

Alignment of



GOLD[®]
Objectives for Development
& Learning



With
IT and PTK DRDP
(Ad. 2025)

Main Criteria: IT and PTK DRDP

Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: Responding Earlier, Responding Later, Exploring Earlier, Exploring Later, Building Earlier, Building Middle, Building Later, Integrating Earlier, Integrating Middle, Integrating Later, Extending Earlier, Extending Middle, Extending Later, Exploring Middle, Discovering Language, Discovering English, Exploring English, Developing English, Building English, Integrating English

Adopted: 2025

Domain	Approaches to Learning (ATL)		
MEASURE	Engagement, Attention, and Persistence		
DEFINITION	Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities		
Responding Earlier	Responding Later	Exploring Earlier	Exploring Later
ATL.1.Responding_Earlier Orients to people, objects, or changes in the environment <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds	ATL.1.Responding_Later Engages in explorations of people or objects for brief periods <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds	ATL.1.Exploring_Earlier Engages in simple self-initiated activities, sometimes with adult support <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-3 Emerging: Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments	ATL.1.Exploring_Later Engages in and returns to self-initiated activities after a brief interruption <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Building Earlier	Building Middle	Building Later	
ATL.1.Building_Earlier Engages in self-initiated activities for extended periods of time <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments	ATL.1.Building_Middle Engages in group learning activities with adult guidance <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-5 Emerging: Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions	ATL.1.Building_Later Manages distractions or challenges with adult support during group learning activities <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions	

Domain	Approaches to Learning (ATL)
MEASURE	Engagement, Attention, and Persistence
DEFINITION (CONT...)	Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities

Integrating Earlier

ATL.1.Integrating_Earlier Manages distractions or challenges on own during group learning activities

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

Integrating Middle

ATL.1.Integrating_Middle Engages in complex adult-selected group learning activities with multiple components

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-7 Emerging: Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

Integrating Later

ATL.1.Integrating_Later Engages in, with adult support, structured learning and returns to complex adult-selected activities that span several time periods (e.g., morning to afternoon or one day to the next)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

Extending Earlier

ATL.1.Extending_Earlier Engages in, on own, structured learning and returns to complex adult-selected activities that span several time periods

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-10 Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort

Extending Middle

ATL.1.Extending_Middle Engages in, with adult support, complex, structured learning activities while incorporating new information or adjusting approaches

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-12 Concentrates on tasks for extended periods but may become restless, especially during activities viewed as less interesting; repeatedly practices activities thought to be enjoyable

Extending Later

ATL.1.Extending_Later Engages in, usually on own, complex, structured learning activities while incorporating new information or adjusting approaches, spanning several time periods

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-14 Directs attention based on previous performance and concentrates on activities that require additional study

MEASURE

Curiosity, Interest, and Initiative

DEFINITION

Child develops increasing capacity to explore objects, activities, or ideas and takes initiative to seek information and understanding

Responding Earlier**ATL.2.Responding_Earlier**

Orients toward movement or changes in people, objects, or sounds

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

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

Responding Later**ATL.2.Responding_Later**

Shows interest in new or unexpected characteristics or actions of people or objects

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

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

Exploring Earlier**ATL.2.Exploring_Earlier**

Explores objects and notices and responds to interactions with people

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

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

Exploring Later**ATL.2.Exploring_Later**

Explores new ways to use familiar objects outside of their intended use

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

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

Building Earlier

ATL.2.Building_Earlier Explores self-selected ideas, objects, or events by manipulating, or asking simple "what" or "where" questions

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

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

Building Middle

ATL.2.Building_Middle Explores self-selected ideas, objects, or events by examining, manipulating, or asking detailed "why" or "how" questions, often with adult prompting

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

Building Later

ATL.2.Building_Later Explores self-selected ideas, objects, or events in greater depth, over repeated occasions, sometimes with adult support

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

Integrating Earlier

ATL.2.Integrating_Earlier Tries out and builds on new ideas or approaches introduced by adults to extend explorations

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

Objective 11d-7 Emerging: Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

Integrating Middle

ATL.2.Integrating_Middle Tests how things or materials react under different conditions by modifying actions or approaches

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

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

Integrating Later

ATL.2.Integrating_Later Seeks purposefully to understand new information by making connections to information they know well

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

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



MEASURE

Curiosity, Interest, and Initiative

**DEFINITION
(CONT...)**

Child develops increasing capacity to explore objects, activities, or ideas and takes initiative to seek information and understanding

Extending Earlier**ATL.2.Extending_Earlier** Explores new topics or ideas by making comparisons between different approaches or conditions**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

Extending Middle**ATL.2.Extending_Middle** Explores new topics or ideas by identifying multiple alternative outcomes or reasons, sometimes testing them out**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

Extending Later**ATL.2.Extending_Later** Communicates about abstract ideas or asks open-ended questions without clear answers**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

MEASURE

Problem-Solving

DEFINITION

Child develops increasing ability to come up with, adjust, and reflect on strategies to solve everyday problems and problems related to learning activities

Responding Earlier**ATL.3.Responding_Earlier**

Orients toward people, sounds, or objects

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

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

Responding Later**ATL.3.Responding_Later**

Explores doing things with people or objects and attends to what happens

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

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

Exploring Earlier**ATL.3.Exploring_Earlier** Tries different ways to do things using people or objects when encountering problems**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Exploring Later**ATL.3.Exploring_Later** Uses effective strategies, suggested by others or observed, to solve problems**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



MEASURE

Problem-Solving

**DEFINITION
(CONT...)**

Child develops increasing ability to come up with, adjust, and reflect on strategies to solve everyday problems and problems related to learning activities

Building Earlier**ATL.3.Building_Earlier** Comes up with strategies to solve everyday problems, with adult support**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Building Middle**ATL.3.Building_Middle** Identifies different aspects of everyday problems and comes up with strategies to try to solve them**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

Building Later**ATL.3.Building_Later** Pauses and examines everyday problems before trying out one or more targeted strategies to solve them**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Integrating Earlier**ATL.3.Integrating_Earlier** Examines novel or complex problems and seeks help to come up with strategies to solve them**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Integrating Middle**ATL.3.Integrating_Middle** Uses strategies to solve the first part of novel or complex problems, then examines the next part of problems, and shifts strategy to solve them**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Integrating Later**ATL.3.Integrating_Later** Uses a variety of strategies to solve novel or complex problems on own**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Extending Earlier**ATL.3.Extending_Earlier** Identifies some potential novel or complex problems and takes steps to proactively solve them**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Extending Middle**ATL.3.Extending_Middle** Describes or demonstrates strategies that might be used to solve novel or complex problems, sometimes with adult support**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

Objective 11c-10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers

Extending Later**ATL.3.Extending_Later** Identifies and uses strategies to solve novel or complex problems on own, examines the result, and then pivots to another strategy as needed**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

Objective 11c-12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems

MEASURE

Planning



DEFINITION

Child develops increasing ability to set and carry out goals and plans related to learning activities

Exploring Later**ATL.4.Exploring_Later**

Participates in familiar routines and activities

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

Objective 11b-2 Repeats actions to obtain similar results

Building Earlier

ATL.4.Building_Earlier Carries out the next two steps of familiar learning activities

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

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

Building Middle

ATL.4.Building_Middle Carries out the next one or two steps of new learning activities

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

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

Building Later

ATL.4.Building_Later Makes and carries out a one- or two-step plan for familiar learning activities, using adult-prompted strategies (e.g., checklist, visual reminder)

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

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

Integrating Earlier

ATL.4.Integrating_Earlier Makes and carries out a one- or two-step plan using familiar strategies for new learning activities, sometimes with adult support

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

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

Integrating Middle

ATL.4.Integrating_Middle Makes and carries out a multi-step plan for new learning activities on own or with peers

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

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

Integrating Later

ATL.4.Integrating_Later Extends a multi-step plan beyond the initial goal on own or with peers

