

**Alignment of**



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**GOLD<sup>®</sup>**  
**Objectives for Development  
& Learning**



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With

IA Early Learning Standards

(Ad. 2017)

**Main Criteria:** IA Early Learning Standards  
**Secondary Criteria:** GOLD® Objectives for Development and Learning  
**Subject:** Early Childhood Education  
**Grades:** Birth to 3 Years, 3 to 5 years  
**Adopted:** 2017

**Domain**

Social and Emotional Development (SED)

**Strand**

Self

**Standard**

Infants and toddlers display a positive sense of self.

**Birth to 3 Years**

**1.1.IT.1** The infant or toddler responds to familiar adults' and children's interactions using behaviors such as gazing, cuddling, and accepting assistance.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

**Objective 2c Interacts with peers**

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

**1.1.IT.2** The infant or toddler explores his or her own body.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**1.1.IT.3** The infant or toddler shows awareness of self, such as responding to own image in mirror.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**1.1.IT.4** The infant or toddler shows preferences for toys and experiences.

**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**

**1.1.IT.5** The infant or toddler expresses reaction through facial expressions, sounds, and gestures.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**Strand**

Self



**Standard**

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

**3 to 5 years**

**1.1.PS.1** The child expresses a positive sense of self in terms of specific abilities.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**1.1.PS.2** The child expresses needs, wants, opinions, and feelings in socially appropriate ways.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**1.1.PS.3** The child demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride accomplishments.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**1.1.PS.4** The child recognizes own power to make choices.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**Strand**

Self-Regulation

**Standard**

Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.

**Birth to 3 Years**

**1.2.IT.1** The infant or toddler indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.

**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



Strand

Self-Regulation

Standard  
(CONT...)

Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.

### Birth to 3 Years

**1.2.IT.2** The infant or toddler comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**1.2.IT.3** The infant or toddler begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**1.2.IT.4** The infant or toddler shows increasing ability to recognize own feelings, including simple (such as mad, glad) and complex (such as excited, frustrated, disappointed) feelings.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**1.2.IT.5** The infant or toddler responds to emotions expressed by others, for Benchmarks, by comforting another child or crying in response to the cries of others.

**GOLD® Objectives for Development and Learning**

**Objective 2b Responds to emotional cues**

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

**1.2.IT.6** The infant or toddler begins to control behavior through following simple rules and limits in a variety of settings.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

**1.2.IT.7** The infant or toddler begins to transition between feeling states with guidance from a caring adult.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

Strand

Self-Regulation



## 3 to 5 years

**1.2.PS.1** The child demonstrates the ability to monitor his or her own behavior and its effects on others, following and contributing to adult expectations.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**1.2.PS.2** The child persists with difficult tasks without becoming overly frustrated.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**1.2.PS.3** The child begins to accept consequences of his or her own actions.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**1.2.PS.4** The child manages transitions and changes to routines.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

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

**1.2.PS.5** The child states feelings, needs, and opinions in difficult situations without harming self, others, or property.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**1.2.PS.6** The child expresses an increasing range and variety of emotions, and the transitions between feeling states become smoother.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

Strand

Self-Regulation

Standard

Children relate positively with significant adults.

3 to 5 years

**1.3.PS.1** The child interacts comfortably with familiar adults.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

**1.3.PS.2** The child accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.

**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

**1.3.PS.3** The child expresses affection toward familiar adults.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

**1.3.PS.4** The child shows trust in familiar adults.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

**1.3.PS.5** The child seeks help, as needed, from familiar adults.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

Strand

Self-Regulation

Standard

Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.

3 to 5 years

**1.4.PS.1** The child initiates and sustains positive interactions with peers, and organizes play.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups



Strand

Self-Regulation

Standard  
(CONT...)

Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.

