity and motivation

Objective 11d-5 Emerging: Shows eagerness to learn about a variety of topics and ideas

Older Preschool

SE.D3.5_years Builds confidence to take some risks in trying new behaviors/skills. Shows pride in own actions/work and makes positive statements about self. Begins to take the social and personal results of their actions into consideration when making decisions.

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

Objective 1c Takes care of own needs appropriately

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

Objective 29 Demonstrates knowledge about self

Objective 3a Balances needs and rights of self and others

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



Strand

Early learning experiences will support children to develop social relationships.

Learning Progression

Interacting with Adults

Young Infant

SE.E1.6_months Responds to different people with a range of responses; smiles, coos, and moves body when with familiar people. Is interested in interacting with others, may gain an adult's attention and wait for a response.

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

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

Mobile Infant

SE.E1.1_year Interacts with others when not focused on getting physical needs met (e.g., peek-a-boo, copying actions). Notices adults and other children, watching their actions closely.

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

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

Objective 2c Interacts with peers

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

Younger Toddler

SE.E1.1.5_years Shows affection or shared attention (e.g., pointing out something of interest) with more people who are familiar.

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

Objective 2a-5 Emerging: Manages separations without distress and engages with trusted adults

Toddler

SE.E1.2_years Enjoys games and social exchanges with familiar adults; may repeat patterns of interactions.

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

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

Older Toddler

SE.E1.3_years Enjoys sharing new experiences with familiar adults.

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

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

Younger Preschool

SE.E1.4_years Communicates with familiar adults and accepts, or requests, support when needed.

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

Objective 2a-7 Emerging: Engages with trusted adults as resources and to share mutual interests

Older Preschool

SE.E1.5_years Uses behaviors aligned with setting expectations and routines with most adults; generally following directions, offering help, and responding to limits.

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

Early learning experiences will support children to develop social relationships.

Learning Progression

Interacting with Peers

Young Infant

SE.E2.6_months Notices other children and may touch, smile, or coo to them.

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

Objective 2c-0 Not Yet Plays near other children; uses similar materials or actions

Mobile Infant

SE.E2.1_year Watches other children but does not join the play.; may stay in proximity, make eye contact and babble.

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

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

Younger Toddler

SE.E2.1.5_years Shows interest in children who are playing nearby and may interact with them briefly.

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

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

Toddler

SE.E2.2_years Shows interest in what other children are doing, playing alongside them with similar materials and/or imitating actions.

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

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

Older Toddler

SE.E2.3_years Seeks out children and will interact using common materials and imitating actions. Shows a preference for certain peers over time, although their preferences may shift.

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

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

Objective 2d Makes friends

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

Younger Preschool

SE.E2.4_years Interacts with one or more children (including small groups), beginning to work together to build or complete a project. Interacts with a variety of familiar children.

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

Objective 2c-4 Uses successful strategies for entering groups

Objective 2d Makes friends

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

Older Preschool

SE.E2.5_years Cooperates with peers through sharing and taking turns and working together. Shows a growing interest in peer interactions and friendships by adapting behavior to build and strengthen positive relationships. Seeks help from peers and offers assistance when it is appropriate.

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

Objective 3a-4 Takes turns

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 3a Balances needs and rights of self and others

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

Strand

Early learning experiences will support children to develop social relationships.

Learning Progression

Conflict Resolution

Toddler

SE.E3.2_years Responds to conflict (e.g., a dispute over a desired object or a conflict between others nearby) by crying, expressing distress, or seeking adult support.

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

Objective 3b-2 Expresses feelings during a conflict

Older Toddler

SE.E3.3_years Sometimes resolves a conflict with adult support.

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

Objective 3b-3 Emerging: Seeks adult help to resolve social problems

Younger Preschool

SE.E3.4_years Seeks and accepts adult help to resolve conflicts with peers. Begins to use language to problem solve in social situations.

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

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

Older Preschool

SE.E3.5_years Engages in developing solutions to resolve conflicts with peers; listening, discussing solutions, compromising, and restoring relationships. Discusses strategies to resolve conflict; may suggest strategies when peers have a conflict.

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

Objective 3b-6 Suggests solutions to social problems



Domain

Physical Development and Health (PDH)

Strand

Early learning experiences will support children to develop gross motor skills.

Learning Progression

Mobility

Young Infant

PDH.A1.6_months Rolls over, usually from both directions. Shifts weight when on stomach, pushing up to support weight on forearms, reaching for objects while supporting weight on one arm, and turning or pivoting. Reaches toward familiar adult as they approach to be picked up.

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

Objective 4-1 Emerging: Moves to explore immediate environment

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

Mobile Infant

PDH.A1.1_year Shifts weight intentionally to change positions. Moves by crawling or scooting to get a desired toy or person. Pulls to a stand, and moves while holding onto furniture or person. Cruises along furniture or outdoor equipment (maybe on toes).

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

Objective 4-2 Moves to explore immediate environment

Younger Toddler

PDH.A1.1.5_years Walks independently to get a desired person or object. Stands from a squatting position using arms to push off floor. Creeps up and creeps down stairs backwards or walks up and down steps one step at a time with a hand held.

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

Objective 4-4 Experiments with different ways of moving

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing

Toddler

PDH.A1.2_years Walks while changing directions and carrying objects (with legs closer together). Begins to run (hurried walking). Steps up and down from a step stool or curb independently. When standing, squats to pick up an object off the floor and then resumes standing.

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

Objective 4-4 Experiments with different ways of moving

Objective 4 Demonstrates traveling skills

Objective 4-5 Emerging: Moves purposefully from place to place with control



Domain	Physical Development and Health (PDH)
Strand	Early learning experiences will support children to develop gross motor skills.
Learning Progression (CONT...)	Mobility

Older Toddler

PDH.A1.3_years Walks and runs on various surfaces and level changes with balance and control of speed. Walks up stairs alternating feet with railing held and walks down one step at a time with railing held.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills
Objective 4-5 Emerging: Moves purposefully from place to place with control

Objective 5 Demonstrates balancing skills
Objective 5-5 Emerging: Sustains balance during simple movement experiences

Younger Preschool

PDH.A1.4_years Walks with ease and control in all directions, will pick up and carry large objects and step over objects in their path. Walks up and down stairs alternating feet on steps with railing held.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills
Objective 4-6 Moves purposefully from place to place with control

Older Preschool

PDH.A1.5_years Alternates direction while running and stops without losing balance. Navigates through home, school, and play environments with ease, balancing on one foot briefly, going up and down stairs, climbs, etc.

GOLD® Objectives for Development and Learning

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



Strand

Early learning experiences will support children to develop gross motor skills.

Learning Progression

Large Muscle Movement and Coordination

Young Infant

PDH.A2.6_months Holds head steady when supported in a sitting position and during transitional movement. Sits with support. Reaches, grasps and bats for objects overhead in midline and plays with feet.

GOLD® Objectives for Development and Learning**Objective 5 Demonstrates balancing skills**

Objective 5-2 Balances while exploring immediate environment

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

Mobile Infant

PDH.A2.1_year Gets in and out of a sitting position from hand and knees position. Sits independently and can maintain seated position while reaching for objects of interest.

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

Objective 4-2 Moves to explore immediate environment

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

Younger Toddler

PDH.A2.1.5_years Throws a large ball in forward direction. Pushes or pulls a toy when walking.

GOLD® Objectives for Development and Learning**Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-4 Manipulates balls or similar objects with stiff body movements

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

Toddler

PDH.A2.2_years Uses more complicated services of movements such as climbing onto and off furniture without help, propelling a ride on toy, etc. Throws a medium to large ball forward while standing. Catches a large ball tossed from a short distance trapping it against their body.

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

Objective 4-4 Experiments with different ways of moving

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-5 Emerging: Manipulates balls or similar objects with flexible body movements



Older Toddler

PDH.A2.3_years Plays catch with playground ball (trapping it with body to catch and throwing it back with two hands). Imitates movements (e.g., during games such as “Simon Says”). Jumps in place and off bottom step. Kicks a ball in forward direction.

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-4 Manipulates balls or similar objects with stiff body movements

Younger Preschool

PDH.A2.4_years Combines several gross motor movements in an organized way (e.g., moving through an obstacle course or playing a game with different sequences of movement, creative movement with direction). Hops on one foot. Kicks a ball at a target a short distance with accuracy and speed. Throws a small ball both overhand and underhand at a target a short distance away with accuracy.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-7 Emerging: Coordinates increasingly complex movements in play and games

Objective 5 Demonstrates balancing skills

Objective 5-7 Emerging: Sustains balance during complex movement experiences

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-7 Emerging: Manipulates balls or similar objects with a full range of motion

Older Preschool

PDH.A2.5_years Combines more complex motor movements in a coordinated manner (e.g., climbs on playground equipment, gallops, skips, plays hopscotch, pumps a swing). Bends, dances, twists, walks on narrow surface while maintaining balance. Peddles a wheeled toy and steers smoothly. Throws overhand with accuracy for short distances, rotating body and shifting weight on feet.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

Objective 4 Demonstrates traveling skills

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

Objective 6 Demonstrates gross motor manipulative skills

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



Strand

Early learning experiences will support children to develop fine motor skills.