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

Objective 11b-8 Plans and pursues own goal until it is reached

Extending Earlier

ATL.4.Extending_Earlier Sets a short-term goal (i.e., within one to two days) and makes and carries out a multi-step plan on own or with peers to achieve it

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

Objective 11b-8 Plans and pursues own goal until it is reached

Extending Middle

ATL.4.Extending_Middle Sets a longer-term goal (i.e., within a week) and makes and carries out a multi-step plan on own or with peers to achieve it, with adult support

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

Objective 11b-10 Plans and completes grade-appropriate tasks and projects with minimal adult assistance

Extending Later

ATL.4.Extending_Later Reviews and reflects on the success of plans to achieve goals

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

Objective 11b-12 Finishes long assignments and projects that last for days or weeks; may briefly give up on difficult tasks but returns to complete them



Domain

Social and Emotional Development (SED)

MEASURE

Self-Awareness

DEFINITION

Child shows increasing awareness of own identity and preferences as distinct from and in relation to others

Responding Earlier**SED.1.Responding_Earlier**

Responds to others

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

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

Responding Later**SED.1.Responding_Later**

Uses senses and movement to explore self and others

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

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

Objective 29 Demonstrates knowledge about self**Exploring Earlier****SED.1.Exploring_Earlier**

Responds to their own name or nickname

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**Exploring Later****SED.1.Exploring_Later**

Communicates own needs and wants

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**Building Earlier****SED.1.Building_Earlier** Expresses simple ideas about self and connection to others**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 29 Demonstrates knowledge about self**Building Middle****SED.1.Building_Middle** Describes self, based on aspects of their physical appearance related to specific identities (e.g., race, ethnicity, gender, height, clothing)**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**Building Later****SED.1.Building_Later** Describes several of own preferences**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

Domain	Social and Emotional Development (SED)
MEASURE	Self-Awareness
DEFINITION (CONT...)	Child shows increasing awareness of own identity and preferences as distinct from and in relation to others

Integrating Earlier

SED.1.Integrating_Earlier Compares own preferences, feelings, or cultural practices to those of 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

Integrating Middle

SED.1.Integrating_Middle Describes self, based on perceived personal qualities related to specific situations or contexts (e.g., "I'm shy at school")

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

Integrating Later

SED.1.Integrating_Later Identifies strengths and weaknesses by comparing self with 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

Extending Earlier

SED.1.Extending_Earlier Demonstrates one of the following: (1) Identifies what they know and don't know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-10 Practices skills to reach desired level of personal achievement

Objective 29 Demonstrates knowledge about self

Extending Middle

SED.1.Extending_Middle Demonstrates two of the following: (1) Identifies what they know and don't know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-11

Objective 29 Demonstrates knowledge about self

Extending Later

SED.1.Extending_Later Demonstrates all three of the following: (1) Identifies what they know and don't know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals

Objective 29 Demonstrates knowledge about self

MEASURE

Social Awareness

DEFINITION

Child shows a developing awareness and acceptance of others' thoughts, perspectives, and individual characteristics

Responding Earlier**SED.2.Responding_Earlier**

Responds to faces, voices, or actions of other people

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

Responding Later**SED.2.Responding_Later**

Anticipates what familiar people will do in repeated experiences such as care routines

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

Exploring Earlier**SED.2.Exploring_Earlier**

Shares a common focus with another person

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

Objective 11a-2 Pays attention to sights and sounds

Exploring Later**SED.2.Exploring_Later** Acts in response to what they think another person wants**GOLD® Objectives for Development and Learning****Objective 3a Balances needs and rights of self and others**

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

Building Earlier**SED.2.Building_Earlier** Communicates about others' feelings, behaviors, or preferences**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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

Objective 3a Balances needs and rights of self and others

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

Building Middle**SED.2.Building_Middle** Communicates that others' behaviors are related to their thoughts or 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 3a Balances needs and rights of self and others

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

Building Later**SED.2.Building_Later** Communicates that others' behaviors are related to their consistent preferences or past experiences**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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

Objective 3a Balances needs and rights of self and others

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

Integrating Earlier**SED.2.Integrating_Earlier** Acknowledges that the thoughts or feelings of others can be different from child's own**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

Integrating Middle**SED.2.Integrating_Middle** Demonstrates understanding that others' nonverbal cues (e.g., body language, tone of voice) communicate how they feel**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

Integrating Later**SED.2.Integrating_Later** Celebrates others' success and offers peers solutions to problems, sometimes with adult encouragement**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

Objective 3a Balances needs and rights of self and others

Objective 3a-8 Cooperates and shares ideas and materials in socially acceptable ways

Extending Earlier

SED.2.Extending_Earlier Demonstrates one of the following: (1) Anticipates others' wants or needs based on their individual characteristics, consistent preferences, or past experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social environments or in how people treat one another

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-10 Recognizes that people can experience more than one emotion at the same time

Objective 3a Balances needs and rights of self and others

Objective 3a-8 Cooperates and shares ideas and materials in socially acceptable ways

Extending Middle

SED.2.Extending_Middle Demonstrates two of the following: (1) Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social environments or in how people treat one another

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-11

Objective 3a Balances needs and rights of self and others

Objective 3a-9 Emerging: Completes cooperative projects with other children

Extending Later

SED.2.Extending_Later Demonstrates all three of the following: (1) Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social environments or in how people treat one another

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-12 Uses situational context and past experiences when interpreting another's feelings; gauges reactions of others to determine response

Objective 3a Balances needs and rights of self and others

Objective 3a-10 Completes cooperative projects with other children



MEASURE

Relationships and Reciprocal Interactions with Familiar Adults

DEFINITION

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

Responding Earlier

SED.3.Responding_Earlier

Responds to faces, voices, or actions of people nearby

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Responding Later

SED.3.Responding_Later

Shows interest in familiar 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

Exploring Earlier

SED.3.Exploring_Earlier

Shows a preference for interacting with familiar adults over unfamiliar 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

Exploring Later

SED.3.Exploring_Later

Participates in familiar routines and activities with familiar 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



MEASURE

Relationships and Reciprocal Interactions with Familiar Adults

**DEFINITION
(CONT...)**

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

Building Earlier**Building Middle****Building Later****SED.3.Building_Earlier** Interacts for extended periods with familiar adults in a variety of situations**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

SED.3.Building_Middle Engages with familiar adults in ways that indicate an emerging understanding of the adult's feelings or preferences**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

SED.3.Building_Later Engages in back-and-forth interactions with a familiar adult to agree on activities they may want to do together in the short term**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

Integrating Earlier**Integrating Middle****Integrating Later****SED.3.Integrating_Earlier** Works cooperatively with familiar adults, over sustained periods, to plan and carry out mutually enjoyable activities**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

SED.3.Integrating_Middle Acknowledges or accepts the communicated interests, preferences, or goals of familiar adults even when different from own**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

SED.3.Integrating_Later Initiates cooperative interactions that follow the intentions or goals of familiar adults even when in conflict with own**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

Objective 2a-10 Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion



MEASURE

Relationships and Reciprocal Interactions with Familiar Adults

**DEFINITION
(CONT...)**

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

Extending Earlier

SED.3.Extending_Earlier Demonstrates one of the following: (1) Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives (2) Extends communications with familiar adults to find alternative solutions when the first solution is not accepted (3) Makes use of support from familiar adults when needed, while managing challenges increasingly on own

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

Objective 2a-10 Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion

Extending Middle

SED.3.Extending_Middle Demonstrates two of the following: (1) Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives (2) Extends communications with familiar adults to find alternative solutions when the first solution is not accepted (3) Makes use of support from familiar adults when needed, while managing challenges increasingly on own

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

Objective 2a-10 Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion

Extending Later

SED.3.Extending_Later Demonstrates all three of the following: (1) Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult's expectations or perspectives (2) Extends communications with familiar adults to find alternative solutions when the first solution is not accepted (3) Makes use of support from familiar adults when needed, while managing challenges increasingly on own