3 to 5 years

**1.4.PS.2** The child wants to please and be like friends.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

**Objective 2d Makes friends**

Objective 2d-6 Establishes a special friendship with one other child, but the friendship might only last a short while

**1.4.PS.3** The child negotiates with others to resolve disagreements.

**GOLD® Objectives for Development and Learning**

**Objective 3b Solves social problems**

Objective 3b-6 Suggests solutions to social problems

**1.4.PS.4** The child develops friendships with other children (peers); starts to demonstrate taking turns and sharing with others.

**GOLD® Objectives for Development and Learning**

**Objective 2d Makes friends**

Objective 2d-6 Establishes a special friendship with one other child, but the friendship might only last a short while

**Objective 3a Balances needs and rights of self and others**

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

**1.4.PS.5** The child expresses empathy to other children (peers), and demonstrates caring behaviors.

**GOLD® Objectives for Development and Learning**

**Objective 2b Responds to emotional cues**

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

**1.4.PS.6** The child accepts consequences of his or her actions.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**Objective 1b Follows limits and expectations**

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

**Objective 3a Balances needs and rights of self and others**

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

**1.4.PS.7** The child recognizes how behaviors can affect others.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**Objective 1b Follows limits and expectations**

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

**Objective 3a Balances needs and rights of self and others**

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



**Strand**

Self-Regulation

**Standard  
(CONT...)**

Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.

**3 to 5 years****1.5.PS.8** The child names friends.**GOLD® Objectives for Development and Learning****Objective 2d Makes friends**

Objective 2d-6 Establishes a special friendship with one other child, but the friendship might only last a short while

**Strand**

Relationship with Adults

**Standard**

Infants and toddlers relate positively with significant adults.

**Birth to 3 Years****1.3.IT.1** The infant or toddler distinguishes between familiar and unfamiliar adults; for Benchmarks, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.**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

**1.3.IT.2** The infant or toddler accepts assistance and comfort from 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

**1.3.IT.3** The infant or toddler seeks and maintains contact with familiar adults; for Benchmarks, by looking at the adult, hearing the adult's voice, or touching the adult.**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

**1.3.IT.4** The infant or toddler shows discomfort at separations from 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



Strand

Relationship with Adults

Standard  
(CONT...)

Infants and toddlers relate positively with significant adults.

### Birth to 3 Years

**1.3.IT.5** The infant or toddler seeks help from familiar adults in unfamiliar situations.

**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

**1.3.IT.6** The infant or toddler explores the environment, both indoors and outdoors, but may return to a familiar adult periodically for security.

**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

**1.3.IT.7** The infant or toddler begins to imitate or portray roles and relationships.

**GOLD® Objectives for Development and Learning**

**Objective 14b Engages in sociodramatic play**

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

**1.3.IT.8** The infant or toddler imitates adult behaviors.

**GOLD® Objectives for Development and Learning**

**Objective 14b Engages in sociodramatic play**

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



**Strand**

Relationship with Children

**Standard**

Infants and toddlers respond to and initiate interactions with other children.

**Birth to 3 Years**

**1.4.IT.1** The infant or toddler initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**

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



Strand

Relationship with Children

Standard  
(CONT...)

Infants and toddlers respond to and initiate interactions with other children.

### Birth to 3 Years

**1.4.IT.2** The infant or toddler accepts help from familiar adults in interactions with other children.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**

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

**1.4.IT.3** The infant or toddler begins to demonstrate empathy for others and responds to people's facial expressions, body language, and/or interactions.

**GOLD® Objectives for Development and Learning**

**Objective 2b Responds to emotional cues**

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

**1.4.IT.4** The infant or toddler develops an awareness of his or her behavior and how it affects others.

**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

**1.4.IT.5** The infant or toddler imitates other children's behaviors.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**

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



**Domain**

Physical Well-Being and Motor Development (PMD)

**Strand**

Healthy and Safe Living

**Standard**

Infants and toddlers participate in healthy and safe living practices.

**Birth to 3 Years**

**2.1.IT.1** The infant expresses satisfaction or dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.

**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



<b>Domain</b>	Physical Well-Being and Motor Development (PMD)
<b>Strand</b>	Healthy and Safe Living
<b>Standard (CONT...)</b>	Infants and toddlers participate in healthy and safe living practices.