Learning Progression

Visual Motor Integration

Young Infant

PDH.B1.6_months Intentionally reaches for and grasps an object. Follows an object with eyes across body, crossing the midline.

GOLD® Objectives for Development and Learning**Objective 6a Throws**

Objective 6a-2 Reaches, grasps, and releases balls or other objects

Objective 7a Uses fingers and hands

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

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

Mobile Infant

PDH.B1.1_year Reaches into containers or activates a simple cause and effect toy. Combines and separates toys (e.g., removes and replaces large rings from post).

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

Objective 7a-3 Emerging: Uses fingers and whole-arm movements to manipulate and explore objects

Objective 7a Uses fingers and hands

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

Younger Toddler

PDH.B1.1.5_years Uses vision and hands together in play (e.g., builds a tower with several blocks or places a large peg in a pegboard base).

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

Objective 7a-5 Emerging: Uses refined wrist and finger movements

Toddler

PDH.B1.2_years Moves pieces to fit an opening (e.g., completes a simple inset puzzle or shape sorter).

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

Objective 7a-6 Uses refined wrist and finger movements

Older Toddler

PDH.B1.3_years Uses common items that involve vision and motor movements such as hammering a peg, or twisting a handle to open a latch.

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

Objective 7a-6 Uses refined wrist and finger movements

Younger Preschool

PDH.B1.4_years Uses small objects easily (e.g., puts small pegs in a light board, uses a large needle to sew, uses scissors to cut on curved line, etc.).

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

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

Older Preschool

PDH.B1.5_years Coordinates movements to achieve a goal, (e.g., drawing and cutting a shape, stringing beads, buttoning).

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

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



Strand

Early learning experiences will support children to develop fine motor skills.

Learning Progression

Small Muscle Movement and Coordination

Young Infant

PDH.B2.6_months Intentionally brings hands to mouth. Brings hands together while lying on back.

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

Objective 7a-1 Emerging: Reaches for, touches, and holds objects purposefully

Mobile Infant

PDH.B2.1_year Moves objects from one hand to another and combines items at center of body (e.g., banging two blocks together). Uses index finger to poke and point and grasps small objects between thumb and fingertips.

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

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

Younger Toddler

PDH.B2.1.5_years Uses both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand). Uses simple tools and/or writing objects with some intent (e.g., hammers, paint brushes).

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

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

Objective 7b Uses writing and drawing tools

Objective 7b-4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

Toddler

PDH.B2.2_years Scribbles with beginning control, making and/or repeating vertical and horizontal lines; may grasp a crayon or marker with fist. Uses toys or tools with medium sized parts (e.g., puzzle pieces, play tools, toothbrush, spoon).

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

Objective 19a Writes name

Objective 19a-4 Makes controlled linear scribbles

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements



Older Toddler

PDH.B2.3_years Uses writing tools with more control, making or copying simple forms such as lines, curves, open circles, and dots. Is able to handle smaller objects using a pincer grasp when needed (e.g., strings large beads, handles smaller puzzle pieces, uses large tongs to pick up items, etc.). Pounds, rolls, punches and/or pinches playdough.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-5 Emerging: Uses refined wrist and finger movements

Objective 19a Writes name

Objective 19a-5 Emerging: Writes mock letters or letter-like forms

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

Younger Preschool

PDH.B2.4_years Draws simple shapes, pictures and/or letters. (May have immature pencil grasp with three five fingers on pencil shaft). Uses household or toy tools with more precision (e.g., cuts playdough, brushes teeth, uses eating utensils, twists with toy screwdriver).

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

Objective 19a Writes name

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

Objective 7a Uses fingers and hands

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

Older Preschool

PDH.B2.5_years Uses controlled and coordinated movements to copy simple shapes, write some letters, cut out simple shapes, and fasten buttons. Uses a mature pencil grasp with three fingers on writing implement.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Objective 19a Writes name

Objective 19a-8 Writes letter strings

Objective 7b Uses writing and drawing tools

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

Strand

Early learning experiences will support children to acquire self-help skills.

Learning Progression

Feeding Routines and Nutrition

Young Infant

PDH.C1.6_months Holds bottle and/or leans forward with open mouth when expecting to be fed.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Mobile Infant

PDH.C1.1_year Holds sippy cup or bottle, uses hands and/or utensils to feed self; may drink from an open cup with help.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-3 Emerging: Seeks to do things for self

Objective 7a Uses fingers and hands

Objective 7a-3 Emerging: Uses fingers and whole-arm movements to manipulate and explore objects

Younger Toddler

PDH.C1.1.5_years Scoops with a spoon but may spill. Holds open cup with both hands to drink while seated, with occasional spills.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Objective 7a Uses fingers and hands

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

Toddler

PDH.C1.2_years Begins to serve self food (dishes out food and pours liquids) with adult help, but may spill.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-5 Emerging: Demonstrates confidence in meeting own needs

Objective 7a Uses fingers and hands

Objective 7a-5 Emerging: Uses refined wrist and finger movements



Older Toddler

PDH.C1.3_years Feeds self using fingers or utensils with little spilling.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

Younger Preschool

PDH.C1.4_years Pours from a small pitcher and serves self food with little spilling.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-7 Emerging: Takes responsibility for own well-being

Objective 7a Uses fingers and hands

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

Older Preschool

PDH.C1.5_years Uses a butter knife to spread and cut; opens most containers to remove food.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 7a Uses fingers and hands

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



Strand

Early learning experiences will support children to acquire self-help skills.

Learning Progression

Safety and Decision Making

Younger Toddler

PDH.C2.1.5_years Usually responds when asked to stop unsafe behavior.

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

Objective 1b-2 Responds to changes in an adult's tone of voice and expression

Toddler

PDH.C2.2_years Points out or avoids unsafe items (e.g., points to an open gate above stairs, shows an adult a knife left on counter).

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

Objective 1b-3 Emerging: Accepts redirection from adults

Older Toddler

PDH.C2.3_years Tells a few basic safety rules; tells an adult when other children aren't following the rules.

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

Objective 1b-4 Accepts redirection from adults

Younger Preschool

PDH.C2.4_years Remembers many basic safety rules; usually follows rules and tells adults when other children aren't following the rules.

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

Objective 1b-5 Emerging: Manages classroom rules, routines, and transitions with occasional reminders

Older Preschool

PDH.C2.5_years Understands the reason for most basic safety rules at home, in familiar settings, and in the community.

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

Early learning experiences will support children to acquire self-help skills.

Learning Progression

Dressing and Hygiene

Mobile Infant

PDH.C3.1_year Helps with dressing, undressing, and bathing by holding arms out, taking off socks, etc.

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

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

Younger Toddler

PDH.C3.1.5_years Puts arm in sleeve, steps out of pants, and/or tries to put on socks or shoes.

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

Objective 1c-3 Emerging: Seeks to do things for self

Toddler

PDH.C3.2_years Helps with dressing and hygiene routines: pulls pants up and down, takes off jacket, dries own hands.

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

Objective 1c-4 Seeks to do things for self

Strand

Early learning experiences will support children to acquire self-help skills.

**Learning
Progression
(CONT...)**

Dressing and Hygiene

Older Toddler

PDH.C3.3_years Tries to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) but may still need help.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-5 Emerging: Demonstrates confidence in meeting own needs

Younger Preschool

PDH.C3.4_years Takes care of simple dressing, toileting, hand washing, and tooth brushing routines with few reminders or help.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Older Preschool

PDH.C3.5_years Usually handles own dressing, toileting, and basic hygiene.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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



Strand

Early learning experiences will support children to maintain physical health status and well-being.

Learning Progression

Physical Activity

Young Infant

PDH.D1.6_months Interacts during daily activities that involve changing positions and that help to develop movement skills. Children participate in self-care routines, hygiene, and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: Dressing and Hygiene Feeding Routines and Nutrition.

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

Objective 4-2 Moves to explore immediate environment

Objective 1c Takes care of own needs appropriately

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

Mobile Infant

PDH.D1.1_year Interacts during daily physical activities that involve exploring and moving. Children participate in self-care routines, hygiene, and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: Dressing and Hygiene Feeding Routines and Nutrition.

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

Objective 4-3 Emerging: Experiments with different ways of moving

Objective 1c Takes care of own needs appropriately

Objective 1c-3 Emerging: Seeks to do things for self

Younger Toddler

PDH.D1.1.5_years Plays and interacts with others during activities involving movement. Children participate in self-care routines, hygiene, and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: Dressing and Hygiene Feeding Routines and Nutrition.

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

Objective 4-4 Experiments with different ways of moving

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Toddler

PDH.D1.2_years Engages in physical activity involving large muscles in both indoor and outdoor environments. Children participate in self-care routines, hygiene, and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: Dressing and Hygiene Feeding Routines and Nutrition.