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

Objective 2a-10 Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion

MEASURE

Relationships and Interactions with Peers

DEFINITION

Child develops and maintains close relationships with one or more peers and becomes increasingly competent and cooperative in peer interactions

Responding Earlier

SED.4.Responding_Earlier Shows awareness of other people, including children

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

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

Responding Later

SED.4.Responding_Later Shows interest in nearby children

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

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

Exploring Earlier

SED.4.Exploring_Earlier Indicates interest in being near peers and orients own activity to a peer's activity

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

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

Exploring Later

SED.4.Exploring_Later Engages with peers in brief back-and-forth of objects, actions, or words

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

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

MEASURE

Relationships and Interactions with Peers

**DEFINITION
(CONT...)**

Child develops and maintains close relationships with one or more peers and becomes increasingly competent and cooperative in peer interactions

Building Earlier**SED.4.Building_Earlier** Plays together with various peers for brief amounts of time, when initiated or supported by an adult**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

Building Middle**SED.4.Building_Middle** Initiates or joins cooperative play with peers or preferred peers**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

Building Later**SED.4.Building_Later** Maintains cooperative play with peers or preferred peers for extended amounts of time**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

Integrating Earlier**SED.4.Integrating_Earlier** Co-creates games or tasks with peers that involve clear, simple rules (e.g., turn-taking) and roles**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

Integrating Middle**SED.4.Integrating_Middle** Chooses preferred peers or peers to play or work with and compromises with them to achieve goals**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

Objective 2d Makes friends

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

Integrating Later**SED.4.Integrating_Later** Works with preferred peers or peers to achieve shared goals, including using concepts of fairness or justice to resolve conflict with them**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

Objective 2d Makes friends

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

Extending Earlier**SED.4.Extending_Earlier** Demonstrates one of the following: (1) Cultivates a close relationship with at least one peer (2) Initiates entry into a variety of social situations with peers successfully (3) Works to correct unfairness and repair ruptures in social situations with peers**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-10 Works with a group toward a shared goal; participates in group games with rules

Objective 2d Makes friends

Objective 2d-10 Forms friendships based on personal qualities

Extending Middle**SED.4.Extending_Middle** Demonstrates two of the following: (1) Cultivates a close relationship with at least one peer (2) Initiates entry into a variety of social situations with peers successfully (3) Works to correct unfairness and repair ruptures in social situations with peers**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-11

Objective 2d Makes friends

Objective 2d-11

Extending Later**SED.4.Extending_Later** Demonstrates all of the following: (1) Cultivates a close relationship with at least one peer (2) Initiates entry into a variety of social situations with peers successfully (3) Works to correct unfairness and repair ruptures in social situations with peers**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-12 Fluidly alternates between the roles of leader and follower in order to sustain play

Objective 2d Makes friends

Objective 2d-12 Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur

MEASURE

Emotional Knowledge and Regulation

DEFINITION

Child develops an increasing ability to identify and process emotions

Responding Earlier**SED.5.Responding_Earlier**

Calms in response to care from a familiar adult

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

Objective 1a-2 Uses adult support to calm self

Responding Later**SED.5.Responding_Later**

Orients to a familiar adult when distressed and responds when comforted by them

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

Objective 1a-2 Uses adult support to calm self

Exploring Earlier**SED.5.Exploring_Earlier**

Shows preference for certain familiar adults for comfort and care

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

Objective 1a-2 Uses adult support to calm self

Exploring Later**SED.5.Exploring_Later**

Comforts self or seeks comfort from familiar adults

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

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

Building Earlier**SED.5.Building_Earlier** Seeks out familiar adults for support when experiencing an emotion**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Building Middle**SED.5.Building_Middle** Recognizes basic emotions (e.g., happy, mad) in self**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Building Later**SED.5.Building_Later** Makes connections for reasons behind basic emotions, sometimes with adult support**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Integrating Earlier**SED.5.Integrating_Earlier** Uses a few strategies to process their emotions, sometimes with adult support**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

Integrating Middle**SED.5.Integrating_Middle** Makes connections between some of their emotional experiences and sensory experiences**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

Integrating Later**SED.5.Integrating_Later** Uses numerous or varied strategies to process their emotions in different situations**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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



MEASURE

Emotional Knowledge and Regulation

**DEFINITION
(CONT...)**

Child develops an increasing ability to identify and process emotions

Extending Earlier

SED.5.Extending_Earlier Demonstrates one of the following: (1) Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations (2) Describes anticipated emotional responses to upcoming situations (3) Uses different strategies, tailored to different situations, to process their emotions

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

Objective 1a-10 Manages strong emotions using known strategies

Extending Middle

SED.5.Extending_Middle Demonstrates two of the following: (1) Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations (2) Describes anticipated emotional responses to upcoming situations (3) Uses different strategies, tailored to different situations, to process their emotions

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

Objective 1a-11

Extending Later

SED.5.Extending_Later Demonstrates all three of the following: (1) Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations (2) Describes anticipated emotional responses to upcoming situations (3) Uses different strategies, tailored to different situations, to process their emotions

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

Objective 1a-12 Demonstrates patience with personal limitations; controls feelings based on how they will affect others

Domain	Foundational Language Development (FLD)
MEASURE	Understanding Language (Receptive)
DEFINITION	Child understands increasingly complex language, including vocabulary in home language, English, sign language, or Augmentative and Alternative Communication (AAC)

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle
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FLD.1.Responding_Earlier
Responds to sounds or sights nearby in the environment
GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
Objective 8a-2 Shows an interest in the speech of others

FLD.1.Responding_Later
Orients toward the source of sounds or tracks sights in the environment, including familiar voices or faces
GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
Objective 8a-2 Shows an interest in the speech of others

FLD.1.Exploring_Earlier
Shows understanding that communication with gestures, words, or signs carries meaning
GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
Objective 8a-2 Shows an interest in the speech of others
Objective 8b Follows directions
Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

FLD.1.Exploring_Middle
Shows understanding of a variety of single words in their environment
GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
Objective 8a-4 Identifies familiar people, animals, and objects when prompted

Exploring Later	Building Earlier	Building Middle	Building Later
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FLD.1.Exploring_Later Shows understanding of frequently used simple phrases or sentences, in the present
GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
Objective 8a-4 Identifies familiar people, animals, and objects when prompted
Objective 8b Follows directions
Objective 8b-4 Follows simple requests not accompanied by gestures

FLD.1.Building_Earlier Shows understanding of phrases or sentences, including those referring to the past or future
GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

FLD.1.Building_Middle Shows understanding of vocabulary that describes attributes and comparisons in context (e.g., in conversations, stories, or learning activities)
GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

FLD.1.Building_Later Shows understanding of language, which refers to abstract concepts, including imaginary events
GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

Integrating Earlier

FLD.1.Integrating_Earlier Shows understanding of a variety of statements that explain how or why things happen

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

Integrating Middle

FLD.1.Integrating_Middle Shows understanding of a variety of statements that explain how, why, or the order in which things happen

GOLD® Objectives for Development and Learning

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

Integrating Later

FLD.1.Integrating_Later Shows understanding of a variety of verbs that differ in manner (e.g., "look," "peek," "glare") and adjectives that differ in intensity (e.g., "large," "gigantic")

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-8 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

MEASURE

Using Language (Expressive)

DEFINITION

Child uses increasingly complex language, including vocabulary, sentences, questions, narratives, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC)

Responding Earlier**FLD.2.Responding_Earlier**

Makes sounds or moves hands spontaneously

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

Objective 9a-2 Vocalizes and gestures to communicate

Responding Later**FLD.2.Responding_Later**

Makes sounds, gestures, or facial expressions with intention

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

Objective 9a-2 Vocalizes and gestures to communicate

Objective 9b Speaks clearly

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

Exploring Earlier**FLD.2.Exploring_Earlier**

Uses vocal sounds with multiple syllables or hand movements in language-like sequences with the intention to communicate