**Birth to 3 Years**

**2.1.IT.2** The infant establishes healthy eating and sleeping patterns with the assistance of a responsive adult.  
**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

**2.1.IT.3** The infant ingests breast milk or formula, progressing to solid foods, to self-feeding age-appropriate foods, and drinking from a cup.  
**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

**2.1.IT.4** The infant participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.  
**GOLD® Objectives for Development and Learning**  
**Objective 1c Takes care of own needs appropriately**  
 Objective 1c-4 Seeks to do things for self

**2.1.IT.5** The infant shows a willingness to try new foods and engages in food exploration such as basic cooking tasks or dramatic play activity.  
**GOLD® Objectives for Development and Learning**  
**Objective 1c Takes care of own needs appropriately**  
 Objective 1c-4 Seeks to do things for self

**2.1.IT.6** The infant participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.  
**GOLD® Objectives for Development and Learning**  
**Objective 1b Follows limits and expectations**  
 Objective 1b-4 Accepts redirection from adults

<b>Strand</b>	Healthy and Safe Living
<b>Standard</b>	Children show increasing awareness of healthy and safe living practices.

**3 to 5 years**

**2.1.PS.1** The child begins to recognize and select healthy foods.  
**GOLD® Objectives for Development and Learning**  
**Objective 1c Takes care of own needs appropriately**  
 Objective 1c-8 Takes responsibility for own well-being

**2.1.PS.2** The child follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**2.1.PS.3** The child develops appropriate balance between rest and physical activity as part of a healthy lifestyle.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**2.1.PS.4** The child demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic, bodies of water), toxic substances, objects, and climbing structures.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

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

**Objective 1c Takes care of own needs appropriately**

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

**2.1.PS.5** The child communicates safety rules and the reasons for the rules for indoor and outdoor environments.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

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

**Objective 1c Takes care of own needs appropriately**

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



Strand

Large Motor Skills

Standard

Infants and toddlers develop large motor skills.

### Birth to 3 Years

**2.2.IT.1** The infant shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.

**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

**2.2.IT.2** The infant shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.

**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

**2.2.IT.3** The toddler shows increasing control in motor skills such as rolling, throwing, and kicking a ball, and jumping.

**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

**2.2.IT.4** The toddler shows increasing balance in activities such as running, climbing stairs, marching, and moving a riding toy using his or her feet.

**GOLD® Objectives for Development and Learning**

**Objective 5 Demonstrates balancing skills**

Objective 5-6 Sustains balance during simple movement experiences

Strand

Large Motor Skills

Standard

Children develop large motor skills.

### 3 to 5 years

**2.2.PS.1** The child demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.

**GOLD® Objectives for Development and Learning**

**Objective 5 Demonstrates balancing skills**

Objective 5-6 Sustains balance during simple movement experiences

**2.2.PS.2** The child demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing.

**GOLD® Objectives for Development and Learning**

No aligned objectives



**Strand**

Large Motor Skills

**Standard  
(CONT...)**

Children develop large motor skills.

**3 to 5 years**

**2.2.PS.3** The child expresses enjoyment in participating in physical experiences and creative movement.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**



Strand

Small Motor Development

Standard

Infants and toddlers develop small motor skills.

### Birth to 3 Years

**2.3.IT.1** The infant uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, transferring objects from hand to hand, and fitting objects into a hole in a box.

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

**2.3.IT.2** The toddler uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing with assistance, scribbling with crayons or markers, participating in finger plays, and using musical instruments.

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

Strand

Small Motor Development

Standard

Children develop small motor skills.

### 3 to 5 years

**2.3.PS.1** The child uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials, such as beads, pegs, shoelaces, puzzle pieces, and musical instruments.

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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



**Strand**

Small Motor Development

**Standard  
(CONT...)**

Children develop small motor skills.