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

Objective 4-4 Experiments with different ways of moving

Objective 1c Takes care of own needs appropriately

Objective 1c-5 Emerging: Demonstrates confidence in meeting own needs

Older Toddler

PDH.D1.3_years Has increasing strength and endurance, allowing them to actively engage in a total of 60 minutes of physical activity spread over the course of a day. Follows routines involving healthy behaviors such as blowing nose, washing hands, eating healthy foods, and sleeping.

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

Objective 4-5 Emerging: Moves purposefully from place to place with control

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Younger Preschool

PDH.D1.4_years Has increasing strength and endurance, allowing them to actively engage in a total of 60 minutes of moderate to vigorous physical activity spread over the course of a day. Names examples of healthy behaviors related to hygiene, nutrition, and sleep.

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

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

Older Preschool

PDH.D1.5_years Has increasing strength and endurance, allowing them to actively engage in a total of 60 minutes of moderate to vigorous physical activity spread over the course of a day. Talks about healthy behaviors and why they are important.

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

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

Objective 1c Takes care of own needs appropriately

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



Domain	Language and Literacy (LL)
Strand	Early learning experiences will support children to understand language (receptive language).
Learning Progression	Understanding words

Young Infant	Mobile Infant	Younger Toddler	Toddler
<p>LL.A1.6_months Responds to facial expressions or familiar voices by changing expression, movement, or crying. Turns face toward the direction of sound or visual cues. Responds to changes in tone of voice (e.g., calms or smiles when spoken to in a soft voice, fusses when hears a stressed tone).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 9a Uses an expanding expressive vocabulary Objective 9a-1 Emerging: Vocalizes and gestures to communicate</p> <p>Objective 9a Uses an expanding expressive vocabulary Objective 9a-2 Vocalizes and gestures to communicate</p> <p>Objective 1b Follows limits and expectations Objective 1b-2 Responds to changes in an adult's tone of voice and expression</p>	<p>LL.A1.1_year Responds to own name, and familiar words and phrases heard in context. Responds to requests to complete common actions (e.g., “wave bye-bye”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 9a Uses an expanding expressive vocabulary Objective 9a-2 Vocalizes and gestures to communicate</p> <p>Objective 8b Follows directions Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>	<p>LL.A1.1.5_years Understands words, gestures, or signs used to refer to people, objects, or experiences that are not present. Remembers and understands language heard in repeated stories, poems, and language experiences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 9a Uses an expanding expressive vocabulary Objective 9a-3 Emerging: Names familiar people, animals, and objects</p> <p>Objective 12b Makes connections Objective 12b-2 Looks for familiar persons when they are named; relates objects to events</p> <p>Objective 15a Notices and discriminates rhyme Objective 15a-2 Joins in rhyming songs and games</p>	<p>LL.A1.2_years Understands much of what is communicated in language(s) they are most comfortable with. Points to familiar objects, people, and body parts referred to in the language(s) they are most comfortable with. Responds to questions and follows simple directions. Points to named items in books.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 8a Comprehends language Objective 8a-4 Identifies familiar people, animals, and objects when prompted</p> <p>Objective 8b Follows directions Objective 8b-4 Follows simple requests not accompanied by gestures</p> <p>Objective 14a Thinks symbolically Objective 14a-2 Recognizes people, objects, and animals in pictures or photographs</p>



Domain	Language and Literacy (LL)
Strand	Early learning experiences will support children to understand language (receptive language).
Learning Progression	Understanding words

Older Toddler

LL.A1.3_years Understands more words across languages they are regularly exposed to, including nouns, verbs, and some adjectives. Follows two- or three-step directions that do not involve familiar routines. Understands language referring to items or actions that may not be in the context of current situation or setting.

GOLD® Objectives for Development and Learning

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

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

Younger Preschool

LL.A1.4_years Understands words for objects, actions and visible characteristics (e.g., color, size) in real situations and symbolic contexts (e.g., books, pretend play). Understands sentences that include two three concepts (e.g., “Put the blue paper under the box”).

GOLD® Objectives for Development and Learning

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

Older Preschool

LL.A1.5_years Understands different types of words that convey more specific information about objects, actions and attributes in real situations and symbolic contexts (e.g., books, pretend play). Figures out the meaning of unknown words/concepts using the context of conversations, pictures, or concrete objects. Understands sentences that include three-four concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”) in the context of planned activities and/or interactive storytelling. Understands common language used to refer to objects, actions, and attributes, during conversations, when listening to and following directions, listening to stories, etc.

GOLD® Objectives for Development and Learning

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

Objective 8a Comprehends language
Objective 8a-7 Emerging: Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs

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

Strand	Early learning experiences will support children to use language (expressive language).
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Young Infant

LL.B1.6_months Uses different facial expressions and sounds to communicate (e.g., coos, babbles, and cries).

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Mobile Infant

LL.B1.1_year Begins to use word approximations (e.g., "ma-ma" or "da-da") or common gestures (e.g., waving, signing "more").

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-3 Emerging: Names familiar people, animals, and objects

Younger Toddler

LL.B1.1.5_years Uses a few words or common gestures to communicate. Has a 20+ word vocabulary (including all words used across different languages).

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-3 Emerging: Names familiar people, animals, and objects

Objective 9a Uses an expanding expressive vocabulary

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

Toddler

LL.B1.2_years Names familiar objects and actions; uses commands (e.g., "no"), possessives (e.g., "mine") or reactions (e.g., "ow"). Frequently uses new words to talk about familiar things or activities.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Strand

Early learning experiences will support children to use language (expressive language).

**Learning
Progression
(CONT...)**

Vocabulary

Older Toddler

LL.B1.3_years Uses nouns and verbs to label experiences, actions, or events. Uses some personal pronouns such as “me,” “mine,” and “you”; use of pronouns may vary based on language(s) they are most familiar with. Experiments with less common words learned through books and personal experiences (e.g., large, fast, angry, car, run).

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-5 Emerging: Describes and tells the use of many familiar items

Younger Preschool

LL.B1.4_years Uses common words for objects, actions, and attributes for things found in real situations and symbolic contexts (e.g., books, pretend play). Uses more simple pronouns (e.g., I, me, you, mine, he, she). Use of pronouns may vary based on language(s) they are most familiar with. Incorporates less common words learned through books and personal experiences into their vocabulary (e.g., gigantic, rapidly, frustrated, transportation, race or jog).

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

Older Preschool

LL.B1.5_years Uses a greater range and variety of specific words for objects, actions, and attributes encountered in real situations and symbolic contexts (e.g., books, pretend play). Uses more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words



Strand

Early learning experiences will support children to use language (expressive language).

Learning Progression

Expressing ideas, feelings, and needs

Young Infant

LL.B2.6_months Cries differently for different needs. “Talks” to self and others using various vocalizations.

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

Objective 1a-2 Uses adult support to calm self

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Mobile Infant

LL.B2.1_year Communicates wants and needs through a combination of crying, babbling, word approximation, and gestures.

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

Objective 9a-2 Vocalizes and gestures to communicate

Younger Toddler

LL.B2.1.5_years Responds to caregiver statements or questions during play, routines, or reading with sounds, words, or gestures.

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

Objective 9a-3 Emerging: Names familiar people, animals, and objects

Toddler

LL.B2.2_years Uses words and gestures to request objects, get needs met, or to get attention.

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

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

Older Toddler

LL.B2.3_years Uses inflection in phrases or sentences to ask a question. Comments on different experiences, interactions, or things. Expresses ideas through pretend play.

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

Objective 9a Uses an expanding expressive vocabulary

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-5 Emerging: Describes and tells the use of many familiar items

Objective 14b Engages in sociodramatic play

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

Younger Preschool

LL.B2.4_years Communicates about current or recent ideas, events, and/or objects in different contexts (e.g., as a part of learning activity, to negotiate with peers, or to express emotions). Uses speech that is mostly intelligible to familiar and unfamiliar adults in the language(s) they are most familiar with. May still have difficulty with s, sh, ch, j, ng, th, z, l, and r sounds; or sounds that were not common in languages they were first exposed to.

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

Objective 9b Speaks clearly

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

Older Preschool

LL.B2.5_years Describes objects, events, and relationships in more detail (e.g., describes how things relate to each other using position words such as “under” or “beside” and comparative words such as “bigger” or “longer”).

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

Objective 9c Uses conventional grammar

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



Strand

Early learning experiences will support children to use language (expressive language).

Learning Progression

Language Structure

Younger Toddler

LL.B3.1.5_years Begins to use gestures and sounds together to communicate.

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

Objective 9c-1 Emerging: Uses one- or two-word sentences or phrases

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Toddler

LL.B3.2_years Combines words, using short, two word phrases such as “Me up!”.

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

Objective 9c-2 Uses one- or two-word sentences or phrases

Older Toddler

LL.B3.3_years Uses some basic grammar rules such as pronouns, plurals, possessives, and regular past tense. Uses longer phrases of three or more words.

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

Objective 9c-4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

Younger Preschool

LL.B3.4_years Uses basic grammar rules and begins to use irregular past tense and questions. Uses sentences that combine phrases or concepts to communicate ideas.

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

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

Older Preschool

LL.B3.5_years Uses basic grammar rules including subject verb agreement, tenses, regular and irregular past tense, irregular plurals. Uses sentences that are more complex, combining phrases, using conjunctions (e.g., and, or, because) and generally using rules of grammar.