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

Objective 9a-2 Vocalizes and gestures to communicate

Objective 9b Speaks clearly

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

Exploring Middle**FLD.2.Exploring_Middle**

Uses a growing variety of single words, word approximations, signs, words and signs together, conventional gestures, or symbols to communicate

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

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

Objective 9b Speaks clearly

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

Objective 9c Uses conventional grammar

Objective 9c-2 Uses one- or two-

word sentences or phrases



MEASURE

Using Language (Expressive)

**DEFINITION
(CONT...)**

Child uses increasingly complex language, including vocabulary, sentences, questions, narratives, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC)

Exploring Later**FLD.2.Exploring_Later**

Combines two words, signs, a word and a sign, or symbols to communicate simple ideas

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

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

Building Earlier**FLD.2.Building_Earlier**

Uses phrases and sentences of more than two words, signs, words and signs together, or symbols, including a variety of nouns, verbs, or pronouns to communicate

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

Building Middle**FLD.2.Building_Middle**

Uses phrases and sentences that contain nouns, verbs, and their modifiers (e.g., adjectives, adverbs)

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

Building Later**FLD.2.Building_Later**

Uses complete sentences that communicate ideas or simple stories using common connecting words, signs, words and signs, or symbols

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

Integrating Earlier

FLD.2.Integrating_Earlier Uses complex sentences to describe the relationships between people, objects, or events using words, signs, words and signs together, or symbols

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

Integrating Middle

FLD.2.Integrating_Middle Combines sentences to communicate complex ideas, providing additional detail about relationships between people, objects, or events using words, signs, words and signs together, or symbols

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

Objective 9c Uses conventional grammar

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

Integrating Later

FLD.2.Integrating_Later Uses most of the grammar of adult-like language, using words, signs, words and signs together, or symbols

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

Objective 9c Uses conventional grammar

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



MEASURE

Shared Communication and Conversation

DEFINITION

Child engages in back-and-forth communication with shared focus in increasingly extended conversations, using home language, English, sign language, or augmentative and alternative communication (AAC)

Responding Earlier**FLD.3.Responding_Earlier**

Responds to others

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

Responding Later**FLD.3.Responding_Later**

Pays attention when an adult communicates to them

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

Exploring Earlier**FLD.3.Exploring_Earlier**

Imitates adult speech sounds or signs and engages in turn-taking through vocalization, gestures, or eye gaze

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

Objective 10a-4 Initiates and attends to brief conversations

Objective 10b Uses social rules of language

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

Exploring Middle**FLD.3.Exploring_Middle** Uses single gestures, words, or signs to take turns in brief back-and-forth communication with adults, including responding to simple questions**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations

Objective 10b Uses social rules of language

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

Exploring Later**FLD.3.Exploring_Later** Uses combinations of words, gestures, and signs to take turns in brief back-and-forth communication**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations

Objective 10b Uses social rules of language

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

Building Earlier**FLD.3.Building_Earlier**

Engages in brief conversations on topic for several turns, sharing opinions and thoughts

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

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

Objective 10b Uses social rules of language

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

Building Middle**FLD.3.Building_Middle**

Engages in conversations, building on the other person's ideas

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

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

Objective 10b Uses social rules of language

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

Building Later**FLD.3.Building_Later** Adjusts responses to meet the needs of the other person during conversations (e.g., providing clarifying comments), spoken or signed**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

Objective 10b Uses social rules of language

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



MEASURE

Shared Communication and Conversation

**DEFINITION
(CONT...)**

Child engages in back-and-forth communication with shared focus in increasingly extended conversations, using home language, English, sign language, or augmentative and alternative communication (AAC)

Integrating Earlier

FLD.3.Integrating_Earlier Expands on ideas of others during conversations by adding detail, making predictions, or offering possible solutions

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

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

Objective 10b Uses social rules of language

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

Integrating Middle

FLD.3.Integrating_Middle Seeks additional information during extended conversations to understand and build on the ideas and perspectives of others

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

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

Objective 10b Uses social rules of language

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

Integrating Later

FLD.3.Integrating_Later Displays appropriate turn-taking and social conventions of conversation

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

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

Objective 10b Uses social rules of language

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



MEASURE

Foundational Literacy Skills

DEFINITION

Child shows increasing ability to manipulate and combine components of language related to early literacy: • phonological awareness for children learning to communicate using spoken language; • location, handshapes, and movement for children learning to communicate using sign language; and • recognition, combination, and use in set phrases for children learning to communicate using Augmentative and Alternative Communication (AAC) symbols

Exploring Middle**FLD.4.Exploring_Middle**

Demonstrates awareness of variations in sounds

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

Exploring Later**FLD.4.Exploring_Later**

Engages in play with syllables or sounds in words or rhymes

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-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

Building Earlier**FLD.4.Building_Earlier**

Engages in familiar rhymes or songs

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

Objective 15a-2 Joins in rhyming songs and games

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

Building Middle**FLD.4.Building_Middle**

Demonstrates understanding of the syllables in words with two or more syllables

GOLD® Objectives for Development and Learning**Objective 15c Notices and discriminates discrete units of sound**

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

Building Later

FLD.4.Building_Later Isolates and pronounces the first sound of a word, with support of pictures or objects

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

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

Integrating Earlier**FLD.4.Integrating_Earlier**

Blends onset and rimes into words in speech, with adult support

GOLD® Objectives for Development and Learning**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-5 Emerging: Verbally blends and separates onset and rime in one-syllable words

Integrating Middle**FLD.4.Integrating_Middle**

Segments onset and rime of single-syllable spoken words in English, or segments each syllable of two-syllable words in Spanish

GOLD® Objectives for Development and Learning**Objective 15c Notices and discriminates discrete units of sound**

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

Integrating Later**FLD.4.Integrating_Later**

Segments spoken single-syllable words into their complete sequence of individual sounds, or segments each syllable of three-syllable words in Spanish

GOLD® Objectives for Development and Learning**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

MEASURE

Alphabets and Print Knowledge

DEFINITION

Child shows increasing awareness of symbols, characters, or letters in the environment, including identifying how letter and word names, sounds, or fingerspelling correspond to printed text or braille

Exploring Middle**FLD.5.Exploring_Middle**

Follows along briefly when an adult names pictures or objects in a book

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

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

Exploring Later**FLD.5.Exploring_Later**

Demonstrates awareness that pictures or objects can represent people or things

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

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

Building Earlier**FLD.5.Building_Earlier**

Distinguishes letters, signs, or characters (e.g., 山 with a picture of a mountain next to it) from other symbols or pictures

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

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

Objective 16a Identifies and names letters

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

Building Middle**FLD.5.Building_Middle**

Identifies some (3-10) letters by name in an alphabetic language or Identifies some characters (e.g., 山; 火) by meaning

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



Building Later

FLD.5.Building_Later Identifies about half of letters (11-15) by name in an alphabetic language and Identifies own name in print

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

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

Integrating Earlier

FLD.5.Integrating_Earlier Identifies the corresponding sounds or handshapes of about half of the letters in an alphabetic language and Identifies a few familiar printed words

GOLD® Objectives for Development and Learning

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

Objective 16b Identifies letter-sound correspondences

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

Integrating Middle

FLD.5.Integrating_Middle For all children: Identifies the sounds or handshapes of all letters in an alphabetic language and demonstrates one of the following: For children who use a spoken language: Decodes regularly spelled one-syllable words in English or two-syllable words in Spanish or For children who do not use a spoken language: Identifies a growing variety of printed words

GOLD® Objectives for Development and Learning

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

Objective 15d-4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (long and short sounds); notices different letter sounds in similarly spelled words

Objective 16b Identifies letter-sound correspondences

Objective 16b-6 Produces at least one correct sound for each letter in the alphabet

Integrating Later

FLD.5.Integrating_Later For children who use a spoken language: Decodes regularly spelled two-syllable words in English or three-syllable words in Spanish in isolation and within sentences or For children who do not use a spoken language: Shows understanding of frequently used simple phrases or sentences in written English