**3 to 5 years**

**2.3.PS.2** The child demonstrates increased skills using scissors and writing tools for various learning experiences.

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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



**Domain**

Approaches to Learning (AL)

**Strand**

Curiosity and Initiative

**Standard**

Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.

### Birth to 3 Years

**3.1.IT.1** The infant or toddler shows interest in people including other infants, objects, and events.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

**3.1.IT.2** The infant or toddler uses his or her senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**3.1.IT.3** The infant or toddler actively plays with or near adults, other children, and materials.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**Strand**

Curiosity and Initiative

**Standard**

Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

### 3 to 5 years

**3.1.PS.1** The child chooses, deliberately, to explore a variety of materials and experiences, seeking out new challenges.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**3.1.PS.2** The child participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.

**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

**3.1.PS.3** The child asks questions about a variety of topics.

**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



**3.1.PS.4** The child repeats skills and experiences to build competence and support the exploration of new ideas.

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

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

**Objective 11d Shows curiosity and motivation**

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

**Strand**

Engagement and Persistence

**Standard**

Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.

**Birth to 3 Years**

**3.2.IT.1** The infant or toddler holds attention of familiar adult; for Benchmarks, through eye contact or vocalizations.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

**3.2.IT.2** The infant or toddler repeats familiar and newly learned experiences.

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results



**Strand**

Engagement and Persistence

**Standard  
(CONT...)**

Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.

**Birth to 3 Years****3.2.IT.3** The infant or toddler maintains focus, if interested, on people or objects, play experiences, or novel events.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

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

**3.2.IT.4** The infant or toddler continues to try to succeed using challenging materials or during experiences.**GOLD® Objectives for Development and Learning****Objective 11b Persists**

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

**Strand**

Engagement and Persistence

**Standard**

Children purposefully choose and persist in experiences and play.

**3 to 5 years****3.2.PS.1** The child maintains concentration on a task, despite distractions and interruptions.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

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

**3.2.PS.2** The child stays engaged and completes a variety of both adult-directed and self-initiated tasks, projects, and experiences of increasing degrees of difficulty.**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

**3.2.PS.3** The child sets goals and follows a plan in order to complete a task.**GOLD® Objectives for Development and Learning****Objective 11b Persists**

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



Strand

Engagement and Persistence

Standard  
(CONT...)

Children purposefully choose and persist in experiences and play.

### 3 to 5 years

**3.2.PS.4** The child chooses to participate in play and learning experiences.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

Strand

Reasoning and Problem Solving

Standard

Infants and toddlers purposefully demonstrate strategies for reasoning and problem solving.

### Birth to 3 Years

**3.3.IT.1** The infant or toddler uses an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.

**GOLD® Objectives for Development and Learning**

**Objective 11c Solves problems**

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

**3.3.IT.2** The infant or toddler experiments to find a solution to a problem.

**GOLD® Objectives for Development and Learning**

**Objective 11c Solves problems**

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

**3.3.IT.3** The infant or toddler imitates an adult action to solve a problem.

**GOLD® Objectives for Development and Learning**

No aligned objectives

**3.3.IT.4** The infant or toddler recognizes difficulties and adjusts actions, as needed.

**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

**3.3.IT.5** The infant or toddler seeks and accepts help when encountering a problem beyond his or her ability to solve independently.

**GOLD® Objectives for Development and Learning**

**Objective 11c Solves problems**

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

Strand

Reasoning and Problem Solving



**Standard**

Children demonstrate strategies for reasoning and problem solving.

**3 to 5 years**

**3.3.PS.1** The child shows interest in and finds a variety of solutions to questions, tasks, or problems.

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

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

**3.3.PS.2** The child recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.

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

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

**3.3.PS.3** The child shares ideas or makes suggestions of how to solve a problem presented by another person.

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

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

**Strand**

Play and Senses

**Standard**

Infants and toddlers engage in play to learn.

**Birth to 3 Years**

**3.4.IT.1** The infant or toddler uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.

**GOLD® Objectives for Development and Learning**

No aligned objectives

**3.4.IT.2** The infant or toddler chooses and participates in a variety of play experiences.

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

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



Strand

Play and Senses

Standard  
(CONT...)