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

Objective 9c-7 Emerging: Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)



Strand

Early learning experiences will support children to use language for social interaction.

Learning Progression

Engaging in conversations

Young Infant

LL.C1.6_months Shows interest in back and forth pretend games.

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

Objective 10a-1 Emerging: Engages in simple back-and-forth exchanges with others

Mobile Infant

LL.C1.1_year Enjoys back and forth exchanges with adults including playing simple imitation games.

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

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

Younger Toddler

LL.C1.1.5_years Pays attention to a speaker by pausing activity or looking toward speaker. Repeats or tries another way to communicate desire if first try is not successful.

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

Objective 10b-2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations

Toddler

LL.C1.2_years Takes turns in simple conversations, initiating and responding over two or more turns.

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

Objective 10a-5 Emerging: Engages in conversations of at least three exchanges

Older Toddler

LL.C1.3_years Has conversations with adults and peers that include four or more exchanges.

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

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

Younger Preschool

LL.C1.4_years Focuses a topic of conversation over several turns. Initiates conversations with peers and adults.

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

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

Older Preschool

LL.C1.5_years Engages in longer conversations involving statements, questions, and answers about a topic. Engages in extended conversation/discussion during play.

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

Objective 10a-7 Emerging: Engages in complex, lengthy conversations of five or more exchanges

Strand

Early learning experiences will support children to use language for social interaction.

Learning Progression

Language for Interaction

Young Infant

LL.C2.6_months Coos, gurgles, and/or smiles in response to caregiver actions and to initiate social contact. Coos and/or smiles when adults imitate the faces and sounds they make.

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

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

Mobile Infant

LL.C2.1_year Intentionally uses gestures and/or vocalizations to change the behavior of others and to engage in social interaction.

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

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

Younger Toddler

LL.C2.1.5_years Uses gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up). Uses language to maintain conversations and interact socially.

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

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

Toddler

LL.C2.2_years Answers basic questions with one-two words. Uses words and gestures to request objects, get needs met, or to get attention.

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

Objective 9c-2 Uses one- or two-word sentences or phrases

Objective 9a Uses an expanding expressive vocabulary

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

Older Toddler

LL.C2.3_years Talks with adults and peers about common experiences or events.

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

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

Objective 9c Uses conventional grammar

Objective 9c-4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

Younger Preschool

LL.C2.4_years Answers simple who, what, where, and why questions. Shares personal experiences related to a topic of discussion. Begins to use language to problem solve in social situations.

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

Objective 3b Solves social problems

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

Older Preschool

LL.C2.5_years Uses language to share ideas and gain information. Makes connections between new information and prior knowledge in conversations. Engages in discussions with adults and peers to resolve conflict, problem solve, negotiate, and plan.

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

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

Objective 12b Makes connections

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

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

Strand

Early learning experiences will support children to gain book appreciation and knowledge.

Learning Progression

Engaging with Text

Young Infant

LL.D1.6_months Shows interest in music, stories, and pictures shared with caregiver (e.g., coos, listens, looks).

GOLD® Objectives for Development and Learning**Objective 17a Uses and appreciates books and other texts**

Objective 17a-1 Emerging: Shows interest in books

Mobile Infant

LL.D1.1_year Looks at a book with an adult, with shared attention to pictures, sounds, etc.

GOLD® Objectives for Development and Learning**Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

Younger Toddler

LL.D1.1.5_years Attends to pictures in text; may label or point to picture or make sounds associated with picture.

GOLD® Objectives for Development and Learning**Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

Toddler

LL.D1.2_years Actively engages with text, which may include repeating words or phrases, completing familiar rhymes, commenting on or naming familiar pictures, etc. Selects a familiar or favorite book to be read.

GOLD® Objectives for Development and Learning**Objective 17a Uses and appreciates books and other texts**

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

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

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

Older Toddler

LL.D1.3_years Stays interested in a book being read to them for short periods of time. Recites familiar phrases of songs, books, and rhymes; may complete a phrase or missing word from a familiar text or song.

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

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

Younger Preschool

LL.D1.4_years Chooses a book to be read, may have favorite books or authors. Asks and answers simple who, what, and where questions about books read aloud to them.

GOLD® Objectives for Development and Learning**Objective 17a Uses and appreciates books and other texts**

Objective 17a-5 Emerging: Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

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

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

Older Preschool

LL.D1.5_years Independently chooses to “read” books based on interests, including fiction and nonfiction. Engages in conversations about text, asking and answering questions, and sharing connections from personal experience.

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

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

Early learning experiences will support children to gain book appreciation and knowledge.



Young Infant

Mobile Infant

Younger Toddler

Toddler

LL.D2.6_months Shows interest in music, stories, and pictures shared with caregiver (e.g., coos, listens, looks).

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts
Objective 17a-1 Emerging: Shows interest in books

LL.D2.1_year Looks at a book with an adult, with shared attention to pictures, sounds, etc.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts
Objective 17a-2 Shows interest in books

LL.D2.1.5_years Attends to pictures in text; may label or point to picture or make sounds associated with picture.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts
Objective 17a-2 Shows interest in books

LL.D2.2_years Answers simple specific questions about familiar books (e.g., “What does the cat say?”); asks basic questions about pictures (e.g., “Who is that?”).

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

Older Toddler

Younger Preschool

Older Preschool

LL.D2.3_years Enjoys telling and retelling stories and information learned through books. Acts out scenes or stories from familiar books.

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

LL.D2.4_years Demonstrates comprehension of stories in a variety of ways: retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text, creating related stories, or extending a story through dramatic play. With prompting, makes predictions and/or asks questions about a text by examining the title, cover, pictures.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts
Objective 18c-4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
Objective 18a Interacts during reading experiences, book conversations, and text reflections
Objective 18a-4 Asks and answers questions about the text; refers to pictures

LL.D2.5_years With prompting and support, retells familiar stories, including story elements (e.g., setting, characters, events) and/or shares key details from informational text. Makes simple inferences about character motivation and/or predicts what might happen next in a story. Identifies main components of a story or text (the major plot points of a story or the main topic of an informational text). Uses connections between self and character, experiences, and emotions to increase comprehension.

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

Strand

Early learning experiences will support children to gain knowledge of print and its uses.

Mobile Infant

LL.E1.1_year Grabs at, pats, and/or mouths books.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Younger Toddler

LL.E1.1.5_years Handles soft or board books and attempts to turn pages.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-3 Emerging: Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Toddler

LL.E1.2_years Holds a book upright and may pretend to read. Turns page of a board book.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-3 Emerging: Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Objective 18b Uses emergent reading skills

Objective 18b-2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

Strand

Early learning experiences will support children to gain knowledge of print and its uses.

Learning Progression (CONT...)

Book Concepts

Older Toddler

LL.E1.3_years Turns pages of a picture book with thick paper pages.

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

Younger Preschool

LL.E1.4_years Looks at pages of a book from left to right.

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

Older Preschool

LL.E1.5_years Know how books are read (e.g., left to right, top to bottom, front to back). Uses the cover of a book to gain information about the book's content (e.g., looks at picture, asks what the title of the book is). Knows that books have titles, authors, illustrators or photographers.

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

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

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

Objective 18b Uses emergent reading skills

Objective 18b-3 Emerging: Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult



Strand

Early learning experiences will support children to gain knowledge of print and its uses.

Learning Progression

Print Concepts

Mobile Infant

LL.E2.1_year Grabs at, pats, and/or mouths books.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Younger Toddler

LL.E2.1.5_years Handles soft or board books and attempts to turn pages.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-3 Emerging: Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Toddler

LL.E2.2_years Recognizes a familiar book based on its cover.

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

Early learning experiences will support children to gain knowledge of print and its uses.

Learning Progression (CONT...)

Print Concepts

Older Toddler

LL.E2.3_years Recognizes some familiar signs and symbols in the environment (e.g., logos, signs for a familiar store).

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

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

Younger Preschool

LL.E2.4_years Uses books and/or other written materials (e.g., lists, menus, signs) in a purposeful way during play. Recognizes that print represents spoken words (e.g., first name in print, environmental labels). Recognizes the difference between a letter and a word. Identifies some printed words and/or common symbols (e.g., bathroom signs) in the context of the daily routines and/or play.

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

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

Objective 17b Uses print concepts

Objective 17b-3 Emerging: Indicates where to start reading and the direction to follow

Objective 17b Uses print concepts

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

Older Preschool

LL.E2.5_years Recognizes words as a unit of print and that letters are grouped to form words. Follows words from left to right with finger. Identifies some familiar printed words during play, even in new contexts (e.g., a word used during snack time that they now in the dramatic play area). Begins to use awareness of letter sounds to identify words in text.

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

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

Objective 17b Uses print concepts

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

Objective 15d Applies phonics concepts and knowledge of word structure to decode text

Objective 15d-2 Shows understanding that a specific sequence of letters represents a spoken word



Strand

Early learning experiences will support children to gain knowledge of print and its uses.

Learning Progression

Letter Knowledge

Older Toddler

LL.E3.3_years Shows interest in letters in the environment, including the letters in their name.