GOLD® Objectives for Development and Learning

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

Objective 15d-6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

MEASURE

Writing

DEFINITION

Child shows increasing ability to write using marks, scribbles, drawings, letters, characters, or words to represent meaning*

Exploring Middle

FLD.6.Exploring_Middle Makes marks on paper or other surfaces (e.g., tablet) when provided with writing materials

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-2 Makes scribbles or marks

Exploring Later

FLD.6.Exploring_Later Makes scribble lines or imitates simple shapes on paper or other surfaces

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-4 Makes controlled linear scribbles

Building Earlier

FLD.6.Building_Earlier Describes their own drawings or scribbles

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

Building Middle

FLD.6.Building_Middle Communicates that lines, curves, or drawings they write on paper or other surfaces represent letters, handshapes, characters, or fingerspelling

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

Building Later

FLD.6.Building_Later Writes letters or characters that are familiar or are personally meaningful

GOLD® Objectives for Development and Learning

Objective 19a Writes name

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

Integrating Earlier

FLD.6.Integrating_Earlier

Writes own name or other meaningful words using increasingly more recognizable letters or characters

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-10 Writes partially accurate first name

Integrating Middle

FLD.6.Integrating_Middle

Writes letters on a page to form a simple sentence to communicate opinions or to describe a picture they drew

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

Integrating Later

FLD.6.Integrating_Later Writes a combination of sentences to communicate ideas, respond to a prompt from an adult, or recount an event

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

Domain

English Language Development (ELD)

MEASURE

Comprehension of English (Receptive English)

DEFINITION

Child shows increasing progress toward fluency in understanding spoken English

Discovering Language

ELD.1.Discovering_Language Shows understanding that gestures, words, or phrases in any language are used to communicate (may show little understanding of English)

GOLD® Objectives for Development and Learning**Objective 37 Demonstrates progress in listening to and understanding English**

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

Discovering English

ELD.1.Discovering_English Attends to and participates in routines conducted in English and Shows understanding of a few common English words or phrases in familiar contexts or routines

GOLD® Objectives for Development and Learning**Objective 37 Demonstrates progress in listening to and understanding English**

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

Exploring English

ELD.1.Exploring_English Participates in activities conducted in English and Shows understanding of the meaning of some individually-directed context-based communication in English

GOLD® Objectives for Development and Learning**Objective 37 Demonstrates progress in listening to and understanding English**

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

Developing English

ELD.1.Developing_English Shows understanding of commonly used English words or phrases during interactions communicated in English

GOLD® Objectives for Development and Learning**Objective 37 Demonstrates progress in listening to and understanding English**

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

Building English

ELD.1.Building_English Shows understanding of the meaning of conversations or ideas communicated in English and Shows understanding of some infrequently used English words

GOLD® Objectives for Development and Learning**Objective 37 Demonstrates progress in listening to and understanding English**

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

Integrating English

ELD.1.Integrating_English Shows understanding of most information and concepts communicated in English for both instructional and social purposes

GOLD® Objectives for Development and Learning**Objective 37 Demonstrates progress in listening to and understanding English**

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



MEASURE

Self-Expression in English (Expressive English)

DEFINITION

Child shows increasing progress toward fluency in using spoken English to communicate

Discovering Language

ELD.2.Discovering_Language Uses gestures, words, or phrases to communicate in any language

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

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

Discovering English

ELD.2.Discovering_English Uses a few common English words or phrases in familiar contexts or routines

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

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

Exploring English

ELD.2.Exploring_English Uses a variety of single words or a few short, memorized sequences of words in English

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

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

Developing English

ELD.2.Developing_English Uses common phrases or short sentences (i.e., three to four words) with common nouns and verbs in English

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

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

Building English

ELD.2.Building_English Uses complete sentences in English with common connecting or essential words (e.g., "the," "and," "so," "a") and modifiers (i.e., adjectives, adverbs) in English

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

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

Integrating English

ELD.2.Integrating_English Uses complex sentences (i.e., more than one clause) in English to communicate about a variety of social and instructional concepts and topics

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

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



MEASURE

Understanding and Responding to English Literacy Activities

DEFINITION

Child shows increasing progress in comprehending literacy activities presented in spoken English (e.g., books, stories, songs, and poems)

Discovering Language

ELD.3.Discovering_Language Attends to a familiar adult looking at books, singing or signing songs, or saying rhymes in any language

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Objective 37 Demonstrates progress in listening to and understanding English

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

Discovering English

ELD.3.Discovering_English Participates in literacy activities conducted in spoken English (e.g., books, singing songs, or saying rhymes)

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 38 Demonstrates progress in speaking English

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

Exploring English

ELD.3.Exploring_English Communicates understanding about characters of a book, story, song, or poem that is told, read, or sung in English

GOLD® Objectives for Development and Learning

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

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

Objective 38 Demonstrates progress in speaking English

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

Developing English

ELD.3.Developing_English Communicates understanding about some events or actions in a book, story, song, or poem that is told, read, or sung in English

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 38 Demonstrates progress in speaking English

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

Building English

ELD.3.Building_English Communicates understanding about the key ideas (e.g., sequence, flow, plot) of a book, story, song, or poem that is told, read, or sung in English

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 38 Demonstrates progress in speaking English

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

Integrating English

ELD.3.Integrating_English Communicates understanding of the content of a book, story, song, or poem using complex English sentences with a variety of vocabulary and grammatical structures (i.e., more than one clause)

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 38 Demonstrates progress in speaking English

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



Domain

Cognition (COG)

MEASURE

Imitation

DEFINITION

Child repeats and practices the actions or words of others in increasingly complex ways (*only infant and toddler)

Responding Earlier**COG.1.Responding_Earlier** Responds to facial expressions or vocalizations**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

Responding Later**COG.1.Responding_Later** Tries to imitate single simple actions or sounds when interacting with others**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

Exploring Earlier**COG.1.Exploring_Earlier** Repeats others' familiar actions, gestures, or words immediately after they occur**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

Exploring Later**COG.1.Exploring_Later** Repeats others' familiar actions, gestures, or words experienced at an earlier time**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

Building Earlier**COG.1.Building_Earlier** Repeats multiple step actions, gestures, words, or phrases experienced at an earlier time**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



Domain

Math (MATH)

MEASURE

Spatial Thinking

DEFINITION

Child shows increasing understanding of objects in relation to each other and how objects move in space

Responding Earlier**MATH.1.Responding_Earlier**

Responds physically to experiences in their immediate environment

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

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

Responding Later**MATH.1.Responding_Later**

Explores, responds to, and acts on objects, people, or own body movements through space

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

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

Exploring Earlier**MATH.1.Exploring_Earlier**

Explores the relationship between self and objects or people in space

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

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

Exploring Later**MATH.1.Exploring_Later**

Uses trial and error to make discoveries about spatial relationships or movement of self or objects through space

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

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



Domain	Math (MATH)
MEASURE	Spatial Thinking
DEFINITION (CONT...)	Child shows increasing understanding of objects in relation to each other and how objects move in space

Building Earlier

MATH.1.Building_Earlier Takes into account spatial relationships and physical properties when exploring possibilities of fitting objects together

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 21a Understands spatial relationships

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

Building Middle

MATH.1.Building_Middle Demonstrates understanding of objects in relation to each other or their own body

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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

Building Later

MATH.1.Building_Later Demonstrates understanding of objects in relation to multiple spatial cues

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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

Integrating Earlier

MATH.1.Integrating_Earlier Demonstrates understanding of how an object moves in space (i.e., how objects move, rotate, turn, flip, or slide to move to a new place)

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-6 Uses and responds appropriately to positional words indicating location, direction, and distance

Integrating Middle

MATH.1.Integrating_Middle Demonstrates understanding about how objects can be moved and combined with other objects to create a new object that they specify in advance

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-6 Uses and responds appropriately to positional words indicating location, direction, and distance