Infants and toddlers engage in play to learn.

### Birth to 3 Years

**3.4.IT.3** The infant or toddler imitates behaviors of others in play.

**GOLD® Objectives for Development and Learning**

**Objective 11e Shows flexibility and inventiveness in thinking**

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

**3.4.IT.4** The infant or toddler repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

Strand

Play and Senses

Standard

Children engage in play to learn.

### 3 to 5 years

**3.4.PS.1** The child engages in a variety of indoor and outdoor play experiences.

**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

**3.4.PS.2** The child uses sights, smells, sounds, textures, and tastes to discriminate between and to explore experiences, materials, and the environment.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**3.4.PS.3** The child engages in self-initiated, unstructured play.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

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



**Strand**

Play and Senses

**Standard  
(CONT...)**

Children engage in play to learn.

**3 to 5 years**

**3.4.PS.4** The child plans and executes play experiences alone and with others.

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

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



**Domain**

Social Studies (SS)

**Strand**

Awareness of Family and Community

**Standard**

Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.

### Birth to 3 Years

**4.1.IT.1** The infant or toddler expresses enjoyment at being in a familiar setting or group.

**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**

**4.1.IT.2** The infant or toddler recognizes familiar adults and uses them to determine safety during exploration.

**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

**4.1.IT.3** The infant or toddler explores and plays freely within familiar settings.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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



**Strand**

Awareness of Family and Community

**Standard**

Children demonstrate an increasing awareness of belonging to a family and community.

**3 to 5 years**

**4.1.PS.1** The child demonstrates understanding communities are composed of groups of people who live, play, or work together.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**4.1.PS.2** The child demonstrates ability to identify communities to which they belong.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**4.1.PS.3** The child recognizes their family is an important group to which they belong.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**4.1.PS.4** The child demonstrates responsibility as a member of a family or community.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**Objective 30 Shows basic understanding of people and how they live**

**4.1.PS.5** The child shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**4.1.PS.6** The child participates in creating and following rules and routines.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**4.1.PS.7** The child demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**



**Strand**

Awareness of Culture

**Standard**

Infants and toddlers demonstrate a strong sense of self within their culture.

**Birth to 3 Years****4.2.IT.1** The infant or toddler expresses enjoyment at being in a familiar setting or group.**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****4.2.IT.2** The infant or toddler chooses and participates in familiar experiences, including songs and stories from his or her home culture.**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****4.2.IT.3** The infant or toddler explores materials from various cultures.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

**Objective 30 Shows basic understanding of people and how they live****Strand**

Awareness of Culture

**Standard**

Children demonstrate an increasing awareness of culture and diversity.

**3 to 5 years****4.2.PS.1** The child demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****4.2.PS.2** The child demonstrates acceptance of persons from different cultures and ethnic groups.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****4.2.PS.3** The child demonstrates a sense of belonging, feeling pride in his or her own culture while showing respect for others.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****4.2.PS.4** The child uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease and empathy with similarities and differences.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

**Strand**

Exploration of the Environment

**Standard**

Infants and toddlers explore new environments with interest and recognize familiar places.

**Birth to 3 Years****4.3.IT.1** The infant or toddler demonstrates interest and curiosity within familiar and unfamiliar settings.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

**4.3.IT.2** The infant or toddler explores and plays with new, as well as familiar objects, in the environment using all five senses.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

**4.3.IT.3** The infant or toddler chooses and participates in unfamiliar experiences.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**Objective 11d Shows curiosity and motivation**

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

**Strand**

Awareness of the Relationship Between People and the Environment in Which They Live

**Standard**

Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.

**3 to 5 years****4.3.PS.1** The child interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****4.3.PS.2** The child constructs meaning about himself or herself and the world through relevant and meaningful experiences with objects and the environment.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live**

**Strand**

Awareness of the Relationship Between People and the Environment in Which They Live

**Standard  
(CONT...)**

Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.