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

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

Younger Preschool

LL.E3.4_years Recognizes some letters, especially those in their own name. Participates in alphabet songs and games.

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

Older Preschool

LL.E3.5_years Identifies the most common sounds and keywords beginning with those sounds for some letters. Recognizes and names at least half of the upper and lowercase letters of the alphabet, including letters in their first and last name and those they often see in learning environments.

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

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

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

Early learning experiences will support children to develop awareness of the sounds of language.

Learning Progression

Phonological Awareness

Young Infant

LL.F1.6_months Experiments with vocalizations and sounds.

GOLD® Objectives for Development and Learning**Objective 9b Speaks clearly**

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

Mobile Infant

LL.F1.1_year Uses sounds to aid in communication prior to the use of words (e.g., babbles in a sing-song manner).

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

Objective 9a-2 Vocalizes and gestures to communicate

Younger Toddler

LL.F1.1.5_years Echoes parts of songs with sounds or words.

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

Objective 15a-2 Joins in rhyming songs and games

Objective 15b Notices and discriminates alliteration

Objective 15b-1 Emerging: Sings songs and recites rhymes and refrains with repeating initial sounds

Toddler

LL.F1.2_years Shows interest in sounds in the environment and to spoken language. Engages in sound play making silly sounds, repeating words or syllables.

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

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

Objective 9a Uses an expanding expressive vocabulary

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

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

Strand

Early learning experiences will support children to develop awareness of the sounds of language.

Learning Progression (CONT...)

Phonological Awareness

Older Toddler

LL.F1.3_years Recognizes environmental sounds (e.g., animal or vehicle sounds such as “Baa-baa” or “Beep-beep”). Tries to clap along to the rhythm in a song or to the words of a chant. Participates in chants and games that involve playing with sounds (e.g., environmental sounds, rhymes, same initial sounds).

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

Objective 15a-2 Joins in rhyming songs and games

Younger Preschool

LL.F1.4_years Recognizes when beginning and/or ending sounds are the same during songs, books, fingerplays, etc. Distinguishes individual words in a sentence. Experiments with rhyming and alliteration during speech.

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

Objective 15b-2 Sings songs and recites rhymes and refrains with repeating initial sounds

Objective 15c Notices and discriminates discrete units of sound

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

Objective 15a Notices and discriminates rhyme

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

Objective 15b Notices and discriminates alliteration

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

Older Preschool

LL.F1.5_years Produces rhyming words. Produces words with same initial sound. Distinguishes syllables in words. Identifies initial sounds in spoken words. When provided with two sounds, is able to blend into a word (E.g., /n/ and /o/ make “no”).

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

Objective 15b Notices and discriminates alliteration

Objective 15b-6 Matches beginning sounds of some words

Objective 15b Notices and discriminates alliteration

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

Objective 15c Notices and discriminates discrete units of sound

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



Strand

Early learning experiences will support children to convey meaning through drawing, letters, and words.

Learning Progression

Drawing and Writing

Younger Toddler

LL.G1.1.5_years Uses writing tools, large paint brushes, or fingers to make marks (on paper, in sand or shaving cream, on sidewalk).

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

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

Toddler

LL.G1.2_years Uses writing tools to make scribbles and lines.

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

Objective 7b-4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

Objective 19a Writes name

Objective 19a-2 Makes scribbles or marks

Older Toddler

LL.G1.3_years Begins to draw simple shapes (including lines, curves, and/or dots) to represent ideas and may try to write message using controlled linear scribble. Tells others about their drawings.

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

Objective 19a-4 Makes controlled linear scribbles

Objective 19b Writes to convey ideas and information

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

Objective 14a Thinks symbolically

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

Younger Preschool

LL.G1.4_years Writes in a manner that is distinct from drawing, making letter-like shapes or symbols. Uses a combination of early writing and drawing to convey an idea, share an event or story, make a list, or write a message to someone. Asks an adult to write their name, label a picture, or write a few words for another purpose.

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

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

Objective 14a Thinks symbolically

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

Objective 19b Writes to convey ideas and information

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

Older Preschool

LL.G1.5_years Writes letter-like shapes to represent their name (e.g. signs in when arriving at school, puts name on artwork). Tries to write or copy words that are meaningful to them (e.g., labeling a picture, making a sign or card), with early attempts at spelling. May use 1 letter for the initial or final sound to represent a whole word. Dictates a short story or message for an adult to write.

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

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

Objective 19b Writes to convey ideas and information

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

Objective 19b Writes to convey ideas and information

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

Objective 19b Writes to convey ideas and information

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

Domain	Creative Arts (CA)
Strand	Early learning experiences will support children to perform and create art.
Learning Progression	Music Exploration and Expression

Young Infant	Mobile Infant	Younger Toddler	Toddler
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CA.A1.6_months Experiments with vocalizations and sounds.

GOLD® Objectives for Development and Learning
Objective 9b Speaks clearly
 Objective 9b-2 Babbles strings of single consonant sounds and combines sounds

CA.A1.1_year Shows interest in singing, moving and dancing, using their body. Uses sounds to aid in communication prior to the use of words (e.g., babbles in a sing-song manner).

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression
Objective 9a Uses an expanding expressive vocabulary
 Objective 9a-2 Vocalizes and gestures to communicate

CA.A1.1.5_years Creates sounds with musical instruments or during sensory play. Echoes parts of songs with sounds or words.

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression
Objective 15a Notices and discriminates rhyme
 Objective 15a-2 Joins in rhyming songs and games
Objective 15b Notices and discriminates alliteration
 Objective 15b-2 Sings songs and recites rhymes and refrains with repeating initial sounds

CA.A1.2_years Imitates words to songs and song gestures (e.g., names animals in a song or pats, claps, makes movements). Repeats words and actions to familiar songs, including pitch, gestures and body movements.

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression

Older Toddler	Younger Preschool	Older Preschool
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CA.A1.3_years Responds with voice, body, and/ or instruments to longer segments/or patterns of music. Participates in familiar and call and response songs.

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression

CA.A1.4_years Responds to changes in the expressive qualities of music and moves in more organized ways to demonstrate an understanding of the music. Spontaneously sings familiar songs. With some adult assistance, initiates new musical ideas with voices or instruments (e.g., applies words, initiates their own listening and movement experiences).

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression

CA.A1.5_years Creates new musical ideas with voices/ instruments (e.g., applies new words, adds instruments to a familiar song). Creates own music (e.g., hums, sings, creates rhythms, etc.). Plays with familiar rhythms and patterns in a novel way (e.g., experiments with high/low pitch and loud/soft dynamics).

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression

Strand

Early learning experiences will support children to perform and create art.

Learning Progression

Visual Arts and Creative Exploration

Young Infant

CA.A2.6_months Responds to visual stimuli like colorful artwork or simple patterns by focusing, cooing or moving their body.

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

Mobile Infant

CA.A2.1_year Explores simple art materials.

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

Younger Toddler

CA.A2.1.5_years Experiments with a variety of loose parts and art materials to tape, glue, paint, mold, draw, etc.

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

Toddler

CA.A2.2_years Uses a wide variety of art materials (e.g., clay, dough, wet sand) for purposeful sensory exploration. Experiments with strokes and lines using brushes, crayons, markers, etc.

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

Older Toddler

CA.A2.3_years Uses a variety of materials to create art with growing control and for personal expression.

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

Younger Preschool

CA.A2.4_years Uses different materials to make art creations that reflect thoughts, feelings, experiences, knowledge.

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

Older Preschool

CA.A2.5_years Uses a variety of tools and materials to create original work to express individual creativity.

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

Strand

Early learning experiences will support children to perform and create art.



Learning Progression

Drama: Role Play and Storytelling

Toddler

CA.A3.2_years Imitates simple aspects of a role using realistic props and sounds.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language

Older Toddler

CA.A3.3_years Acts out common roles in play (e.g., mom or dad with baby).

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language

Younger Preschool

CA.A3.4_years Acts out short scenes in familiar roles (e.g., teacher, doctor, firefighter).

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language

Older Preschool

CA.A3.5_years Assumes elaborate roles in dramatic play (e.g., plays multiple roles or may stay in character for extended periods of time). Uses materials and props in unique ways and is creative in finding and using materials as props desired for dramatic play.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

Objective 36 Explores drama through actions and language

Strand

Early learning experiences will support children to perform and create art.

Learning Progression

Dance: Movement and Physical Expression

Young Infant

CA.A4.6_months Moves body in reaction to music.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Mobile Infant

CA.A4.1_year Moves body to music.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Younger Toddler

CA.A4.1.5_years Shows increasing body awareness through gross motor movement (e.g., walks, bounces, sways, rocks, engages in bilateral movement (claps and pats), and uses non locomotor movements (simple finger plays).

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Toddler

CA.A4.2_years Demonstrates developing ability to balance, awareness of body (e.g., names body parts, moves distinct body parts). Moves creatively while listening to music (e.g., stamps feet, waves arms, sways).

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts



Older Toddler

CA.A4.3_years Demonstrates directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) during songs or play (e.g., moves like a turtle, jumps like a frog, floats like a feather).