Integrating Later

MATH.1.Integrating_Later Creates a two-dimensional or three-dimensional representation of the patterns or relationships between objects

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-8 Uses and makes simple sketches, models, or pictorial maps to locate objects



MEASURE

Classification

DEFINITION

Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use

Responding Earlier**MATH.2.Responding_Earlier**

Attends to people, objects, or events

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

Responding Later**MATH.2.Responding_Later**

Interacts differently with familiar people and objects than with unfamiliar people and objects

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

Exploring Earlier**MATH.2.Exploring_Earlier**

Associates a person or object with another person or object, based on a similarity or relationship between them

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

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

Exploring Later**MATH.2.Exploring_Later**

Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them

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

Objective 13-2 Matches similar objects

Building Earlier**MATH.2.Building_Earlier** Sorts objects into two groups based on one attribute, but not always accurately**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)

Building Middle**MATH.2.Building_Middle** Sorts objects accurately into more than two groups based on one attribute**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)

Building Later**MATH.2.Building_Later** Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection based on a different attribute**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

Integrating Earlier**MATH.2.Integrating_Earlier** Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-8 Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons

Integrating Middle**MATH.2.Integrating_Middle** Sorts objects into categories by attributes that are not immediately observable (i.e., other than size, color, and shape) and describes the resulting categorical groups**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations

Integrating Later**MATH.2.Integrating_Later** Sorts objects to gather and organize information, compares the groups of objects, and interprets the information**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations

MEASURE

Number and Counting

DEFINITION

Child shows developing understanding of number and quantity

Responding Earlier**MATH.3.Responding_Earlier**

Notices people or objects nearby in the environment

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

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

Responding Later**MATH.3.Responding_Later**

Explores one object at a time

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

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

Exploring Earlier**MATH.3.Exploring_Earlier**

Attends to quantity in different situations

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

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

Exploring Later**MATH.3.Exploring_Later**

Uses number words, signs, or gestures to communicate about small quantities

GOLD® Objectives for Development and Learning**Objective 20a Counts**

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

Objective 20b Quantifies

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

Building Earlier

MATH.3.Building_Earlier Demonstrates one of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality

GOLD® Objectives for Development and Learning**Objective 20a Counts**

Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

Building Middle

MATH.3.Building_Middle Demonstrates two of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality

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

Building Later

MATH.3.Building_Later Demonstrates all three of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality

GOLD® Objectives for Development and Learning**Objective 20a Counts**

Objective 20a-6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

Integrating Earlier

MATH.3.Integrating_Earlier Demonstrates all three of the following quantities with more than 20: (1) correctly uses the number sequence, with no more than two to three errors (2) uses one-to-one correspondence (3) uses cardinality

GOLD® Objectives for Development and Learning**Objective 20a Counts**

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

Integrating Middle

MATH.3.Integrating_Middle Demonstrates understanding that numbers up to 100 are composed of tens and additional ones

GOLD® Objectives for Development and Learning**Objective 20a Counts**

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

Integrating Later

MATH.3.Integrating_Later Decomposes numbers greater than 20 into different combinations of ones, fives, and 10's

GOLD® Objectives for Development and Learning**Objective 20a Counts**

Objective 20a-10 Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20

MEASURE

Number Operations

DEFINITION

Child shows increasing ability to add and subtract small quantities of objects

Exploring Earlier**MATH.4.Exploring_Earlier**

Demonstrates awareness of changes in quantity

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

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

Exploring Later**MATH.4.Exploring_Later**

Recognizes that single objects can be put together in groups of two

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

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

Building Earlier**MATH.4.Building_Earlier**

Demonstrates understanding of quantities up to five

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

Building Middle**MATH.4.Building_Middle** Adds to or subtracts (takes away) from quantities in familiar contexts, without determining the total quantity**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

Building Later**MATH.4.Building_Later** Solves addition and subtraction problems up to five in familiar contexts**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

Integrating Earlier**MATH.4.Integrating_Earlier**

Solves addition and subtraction problems up to 10 in familiar contexts

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

Integrating Middle**MATH.4.Integrating_Middle**

Decomposes (breaks apart) a quantity up to 20 in more than one way

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

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

Integrating Later**MATH.4.Integrating_Later**

Solves addition and subtraction problems up to 20

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

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

MEASURE

Measurement

DEFINITION

Child shows increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties

Exploring Earlier

MATH.5.Exploring_Earlier
Explores measurable properties of objects (e.g., size, length, weight, capacity)

GOLD® Objectives for Development and Learning
Objective 22a Measures objects
Objective 22a-2 Makes simple comparisons between two objects

Exploring Later

MATH.5.Exploring_Later
Demonstrates awareness of the dimension of size as relevant to completing a task

GOLD® Objectives for Development and Learning
Objective 22a Measures objects
Objective 22a-2 Makes simple comparisons between two objects

Building Earlier

MATH.5.Building_Earlier
Describes objects in terms of measurable properties

GOLD® Objectives for Development and Learning
Objective 22a Measures objects
Objective 22a-2 Makes simple comparisons between two objects

Building Middle

MATH.5.Building_Middle
Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller")

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

Building Later

MATH.5.Building_Later Orders three or more objects according to measurable properties

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

Integrating Earlier

MATH.5.Integrating_Earlier
Measures properties using nonstandard or standard units though units may overlap or have gaps

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

Integrating Middle

MATH.5.Integrating_Middle
Compares two objects with a measurable property in common to see which object has "more of" or "less of" the property, and describes the difference

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

Integrating Later

MATH.5.Integrating_Later
Demonstrates understanding that a measurable property can change value depending on the unit (e.g., it will take more inches than feet to measure the same thing)

GOLD® Objectives for Development and Learning
Objective 22a Measures objects
Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

Domain	Science (SCI)
MEASURE	Cause and Effect
DEFINITION	Child develops increasing ability to observe, anticipate, and reason about the cause-and-effect relationships between actions and events

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later
<p>SCI.1.Responding_Earlier Responds or shows anticipatory excitement to people, objects, or actions</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills</p>	<p>SCI.1.Responding_Later Repeats the same action with the same objects or people that produced an effect</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills</p>	<p>SCI.1.Exploring_Earlier Repeats the same action with different objects or people</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills</p>	<p>SCI.1.Exploring_Later Explores possible causes of actions or events</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills</p>

Building Earlier	Building Middle	Building Later
<p>SCI.1.Building_Earlier Acts on objects based on their features</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills</p>	<p>SCI.1.Building_Middle Shows anticipation of effects of actions or events</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills</p>	<p>SCI.1.Building_Later Offers possible explanations for why certain actions or behaviors result in specific effects</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills</p>

Integrating Earlier	Integrating Middle	Integrating Later
<p>SCI.1.Integrating_Earlier Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills</p>	<p>SCI.1.Integrating_Middle Shows understanding that effects may arise from causes that are not easily perceived</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills</p>	<p>SCI.1.Integrating_Later Applies understanding of cause-and-effect relationships to plan investigations and draw conclusions about causes of observable events</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills</p>



MEASURE

Inquiry Through Observation and Investigation

DEFINITION

Child develops increasing ability to carry out observations, explorations, and investigations in the environment

Responding Earlier**Responding Later****Exploring Earlier****Exploring Later****SCI.2.Responding_Earlier**

Responds to people, things, or sounds

GOLD® Objectives for Development and Learning**Objective 24** Uses scientific inquiry skills**SCI.2.Responding_Later**

Shows interest in people or things in the environment

GOLD® Objectives for Development and Learning**Objective 24** Uses scientific inquiry skills**SCI.2.Exploring_Earlier**

Attends to responses of objects or people that result from own actions

GOLD® Objectives for Development and Learning**Objective 24** Uses scientific inquiry skills**SCI.2.Exploring_Later**

Engages in simple, purposeful explorations of familiar objects in the environment