**3 to 5 years**

**4.3.PS.3** The child recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.

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

**4.3.PS.4** The child recognizes that people share the environment with other people, animals, and plants.

**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****Objective 30 Shows basic understanding of people and how they live**

**4.3.PS.5** The child understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.

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

**4.3.PS.6** The child recognizes a variety of jobs and the work associated with them.

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

Awareness of Past

**Standard**

Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.

**3 to 5 years**

**4.4.PS.1** The child differentiates between past, present, and future.

**GOLD® Objectives for Development and Learning****Objective 31 Explores change related to familiar people or places**

**4.4.PS.2** The child represents events and experiences that occurred in the past through words, play, and art.

**GOLD® Objectives for Development and Learning****Objective 31 Explores change related to familiar people or places**

Strand

Awareness of Past

Standard  
(CONT...)

Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.

3 to 5 years

**4.4.PS.3** The child uses past events to construct meaning of the world.

**GOLD® Objectives for Development and Learning**

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

**4.4.PS.4** The child understands that events happened in the past and that the events relate to oneself, family, community, and culture.

**GOLD® Objectives for Development and Learning**

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



**Domain**

Creative Arts (CA)

**Strand**

Art

**Standard**

Infants and toddlers participate in a variety of sensory and art-related experiences.

**Birth to 3 Years**

**5.1.IT.1** The infant gazes at a picture, photo, or mirror images.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

**Objective 33 Explores the visual arts**

**5.1.IT.2** The infant manipulates and explores play materials within the environment.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**5.1.IT.3** The older infant and toddler also expresses interest in art-related experiences and media.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**5.1.IT.4** The older infant and toddler also engages in experiences that support creative expression.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**



<b>Domain</b>	Creative Arts (CA)
<b>Strand</b>	Art
<b>Standard (CONT...)</b>	Infants and toddlers participate in a variety of sensory and art-related experiences.

### Birth to 3 Years

**5.1.IT.5** The older infant and toddler also chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

<b>Strand</b>	Art
<b>Standard</b>	Children participate in a variety of art and sensory-related experiences.

### 3 to 5 years

**5.1.PS.1** The child uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**5.1.PS.2** The child expresses ideas about his or her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**5.1.PS.3** The child demonstrates care and persistence when involved in art projects.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**5.1.PS.4** The child plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

<b>Strand</b>	Music, Rhythm, and Movement
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**Birth to 3 Years**

**5.2.IT.1** The infant or toddler shows interest in songs, tones, rhythms, voices, and music.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

**Objective 34 Explores musical concepts and expression**

**5.2.IT.2** The infant or toddler experiments with a variety of age-appropriate instruments and sound-making objects.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**Objective 34 Explores musical concepts and expression**

**5.2.IT.3** The infant or toddler enjoys exploring ways of interacting with others through touch and motion.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**Objective 35 Explores dance and movement concepts**

**5.2.IT.4** The toddler also chooses and participates in music and movement experiences.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**5.2.IT.5** The toddler also sings simple songs and participates in finger plays.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**5.2.IT.6** The toddler also sings daily songs to recognize the patterns throughout their day.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**Strand**

Music, Rhythm, and Movement

**Standard**

Children participate in a variety of music and movement experiences.

**3 to 5 years**

**5.2.PS.1** The child participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and pitched instruments, and creating and singing chants, rhymes, and finger plays from diverse cultures.

**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression**

**5.2.PS.2** The child demonstrates meaningful creative and imaginative responses, including taking on pretend roles, when listening to music to reflect the expressive elements of music.

**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression**

**5.2.PS.3** The child notices differences in high and low sounds (pitch), long and short sounds (rhythm), loud and quiet sounds (dynamics), fast and slow sounds (tempo), and differences between instruments or sounds (timbre).

**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression**

**5.2.PS.4** The child recognizes patterns in songs and rhymes and repeats them, using songs, chants or instruments, including the development of ability to keep beat.