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Younger Preschool

CA.A4.4_years Demonstrates increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumps from 1 place to another, combines several movements like hopping, turning, stamping feet).

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Older Preschool

CA.A4.5_years Uses multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., uses movement to represent leaves falling off trees sways arms, wiggles fingers, stretches, falls to ground).

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts



Strand

Early learning experiences will support children to respond and connect to the arts.

Learning Progression

Responding and Connecting to Music

Young Infant

CA.B1.6_months Reacts to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves. etc.

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression

Mobile Infant

CA.B1.1_year Moves body (e.g., nods head, bounces, wiggles, rocks) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/slow, low/high, calm/jazzy).

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression

Younger Toddler

CA.B1.1.5_years Moves body hearing a familiar melody or rhythm (e.g., hand gestures).

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression

Toddler

CA.B1.2_years Responds to changes in music by joining in familiar music using voice, physical gestures and/or instruments.

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression

Older Toddler

CA.B1.3_years Responds to elements of different music with variations in physical movement (e.g., walks, bounces, slides, rocks, sways in response to qualities of rhythm).

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression

Younger Preschool

CA.B1.4_years Shows an interest and preferences in some music selections over others.

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression

Older Preschool

CA.B1.5_years Describes similarities and differences in music selections.

GOLD® Objectives for Development and Learning
Objective 34 Explores musical concepts and expression

Strand

Early learning experiences will support children to respond and connect to the arts.

Learning Progression

Responding and Connecting to Visual Arts

Young Infant

CA.B2.6_months Attends to contrasting colors.

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

Mobile Infant

CA.B2.1_year Shows preferences for particular visual stimuli.

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

Younger Toddler

CA.B2.1.5_years Looks at pictures, photographs, and works of art.

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

Toddler

CA.B2.2_years Begins to communicate what they see when looking at pictures, photos, and works of art.

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



Strand

Early learning experiences will support children to respond and connect to the arts.

Learning Progression (CONT...)

Responding and Connecting to Visual Arts

Older Toddler

CA.B2.3_years Describes or asks questions about a work of art. Expresses interest in and shows appreciation for the creative work of others (e.g., through body language, facial expression or oral language).

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Younger Preschool

CA.B2.4_years Responds to the materials, techniques, ideas and emotions of artworks, both two- and three dimensional (e.g., explains a picture or sculpture including several details. Communicates and explains preferences for one piece of art over another.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Older Preschool

CA.B2.5_years Observes and discusses visual art forms and compares similarities and differences (e.g., uses a lot of colors and the paint is thick; sculpture is bumpy).

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Strand

Early learning experiences will support children to respond and connect to the arts.

Learning Progression

Responding and Connecting to Dance

Toddler

CA.B3.2_years Shows interest in dance movements of peers or adults.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Older Toddler

CA.B3.3_years Repeats a movement that has been demonstrated in a dance.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Younger Preschool

CA.B3.4_years Communicates what they see when watching others dance.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Older Preschool

CA.B3.5_years Recognizes an emotion expressed in a dance movement.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts



Strand

Early learning experiences will support children to respond and connect to the arts.

**Learning
Progression**

Responding and Connecting to Dramatic Arts

Younger Preschool

CA.B4.4_years With guidance, names and describes characters in dramatic play, role playing, and story telling.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Older Preschool

CA.B4.5_years With guidance, identifies the emotional responses of characters in dramatic play, role playing, and story telling.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language



Domain

Mathematics (M)

Strand

Early learning experiences will support children to understand counting and cardinality.

Learning Progression

Number Names

Younger Toddler

M.A1.1.5_years Communicates a few number names, but may not necessarily recite them in the correct order.

GOLD® Objectives for Development and Learning**Objective 20a Counts**

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

Toddler

M.A1.2_years Communicates a few number names, with beginning evidence of correct sequence (e.g., starts with “one”).

GOLD® Objectives for Development and Learning**Objective 20a Counts**

Objective 20a-3 Emerging: Verbally counts to 10; counts up to five objects accurately, using one number name for each object

Older Toddler

M.A1.3_years Recites numbers up to at least 5, Uses other number names but not necessarily in the correct order.

GOLD® Objectives for Development and Learning**Objective 20a Counts**

Objective 20a-3 Emerging: Verbally counts to 10; counts up to five objects accurately, using one number name for each object

Younger Preschool

M.A1.4_years Recites numbers up to at least 10.

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

Older Preschool

M.A1.5_years Recites numbers up to at least 20. Recites numbers forward beginning with any number between 1 and 10.

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

Early learning experiences will support children to understand counting and cardinality.

Learning Progression

Cardinality

Younger Toddler

M.A2.1.5_years Puts objects in one-to-one or one-to-many correspondence (e.g., may fill each compartment in an egg carton with one or several objects).

GOLD® Objectives for Development and Learning**Objective 20a Counts**

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

Toddler

M.A2.2_years Puts objects in one-to-one correspondence (e.g., puts one item in each compartment).

GOLD® Objectives for Development and Learning**Objective 20a Counts**

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

Older Toddler

M.A2.3_years Counts up to 3 objects using one-to-one correspondence.

GOLD® Objectives for Development and Learning**Objective 20a Counts**

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

Younger Preschool

M.A2.4_years Counts at least 5 objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set. Counts out a set of objects up to 4.

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

Objective 20b Quantifies

Objective 20b-3 Emerging: Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Older Preschool

M.A2.5_years Counts up to ten objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. Counts out a set of objects up to 5.

GOLD® Objectives for Development and Learning**Objective 20a Counts**

Objective 20a-5 Emerging: Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

Objective 2b Responds to emotional cues

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

Strand

Early learning experiences will support children to understand counting and cardinality.

Learning Progression

Written Numerals

Younger Preschool

M.A3.4_years Recognizes written numerals up to at least 5.

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

Objective 20c-2 Recognizes and names a few numerals

Older Preschool

M.A3.5_years Recognizes written numerals up to at least 10. Writes numbers 1-5 in the context of experiences, (e.g., child writes 3 when a friend in dramatic play wants to buy 3 apples).

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

Objective 20c Connects numerals with their quantities

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

Strand

Early learning experiences will support children to understand counting and cardinality.

Learning Progression

Recognition of Quantity

Toddler

M.A4.2_years Names groups of 1 to 2 objects with the number name.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

Older Toddler

M.A4.3_years Names and matches groups of up to 3 objects with the number name.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-3 Emerging:
Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Younger Preschool

M.A4.4_years Recognizes quantities up to 3 without counting, matches groups of up to 5 objects with the number names.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-3 Emerging:
Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Older Preschool

M.A4.5_years Quickly recognizes and names, without counting, the number of objects in collections of up to 5 items.

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

Early learning experiences will support children to understand counting and cardinality.

Learning Progression

Comparison

Toddler

M.A5.2_years Compares collections that are quite different in size.

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

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

Older Toddler

M.A5.3_years Compares collections of 1 to 4 similar items verbally or nonverbally.

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

Objective 20b-3 Emerging: Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Younger Preschool

M.A5.4_years Compares sets of 1 to 5 objects using a visual matching or counting strategy and describes the comparison as more, less than or the same.

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

Older Preschool

M.A5.5_years Compares sets of up to ten objects using a visual matching or counting strategy and describes the comparison as more than, less than, or the same. Can identify which of the written numerals 1-5 is more or less.

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

Objective 20c Connects numerals with their quantities

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

Strand

Early learning experiences will support children to understand and describe relationships to solve problems operations and algebraic thinking.



Older Toddler

M.B1.3_years Uses some vocabulary related to relative quantity (e.g., “more,” “less”).

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

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

Objective 20e Applies properties of mathematical operations and relationships

Objective 20e-0 Not Yet Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

Younger Preschool

M.B1.4_years Understands that adding (or taking away) one or more objects from a group will increase or decrease the objects in the group.

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

Objective 20b-3 Emerging: Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Objective 20e Applies properties of mathematical operations and relationships

Objective 20e-1 Emerging: Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

Older Preschool

M.B1.5_years Uses real-world situations and concrete objects to add (e.g., putting together) and subtract (e.g., taking away) problems up through 5. Can compose number combinations up to at least 5 (e.g., recognize how many have been secretly taken away from a group of 5 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

Objective 20e Applies properties of mathematical operations and relationships

Objective 20e-1 Emerging: Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

Strand

Early learning experiences will support children to understand the attributes and relative properties of objects.

Toddler

M.C1.2_years Uses some vocabulary related to size and quantity (e.g., say something is “big” or request “more”).

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-2 Makes simple comparisons between two objects

Older Toddler

M.C1.3_years Has an increasing vocabulary related to number, size and quantity (e.g., uses words such as “tall,” “long”).

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-3 Emerging:
Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

Younger Preschool

M.C1.4_years Recognizes measurable attribute of an object such as length, weight, or capacity. Begins to use non standard units of measurement (e.g. blocks or hand spans) to measure length or height of objects.