GOLD® Objectives for Development and Learning**Objective 24** Uses scientific inquiry skills**Building Earlier****Building Middle****Building Later****SCI.2.Building_Earlier** Engages in extended explorations of objects and events in the environment**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills**SCI.2.Building_Middle** Makes simple predictions about objects and events of interest in the environment**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills**SCI.2.Building_Later** Carries out an exploration or investigation to check predictions and test out solutions**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills**Integrating Earlier****Integrating Middle****Integrating Later****SCI.2.Integrating_Earlier** Identifies information, gathered from an exploration or investigation, that is relevant to answering questions**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills**SCI.2.Integrating_Middle** Generates new questions based on information gathered and findings of explorations or investigations**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills**SCI.2.Integrating_Later** Plans and carries out systematic explorations or investigations to collect data that will provide evidence relevant to specific questions**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills

MEASURE

Documentation and Communication of Inquiry

DEFINITION

Child develops increasing capacity to describe, record, and communicate about their observations and investigations

Exploring Earlier**SCI.3.Exploring_Earlier**

Identifies objects or actions in the environment

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

Exploring Later**SCI.3.Exploring_Later**

Communicates about characteristics (e.g., color, size, texture) of an object or action

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

Building Earlier**SCI.3.Building_Earlier** Notices differences in characteristics between objects or actions

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

Building Middle**SCI.3.Building_Middle** Provides representations (e.g., drawings, models, communications) that include general features about objects or actions in their environment

GOLD® Objectives for Development and Learning
Objective 14a Thinks symbolically
Objective 14a-4 Draws or constructs, and then identifies what it is
Objective 24 Uses scientific inquiry skills

Building Later**SCI.3.Building_Later** Provides representations of the details of objects or actions in their environment, with some accuracy

GOLD® Objectives for Development and Learning
Objective 14a Thinks symbolically
Objective 14a-4 Draws or constructs, and then identifies what it is
Objective 24 Uses scientific inquiry skills

Integrating Earlier**SCI.3.Integrating_Earlier**

Communicates about information that they helped to gather (e.g., tallying, charting, simple graphing, or complex drawings)

GOLD® Objectives for Development and Learning
Objective 22c Represents and analyzes data
Objective 22c-4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
Objective 24 Uses scientific inquiry skills

Integrating Middle**SCI.3.Integrating_Middle**

Identifies patterns and draws simple conclusions based on recorded information

GOLD® Objectives for Development and Learning
Objective 22c Represents and analyzes data
Objective 22c-4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
Objective 24 Uses scientific inquiry skills

Integrating Later**SCI.3.Integrating_Later** Identifies and communicates how the evidence informs the questions or problems explored

GOLD® Objectives for Development and Learning
Objective 22c Represents and analyzes data
Objective 22c-4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
Objective 24 Uses scientific inquiry skills

Domain	Physical Development (PD)
MEASURE	Perceptual-Motor Skills and Movement Concepts
DEFINITION	Child moves body and interacts with the environment, demonstrating increasing body awareness, spatial awareness, and directional awareness

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later
<p>PD.1.Responding_Earlier Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4-2 Moves to explore immediate environment</p>	<p>PD.1.Responding_Later Responds to sensory information by moving body or limbs to reach for or move toward people or objects</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4-2 Moves to explore immediate environment</p>	<p>PD.1.Exploring_Earlier Uses sensory information to control body while exploring people, objects, or changes in the physical environment</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4-4 Experiments with different ways of moving</p>	<p>PD.1.Exploring_Later Adjusts posture and movements in response to the physical environment while moving from one place to another or trying to do a task</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4-4 Experiments with different ways of moving</p>

Building Earlier	Building Middle	Building Later
<p>PD.1.Building_Earlier Demonstrates body awareness by coordinating some movements of body parts in response to the physical environment</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4-4 Experiments with different ways of moving</p>	<p>PD.1.Building_Middle Adjusts, with adult support, various aspects of movement (e.g., spatial, directional) in relation to people and objects in familiar spaces</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4-6 Moves purposefully from place to place with control</p>	<p>PD.1.Building_Later Adjusts, on own, aspects of movement in relation to people and objects in familiar spaces</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4-6 Moves purposefully from place to place with control</p>

Integrating Earlier	Integrating Middle	Integrating Later
<p>PD.1.Integrating_Earlier Adjusts, on own, aspects of movement in unfamiliar spaces (e.g., during new activities, on different surfaces)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4-6 Moves purposefully from place to place with control</p>	<p>PD.1.Integrating_Middle Adjusts movement of body in time and space to meet the requirements of the activity</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4-6 Moves purposefully from place to place with control</p>	<p>PD.1.Integrating_Later Adjusts various coordinated body movements in relation to others' coordinated body movements</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4-8 Coordinates increasingly complex movements in play and games</p>



MEASURE

Gross Locomotor Movement Skills

DEFINITION

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

Responding Earlier

PD.2.Responding_Earlier Turns head, and moves arms and legs, moving in response to touch, sound, or movement nearby

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

Objective 4-2 Moves to explore immediate environment

Responding Later

PD.2.Responding_Later Holds head and torso upright against gravity

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

Exploring Earlier

PD.2.Exploring_Earlier Coordinates movements of whole body to move into and out of positions, crawl, or scoot on bottom

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 5-2 Balances while exploring immediate environment

Exploring Middle

PD.2.Exploring_Middle Coordinates movements of whole body while upright, using support, to move from one place to another

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 5-2 Balances while exploring immediate environment

Exploring Later

PD.2.Exploring_Later Coordinates movement of whole body while upright to move from one place to another

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

Building Earlier

PD.2.Building_Earlier Coordinates movement of the whole body to move off the ground momentarily

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

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

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing

Building Middle

PD.2.Building_Middle Shifts from one repeated locomotor movement to another locomotor movement

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

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Building Later

PD.2.Building_Later Combines two or more locomotor movements that involve transitions, with some success

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

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences



Integrating Earlier

PD.2.Integrating_Earlier Combines a variety of locomotor movements to move effectively across a range of activities

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Integrating Middle

PD.2.Integrating_Middle Combines a variety of locomotor movements with control, flexibility, speed, or rhythm

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Integrating Later

PD.2.Integrating_Later Applies a variety of locomotor movements with manipulative and stability skills to organized games and dance activities

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

MEASURE

Gross Motor Manipulative Skills

DEFINITION

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, throwing, and catching)

Responding Earlier

PD.3.Responding_Earlier

Orients to nearby objects

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

Responding Later

PD.3.Responding_Later

Uses arms, legs, or body to move toward, reach for, or mouth objects or people

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

Exploring Earlier

PD.3.Exploring_Earlier

Uses arms, legs, or body to engage in simple, repeated actions on objects and Manipulates objects differently based on their properties

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

Exploring Middle

PD.3.Exploring_Middle

Uses arms, legs, or body to manipulate objects while maintaining stability in positions such as sitting, kneeling, or standing

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

Exploring Later

PD.3.Exploring_Later

Engages whole body in movements that involve back and forth activities, such as pushing and pulling, with limited stability

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

Building Earlier

PD.3.Building_Earlier

Manipulates objects using arms, legs, or body, with stability but limited coordination

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

Building Middle

PD.3.Building_Middle

Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements or with limited accuracy

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

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

Building Later

PD.3.Building_Later

Uses arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements

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

MEASURE

Gross Motor Manipulative Skills

**DEFINITION
(CONT...)**

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, throwing, and catching)

Integrating Earlier

PD.3.Integrating_Earlier Applies a variety of manipulative skills, in combination with locomotor skills, to control and use objects for specific play activities or tasks

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

Integrating Middle

PD.3.Integrating_Middle Combines a variety of manipulative skills with locomotor and stability skills in a variety of play activities or tasks with control, flexibility, speed, or rhythm

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

Objective 6-10 Manipulates balls or similar objects by propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy

Integrating Later

PD.3.Integrating_Later Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities

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

Objective 6-10 Manipulates balls or similar objects by propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy

MEASURE

Fine Motor Manipulative Skills

DEFINITION

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks

Responding Earlier

PD.4.Responding_Earlier
Moves arms and hands

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

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

Responding Later

PD.4.Responding_Later Uses arms or hands to make contact with objects in the environment

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

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

Exploring Earlier

PD.4.Exploring_Earlier Grasps objects with hand

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

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

Exploring Middle

PD.4.Exploring_Middle Grasps objects with fingers and thumb

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

MEASURE

Fine Motor Manipulative Skills

**DEFINITION
(CONT...)**

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks

Exploring Later

PD.4.Exploring_Later Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects

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

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

Building Earlier

PD.4.Building_Earlier Acts on objects with one hand, while stabilizing the objects with the other hand or with another part of body

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

Building Middle

PD.4.Building_Middle Acts on objects with both hands working together to coordinate different movements

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

Objective 7a-6 Uses refined wrist and finger movements

Building Later

PD.4.Building_Later Manipulates objects with accuracy and coordination

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

Objective 7a-6 Uses refined wrist and finger movements

Integrating Earlier

PD.4.Integrating_Earlier Performs, with efficiency, a variety of tasks that require precise manipulation of small objects

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

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

Integrating Middle

PD.4.Integrating_Middle Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects

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

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

Integrating Later

PD.4.Integrating_Later Performs a variety of tasks with sequential steps that require the precision of one hand while manipulating or repositioning small objects in that hand

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

Objective 7a-10 Uses smooth finger and hand movements



Domain	Health (HLTH)
MEASURE	Safety
DEFINITION	Child shows increasing awareness of safety and increasingly demonstrates knowledge of safety skills

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later
<p>HLTH.1.Responding_Earlier Reacts to unpleasant events (e.g., sounds, touch)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-2 Indicates needs and wants; participates as adult attends to needs</p>	<p>HLTH.1.Responding_Later Responds to situations that feel unsafe</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-2 Indicates needs and wants; participates as adult attends to needs</p>	<p>HLTH.1.Exploring_Earlier Seeks a familiar adult in situations that feel unsafe</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1b Follows limits and expectations Objective 1b-2 Responds to changes in an adult's tone of voice and expression</p>	<p>HLTH.1.Exploring_Later Follows adults' guidance about basic safety practices</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1b Follows limits and expectations Objective 1b-4 Accepts redirection from adults</p>

Building Earlier	Building Middle	Building Later
<p>HLTH.1.Building_Earlier Follows basic safety practices in familiar situations with adult supervision</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1b Follows limits and expectations Objective 1b-4 Accepts redirection from adults</p>	<p>HLTH.1.Building_Middle Follows basic safety practices, on own, in familiar situations, with occasional adult reminders</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1b Follows limits and expectations Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders</p>	<p>HLTH.1.Building_Later Anticipates the need to follow basic safety practices in various situations</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1b Follows limits and expectations Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders</p>

Integrating Earlier	Integrating Middle	Integrating Later
<p>HLTH.1.Integrating_Earlier Demonstrates understanding of the primary features of some safety practices</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1b Follows limits and expectations Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders</p>	<p>HLTH.1.Integrating_Middle Demonstrates understanding of potentially safe and unsafe situations and Demonstrates safe behaviors</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1b Follows limits and expectations Objective 1b-8 Applies basic rules in new but similar situations</p>	<p>HLTH.1.Integrating_Later Communicates detailed strategies for staying safe</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1b Follows limits and expectations Objective 1b-8 Applies basic rules in new but similar situations</p>



MEASURE

Understanding of Health and Wellness

DEFINITION

Child shows increasing knowledge of health and the ability to respond effectively to internal cues from their body to support wellness

Exploring Later**HLTH.2.Exploring_Later**

Indicates awareness of some internal cues from the body (e.g., hunger, fatigue)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Building Earlier**HLTH.2.Building_Earlier**

Communicates about some internal cues from the body

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Building Middle**HLTH.2.Building_Middle**

Demonstrates some understanding of their own feelings of wellness

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Building Later**HLTH.2.Building_Later**

Takes steps to address cues from the body, including seeking adult support, some of the time

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Integrating Earlier

HLTH.2.Integrating_Earlier Demonstrates curiosity about behaviors related to health and wellness

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Integrating Middle

HLTH.2.Integrating_Middle Communicates understanding about causes of health and wellness, including knowledge of healthful foods

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Integrating Later

HLTH.2.Integrating_Later Initiates wellness activities based on internal cues from the body or knowledge of classroom routines

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

MEASURE

Personal Care Routines: Hygiene

DEFINITION

Child increasingly responds to and initiates personal care routines that support hygiene

Responding Earlier**HLTH.3.Responding_Earlier**

Responds in basic ways during personal care routines that involve hygiene

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

Responding Later**HLTH.3.Responding_Later**

Responds in ways that demonstrate awareness of a hygiene 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

Exploring Earlier**HLTH.3.Exploring_Earlier**

Anticipates one or two steps of a hygiene routine

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Exploring Later**HLTH.3.Exploring_Later**

Participates in own hygiene routines, with an adult

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

MEASURE

Personal Care Routines: Hygiene

**DEFINITION
(CONT...)**

Child increasingly responds to and initiates personal care routines that support hygiene

Building Earlier**HLTH.3.Building_Earlier**

Carries out some steps of own hygiene routines, with specific adult guidance or demonstration

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

Objective 1c-4 Seeks to do things for self

Building Middle**HLTH.3.Building_Middle**

Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them

GOLD® Objectives for Development and Learning**Objective 1c Takes care of own needs appropriately**Objective 1c-5 Emerging:
Demonstrates confidence in meeting own needs**Building Later****HLTH.3.Building_Later**

Initiates and carries out most steps of familiar hygiene routines on own

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

Objective 1c-6 Demonstrates confidence in meeting own needs

Integrating Earlier**HLTH.3.Integrating_Earlier**

Initiates and completes familiar hygiene routines on own

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

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

MEASURE

Personal Care Routines: Feeding

DEFINITION

Child responds to feeding and feeds self with increasing proficiency

Responding Earlier**HLTH.4.Responding_Earlier**

Responds in basic ways during feeding

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

Responding Later**HLTH.4.Responding_Later**

Engages in the process of being 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

Exploring Earlier**HLTH.4.Exploring_Earlier**

Feeds self some food items using fingers or hands

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-2 Reaches for, touches, and holds objects purposefully

Exploring Later**HLTH.4.Exploring_Later**

Explores the use of tools when feeding self, sometimes with adult support

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

MEASURE

Personal Care Routines: Feeding

**DEFINITION
(CONT...)**

Child responds to feeding and feeds self with increasing proficiency

Building Earlier**HLTH.4.Building_Earlier** Feeds self different types of foods, some of which may involve the use of tools**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

Building Later**HLTH.4.Building_Later** Serves self or others by opening packages or scooping or pouring from containers**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

Integrating Earlier**HLTH.4.Integrating_Earlier** Prepares simple foods to serve to self or 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 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

MEASURE

Personal Care Routines: Self-Dressing

DEFINITION

Child develops and refines ability to participate in and take responsibility for dressing self

Responding Earlier**HLTH.5.Responding_Earlier** Responds in basic ways during dressing**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

Responding Later**HLTH.5.Responding_Later** Responds in ways that demonstrate awareness of a dressing 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

Exploring Earlier**HLTH.5.Exploring_Earlier** Anticipates one or two steps of a dressing 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

Exploring Later**HLTH.5.Exploring_Later** Participates with adult in dressing self**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self



MEASURE

Personal Care Routines: Self-Dressing

**DEFINITION
(CONT...)**

Child develops and refines ability to participate in and take responsibility for dressing self

Building Earlier

HLTH.5.Building_Earlier Puts on clothing that is simple to manipulate, sometimes with adult assistance

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

Building Later

HLTH.5.Building_Later Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)

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-5 Emerging: Uses refined wrist and finger movements

Integrating Earlier

HLTH.5.Integrating_Earlier Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)

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