**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression**

**5.2.PS.5** The child demonstrates an awareness of music and sound as part of daily life indoors and outdoors.

**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression****Strand**

Dramatic Play

**Standard**

Infants and toddlers engage in dramatic play experiences.

**Birth to 3 Years**

**5.3.IT.1** The infant or toddler imitates the sounds, facial expressions, gestures, or behaviors of another person.

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

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

**Objective 36 Explores drama through actions and language**

Strand

Dramatic Play

Standard  
(CONT...)

Infants and toddlers engage in dramatic play experiences.

### Birth to 3 Years

**5.3.IT.2** The infant or toddler imitates the actions and sounds of animals, people, and objects.

**GOLD® Objectives for Development and Learning**

**Objective 14b Engages in sociodramatic play**

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

**Objective 36 Explores drama through actions and language**

**5.3.IT.3** The toddler also engages in dramatic play in both indoor and outdoor environments.

**GOLD® Objectives for Development and Learning**

**Objective 14b Engages in sociodramatic play**

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

**Objective 36 Explores drama through actions and language**

Strand

Dramatic Play

Standard

Children engage in dramatic play experiences.

### 3 to 5 years

**5.3.PS.1** The child shows creativity and imagination when using materials.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**5.3.PS.2** The child assumes different roles in dramatic play situations.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**5.3.PS.3** The child interacts with peers in dramatic play experiences that become more extended and complex.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**



<b>Domain</b>	Communication, Language, and Literacy (CLL)
<b>Strand</b>	Language Understanding and Use
<b>Standard</b>	Infants and toddlers understand and use communication and language for a variety of purposes.

### Birth to 3 Years

**6.1.IT.1** The infant or toddler, in home language and in English, responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

**6.1.IT.2** The infant or toddler, in home language and in English, uses vocalizations and gestures to gain attention from others.

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

**6.1.IT.3** The infant or toddler, in home language and in English, uses vocalizations and gestures to communicate wants and needs.

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

**6.1.IT.4** The infant or toddler, in home language and in English, increases both listening (receptive) and speaking (expressive) vocabulary.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**Objective 9a Uses an expanding expressive vocabulary**

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

**6.1.IT.5** The toddler also progresses to using words and then to simple sentences to communicate.

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

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

**6.1.IT.6** The toddler also participates in conversations that include taking turns, using both receptive (listening) and expressive (speaking) language skills.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

Objective 10a

**6.1.IT.7** The toddler also answers simple questions.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**Objective 9a Uses an expanding expressive vocabulary**

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

<b>Domain</b>	Communication, Language, and Literacy (CLL)
<b>Strand</b>	Language Understanding and Use
<b>Standard (CONT...)</b>	Infants and toddlers understand and use communication and language for a variety of purposes.

### Birth to 3 Years

**6.1.IT.8** The toddler follows simple directions.

**GOLD® Objectives for Development and Learning**

No aligned objectives

<b>Strand</b>	Language Understanding and Use
<b>Standard</b>	Children understand and use communication and language for a variety of purposes.

### 3 to 5 years

**6.1.PS.1** The child demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**Objective 9a Uses an expanding expressive vocabulary**

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

**6.1.PS.2** The child initiates, listens, and responds in relationship to the topics of conversations with other children (peers) and adults.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

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

**6.1.PS.3** The child speaks in phrases and sentences of increasing length and complexity.

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

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

**Strand**

Language Understanding and Use

**Standard  
(CONT...)**

Children understand and use communication and language for a variety of purposes.

**3 to 5 years****6.1.PS.4** The child follows oral directions that involve several actions.**GOLD® Objectives for Development and Learning****Objective 8b Follows directions**

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

**6.1.PS.5** The child asks and answers a variety of questions.**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

**Objective 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

**6.1.PS.6** The child demonstrates knowledge of the rules of conversations such as taking turns while speaking.**GOLD® Objectives for Development and Learning****Objective 10b Uses social rules of language**

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

**6.1.PS.7** The child, who is an English language learner, also uses her or his home language, sometimes in combination with English, to communicate with people.**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

**6.1.PS.8** The child, who is an English language learner, also demonstrates ongoing development and improvement in vocabulary and complexity in use of home 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

**6.1.PS.9** The child, who is an English language learner, also demonstrates engagement at home or the classroom in literacy activities to relate to her or his home 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



**Strand**

Language Understanding and Use

**Standard  
(CONT...)**

Children understand and use communication and language for a variety of purposes.