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
Objective 22a Measures objects
Objective 22a-5 Emerging: Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

Older Preschool

M.C1.5_years Compares 2 or more objects (e.g., length, weight and capacity) and describes the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). Begins to use standard and non-standard measurement tools to measure the length or height of objects.

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

Strand

Early learning experiences will support children to understand the attributes and relative properties of objects.

Learning Progression

Data

Younger Preschool

M.C2.4_years Sorts objects into 2 groups, counts, and compares the quantity of the groups formed (e.g., indicates which is 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

Objective 22c Represents and analyzes data

Objective 22c-1 Emerging: Knows a few ordinal numbers

Older Preschool

M.C2.5_years Represents data using concrete objects, pictures or tally marks.

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

Objective 22c Represents and analyzes data

Objective 22c-1 Emerging: Knows a few ordinal numbers

Strand

Early learning experiences will support children to understand the attributes and relative properties of objects.

Learning Progression

Sorting, Classifying, and Patterning

Younger Toddler

M.C3.1.5_years Matches objects that are the same.

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

Objective 13-2 Matches similar objects

Toddler

M.C3.2_years Groups several objects based on 1 feature but may change grouping strategy (e.g., groups several blue objects then after adding a blue car, begins to add more cars regardless of color).

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

Objective 13-3 Emerging: Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)

Older Toddler

M.C3.3_years Sorts a small number of items based on 1 feature or characteristic (e.g., puts toy animals in 1 bin and cars in another, helps sort laundry, sorts blue and yellow blocks).

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)

Younger Preschool

M.C3.4_years Sorts objects by 1 feature into 2 or more groups (e.g., color, size, shape). With adult support, identifies and duplicates simple repeating patterns (e.g., ABAB patterns).

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)

Objective 23 Demonstrates knowledge of patterns

Objective 23-5 Emerging: Extends and creates simple repeating patterns

Older Preschool

M.C3.5_years Sorts a set of objects on the basis of 1 feature (e.g., size or color) and is able to switch and describe the sorting rule. Creates, extends, and/or duplicates simple repeating patterns with objects, numbers, sounds and movements (e.g., ABAB, AABAAB, ABCABC, ABBABB patterns).

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

Objective 13-6 Groups objects by one characteristic; then regroup them using a different characteristic and indicates the reason

Objective 23 Demonstrates knowledge of patterns

Objective 23-6 Extends and creates simple repeating patterns



Strand

Early learning experiences will support children to understand geometry and spatial relationships.

Learning Progression

Spatial Relationships

Mobile Infant

M.D1.1_year Begins to develop awareness of near and far by following movement in their environment.

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

Objective 21a-1 Emerging: Follows simple directions related to position (in, on, under, up, down)

Younger Toddler

M.D1.1.5_years Adjusts their reach and grasp based upon distance, size and weight of an object.

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

Objective 21a-1 Emerging: Follows simple directions related to position (in, on, under, up, down)

Toddler

M.D1.2_years Shows beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under).

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

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

Older Toddler

M.D1.3_years Finds objects or locations based upon landmarks and position words (e.g., “Your blanket is on the couch.”).

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

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

Younger Preschool

M.D1.4_years Uses positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.

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

Objective 21a-3 Emerging: Follows simple directions related to proximity (beside, between, next to)

Older Preschool

M.D1.5_years Uses relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object.

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

Early learning experiences will support children to understand geometry and spatial relationships.

Learning Progression

Identification of Shapes

Younger Toddler

M.D2.1.5_years Explores a variety of shapes.

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

Objective 21b-1 Emerging: Matches two identical shapes

Toddler

M.D2.2_years Matches familiar shapes (e.g., circle, square and typical triangle) with same size and orientation.

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

Objective 21b-2 Matches two identical shapes

Older Toddler

M.D2.3_years Matches and sometimes names familiar shapes with different size and orientation.

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

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

Younger Preschool

M.D2.4_years Identifies two dimensional shapes in different orientations and sizes.

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

Older Preschool

M.D2.5_years Identifies and describes a variety of two- and three dimensional shapes with mathematical names (e.g., ball/sphere, box/ rectangular prism, can/ cylinder) regardless of orientation and size.

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

Early learning experiences will support children to understand geometry and spatial relationships.

Learning Progression

Composition of Shapes

Younger Preschool

M.D3.4_years Combines 2 or more shapes to create a new shape or to represent an object in the environment.

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

Objective 21b-7 Emerging: 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

Older Preschool

M.D3.5_years Completes a shape puzzle or a new figure by putting multiple shapes together with purpose.

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 (S)
Strand	Early learning experiences will support children to apply scientific practices.
Learning Progression	Questioning and Defining Problems

Young Infant	Mobile Infant	Younger Toddler	Toddler
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S.A1.6_months Uses senses to explore and responds to new experiences (sights, sounds, textures, etc.) with actions such as laughing, babbling, moving, or repeating behaviors.

GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment

S.A1.1_year Seeks novel experiences, trying new actions, sensations, vocalizations, etc.

GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment

S.A1.1.5_years Uses senses to actively explore the effects of new actions on objects.

GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-3 Emerging: Explores and investigates ways to make something happen
Objective 11d Shows curiosity and motivation
 Objective 11d-4 Explores and investigates ways to make something happen

S.A1.2_years Observes and makes comments on things observed through the senses.

GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-4 Explores and investigates ways to make something happen
Objective 24 Uses scientific inquiry skills

Older Toddler	Younger Preschool	Older Preschool
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S.A1.3_years Asks simple what, why, and how questions related to things observed.

GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-4 Explores and investigates ways to make something happen
Objective 24 Uses scientific inquiry skills

S.A1.4_years Asks more detailed questions including the relationship between two things or cause and effect relationships.

GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-5 Emerging: Shows eagerness to learn about a variety of topics and ideas
Objective 24 Uses scientific inquiry skills

S.A1.5_years Defines a problem to be solved, including details and restrictions (e.g., “We need to make something for the bird food, but we have to hang it so the squirrels can’t get it”).

GOLD® Objectives for Development and Learning
Objective 11c Solves problems
 Objective 11c-6 Solves problems without having to try every possibility
Objective 24 Uses scientific inquiry skills

Strand

Early learning experiences will support children to apply scientific practices.

Learning Progression

Investigating

Young Infant

S.A2.6_months Orients to source of sound or movement and vocalizes in response to sights and sounds in the immediate environment.

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

Objective 11a-2 Pays attention to sights and sounds

Objective 24 Uses scientific inquiry skills**Mobile Infant**

S.A2.1_year Repeats actions to explore if the same result will happen again.

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

Objective 11b-2 Repeats actions to obtain similar results

Objective 24 Uses scientific inquiry skills**Younger Toddler**

S.A2.1.5_years Actively manipulates objects to explore their properties (e.g. shaking, banging, rolling).

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

Objective 11b-2 Repeats actions to obtain similar results

Objective 24 Uses scientific inquiry skills**Toddler**

S.A2.2_years Uses senses to explore their environment (e.g. smelling and touching flowers). Begins simple problem solving (e.g. using a shape sorter, experimenting with getting a tower to stand).

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

Objective 11d-3 Emerging: Explores and investigates ways to make something happen

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

Older Toddler

S.A2.3_years Makes simple predictions of what will happen. Uses senses to explore how features of objects can affect how they can be used (e.g. stacking blocks and noticing that 1 is better on the bottom of the tower).

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

Objective 11c-5 Emerging: Solves problems without having to try every possibility

Objective 24 Uses scientific inquiry skills**Objective 11c Solves problems**

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

Younger Preschool

S.A2.4_years Uses tools with purpose to test ideas and gather information (e.g. testing containers with holes to explore how sand moves through them).

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

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

Objective 24 Uses scientific inquiry skills**Older Preschool**

S.A2.5_years Plans and carries out investigations with increasing purpose and organization (e.g. designing ramps of different heights, testing how far objects travel and documents results with drawing or graphs).

GOLD® Objectives for Development and Learning

No aligned objectives

Strand

Early learning experiences will support children to apply scientific practices.

Learning Progression

Using Evidence

Older Toddler

S.A3.3_years Provides reasons for decisions or opinions (e.g., “I made this picture green because my mom likes green.”).

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Younger Preschool

S.A3.4_years Provides examples or evidence to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”).

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Older Preschool

S.A3.5_years Gives evidence from observations or investigations. Begins to distinguish evidence from opinion.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Strand

Early learning experiences will support children to engage in the process of engineering.

Learning Progression

Design Cycle

Older Toddler

S.B1.3_years Demonstrates an interest in how things work. Uses open ended materials to build and construct with purpose. Describes how human made items solve problems (e.g. a bottle helps us carry water, a pencil helps us write).

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Younger Preschool

S.B1.4_years With adult support, recognizes a problem and describes what they see and participates in brainstorming ideas to solve the problem.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Older Preschool

S.B1.5_years With adult support, identifies a problem with an item or process, defines what is not working and creates a new design, tests out various solutions and refines design elements.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



Strand

Early learning experiences will support children to understand patterns, processes and relationships of living things.

Learning Progression

Unity and Diversity of Life

Toddler

Older Toddler

Younger Preschool

Older Preschool

S.C1.2_years Observes the characteristics of different plants and animals.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

S.C1.3_years Observes features of plants and animals and explores function of features.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

S.C1.4_years Compares and contrasts basic features of living things (e.g., body parts and their uses) between and across groups. Recognizes changes in living things over their lifespan by observing similarities and differences between babies and adults.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

S.C1.5_years Groups and classifies living things based upon features, providing evidence to support groupings. Demonstrates an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Strand

Early learning experiences will support children to understand patterns, processes and relationships of living things.

Learning Progression

Living Things and Their Interactions with the Environment and Each Other

Older Toddler

Younger Preschool

Older Preschool

S.C2.3_years Observes how a variety of living things obtain food and what happens when food cannot be obtained.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

S.C2.4_years Explores how animals depend upon the environment for food, water, and shelter.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

S.C2.5_years Describes how animals depend on plants and other animals for food.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Strand

Early learning experiences will support children to understand physical sciences.



Toddler

S.D1.2_years Uses trial and error to explore the way different objects move.

GOLD® Objectives for Development and Learning

No aligned objectives

Older Toddler

S.D1.3_years Observes different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact with other objects.

GOLD® Objectives for Development and Learning

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

Younger Preschool

S.D1.4_years Investigates how objects' speed and direction can be varied.

GOLD® Objectives for Development and Learning

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

Older Preschool

S.D1.5_years Makes predictions and conducts simple experiments to change direction, speed, and distance objects move.

Determines cause and effect of push/pull/collision that makes objects, start, stop, and change direction.

GOLD® Objectives for Development and Learning

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

Strand

Early learning experiences will support children to understand physical sciences.

Learning Progression

Matter and its Properties

Toddler

S.D2.2_years Observes simple attributes of materials (e.g., hard, soft).

GOLD® Objectives for Development and Learning

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

Older Toddler

S.D2.3_years Observes and describes attributes of materials that are related to their use or purpose.

GOLD® Objectives for Development and Learning

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

Younger Preschool

S.D2.4_years Compares and contrasts attributes of common materials related to their function (e.g., flexibility, transparency, strength).

GOLD® Objectives for Development and Learning

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

Older Preschool

S.D2.5_years Evaluates the appropriateness of a material for a given purpose based upon its properties. Observes how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside; plastic becomes brittle when it is left outside in the cold.).

GOLD® Objectives for Development and Learning

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



Strand

Early learning experiences will support children to understand features of earth.

Learning Progression

Earth's Features and the Effects of Weather and Water

Toddler

S.E1.2_years Observes natural features of the earth (e.g., land, rain).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Older Toddler

S.E1.3_years Describes common features of the earth (e.g., sky, land, water) and what is found there (e.g., birds, fish, stars).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Younger Preschool

S.E1.4_years Observes, records, and notes patterns regarding weather and the effects on the immediate environment (e.g., rain over a period of days causes flooding, sunny days cause the flower bed to dry out). Investigates how water interacts with other earth materials (e.g., sand, dirt, pebbles).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Older Preschool

S.E1.5_years Gives examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Strand

Early learning experiences will support children to understand features of earth.

Learning Progression

Earth and Human Activity

Toddler

S.E2.2_years Talks about different foods humans eat.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things
Objective 27 Demonstrates knowledge of Earth's environment

Older Toddler

S.E2.3_years Gives examples of natural resources that humans use to survive (e.g., food, water).

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things
Objective 27 Demonstrates knowledge of Earth's environment

Younger Preschool

S.E2.4_years Investigates how humans use natural resources to meet basic needs and design solutions to improve how we live (e.g., cut trees to build houses, make applesauce out of apples).

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things
Objective 27 Demonstrates knowledge of Earth's environment

Older Preschool

S.E2.5_years Explores how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion).

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things
Objective 27 Demonstrates knowledge of Earth's environment



Domain	Social Studies (SS)
Strand	Early Learning experiences will support children to understand self, family and a diverse community
Learning Progression	Individual Development and Identity

Older Toddler

SS.A1.3_years Notices differences and similarities between self and others. Identifies self, family members, other familiar adults (e.g., teacher), and some peers by name.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Younger Preschool

SS.A1.4_years Identifies physical characteristics of self (e.g., eyes, hair, skin, etc.). Understands self as part of a family (e.g., parents, grandparents, siblings, caregivers).

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live

Older Preschool

SS.A1.5_years Understands that there are similarities and differences among people and families.

GOLD® Objectives for Development and Learning

No aligned objectives

Strand	Early Learning experiences will support children to understand self, family and a diverse community
Learning Progression	Culture

Older Toddler

SS.A2.3_years Identifies family practices (e.g traditions, celebrations, songs, food, language) of their family.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live

Younger Preschool

SS.A2.4_years Identifies cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.). Asks simple questions about others' cultures.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 29-0 Not Yet Meets Program Expectations

Objective 30 Shows basic understanding of people and how they live

Objective 29 Demonstrates knowledge about self

Older Preschool

SS.A2.5_years Understands that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation, and shelter).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Strand

Early Learning experiences will support children to learn about people and the environment.

Learning Progression

Rules and Responsibilities

Older Toddler

SS.B1.3_years With adult support, transitions from one activity to another and follows basic routines and rules.

GOLD® Objectives for Development and Learning

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

Younger Preschool

SS.B1.4_years Remembers and follows rules of the home, cultural community, and/or classroom with adult support. Understands some reasons for basic rules in the home, cultural community, and/or classroom.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations
Objective 1b-4 Accepts redirection from adults
Objective 30 Shows basic understanding of people and how they live
Objective 1b Follows limits and expectations
Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

Older Preschool

SS.B1.5_years Identifies rules and understands reasons for rules and laws in the home, cultural community, and/or classroom.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations
Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders
Objective 30 Shows basic understanding of people and how they live

Strand

Early Learning experiences will support children to learn about people and the environment.

Learning Progression

People, Places, and Environments

Older Toddler

SS.B2.3_years With adult guidance, begins to understand, that people have the responsibility to care for each other, plants, animals, and the environment.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Younger Preschool

SS.B2.4_years Understands that people share the environment with other people, animals, and plants and have the responsibility to care for them and the environment. Describes, draws, or constructs aspects of the environment of the classroom and/or home.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment
Objective 32 Demonstrates simple geographic knowledge

Older Preschool

SS.B2.5_years Understands that people have a responsibility to take care of the environment through active participation in activities such as recycling. Describes, draws, or constructs aspects of the classroom, home, and/or community (including roads, buildings, bodies of water, etc.).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment
Objective 32 Demonstrates simple geographic knowledge



Strand

Early Learning experiences will support children to learn about people and the environment.

Learning Progression

Contributing in A Democratic Society

Older Toddler

SS.B3.3_years With adult support, completes jobs to contribute to their community.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Younger Preschool

SS.B3.4_years Participates in jobs and responsibilities at home, in the classroom, or in the community.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Older Preschool

SS.B3.5_years Completes jobs and shows an understanding of why certain responsibilities are important and participates in responsibilities at home, classroom, or community (e.g., cleaning up, caring for pets).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Strand

Early Learning experiences will support children to develop an understanding of economic systems and resources.

Learning Progression

Individuals, Groups and Institutions

Older Toddler

SS.C1.3_years Recognizes jobs within their community.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Younger Preschool

SS.C1.4_years Shows an awareness of a variety of jobs in the community and the work associated with them through conversation and/or play.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Older Preschool

SS.C1.5_years Shows an awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Strand

Early Learning experiences will support children to develop an understanding of economic systems and resources.

Learning Progression

Economic Systems and Concepts

Older Toddler

SS.C2.3_years Begins to understand that they can trade an item, like a toy, with a peer for another item.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Younger Preschool

SS.C2.4_years Engages in play exploring the roles of buying and selling. Begins to understand the difference between wants and needs.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Older Preschool

SS.C2.5_years Understands the basic relationship of money for the purchase of food, shelter, goods, and services, moving toward an understanding of the difference between wants and needs. Identifies the difference between wants and needs.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Strand

Early Learning experiences will support children to develop an understanding of economic systems and resources.

Learning Progression

Science, Technology and Society

Older Toddler

SS.C3.3_years Begins to understand that tools, including technology, serve a variety of purposes.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

Younger Preschool

SS.C3.4_years Understands the purpose of common tools in their environment, including technology.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

Older Preschool

SS.C3.5_years Recognizes that different tools and technology have an impact on our lives.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

Strand

Early Learning experiences will support children to understand change over time.



Older Toddler

SS.D1.3_years Begins to understand the difference between today and tomorrow through familiar events. Begins to recognize change in themselves (e.g. Identifying themselves in baby pictures).

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

Younger Preschool

SS.D1.4_years Understands and describes sequence of events and time periods (using terms such as time of day, yesterday, today and tomorrow). Demonstrates a beginning understanding of change over time through discussing topics such as their own growth and how they have changed.

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

Older Preschool

SS.D1.5_years Understands past, present, and future as it relates to one's self, family, and community. Demonstrates a beginning understanding of change over time through discussing, representing, or playing, about their own growth and family history.

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places