**3 to 5 years**

**6.1.PS.10** The child, who is an English language learner, also demonstrates receptive (listening) and expressive (speaking) English language skills to be able to comprehend the English language.

**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

**Objective 38 Demonstrates progress in speaking English**

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

**6.1.PS.11** The child, who is an English language learner, also demonstrates engagement in English literacy activities to understand and respond to books, storytelling, and songs presented in 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

**Objective 38 Demonstrates progress in speaking English**

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

**Strand**

Early Literacy

**Standard**

Infants and toddlers engage in early reading experiences.

**Birth to 3 Years**

**6.2.IT.1** The infant or toddler explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.

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

Objective 17a-2 Shows interest in books

**6.2.IT.2** The infant or toddler focuses on a book or the reader when hearing stories read to him or her.

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

Objective 17a-2 Shows interest in books



Strand

Early Literacy

Standard  
(CONT...)

Infants and toddlers engage in early reading experiences.

### Birth to 3 Years

**6.2.IT.3** The infant or toddler gazes at or points to pictures in books.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**6.2.IT.4** The infant or toddler responds to or engages in songs, rhyming games, or finger plays with a familiar adult.

**GOLD® Objectives for Development and Learning**

**Objective 15a Notices and discriminates rhyme**

Objective 15a-2 Joins in rhyming songs and games

**6.2.IT.5** The toddler also points to, labels, and/or talks about objects, events, or people within books.

**GOLD® Objectives for Development and Learning**

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

Objective 18a

**6.2.IT.6** The toddler also enjoys and repeats songs, rhymes, or finger plays.

**GOLD® Objectives for Development and Learning**

**Objective 15b Notices and discriminates alliteration**

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

**6.2.IT.7** The toddler also answers simple questions related to books.

**GOLD® Objectives for Development and Learning**

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

Objective 18a

Strand

Early Literacy

Standard

Children engage in early reading experiences.

### 3 to 5 years

**6.2.PS.1** The child expresses an interest and enjoyment in listening to books and attempts to read familiar books (print motivation).

**GOLD® Objectives for Development and Learning**

No aligned objectives



Strand

Early Literacy

Standard  
(CONT...)

Children engage in early reading experiences.

3 to 5 years

**6.2.PS.2** The child displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness).

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

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

**Objective 17b Uses print concepts**

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

**6.2.PS.3** The child shows an awareness of print such as pointing to familiar words or letters (print awareness).

**GOLD® Objectives for Development and Learning**

**Objective 17b Uses print concepts**

Objective 17b-8 Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line

**6.2.PS.4** The child understands sentences are made of words and words are made of individual letters (concepts of print).

**GOLD® Objectives for Development and Learning**

**Objective 17b Uses print concepts**

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

**6.2.PS.5** The child understands increasingly and uses a variety of words (vocabulary).

**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

**6.2.PS.6** The child shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters (comprehension and story retelling).

**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

**6.2.PS.7** The child recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge).

**GOLD® Objectives for Development and Learning**

**Objective 16a Identifies and names letters**

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



Strand

Early Literacy

Standard  
(CONT...)

Children engage in early reading experiences.

3 to 5 years

**6.2.PS.8** The child recognizes most upper and lower case letters (letter knowledge).

**GOLD® Objectives for Development and Learning**

**Objective 16a Identifies and names letters**

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



Strand

Early Literacy

Standard  
(CONT...)

Children engage in early reading experiences.

3 to 5 years

**6.2.PS.9** The child produces the sound of some of the letters she or he knows (phonics).

**GOLD® Objectives for Development and Learning**

**Objective 16b Identifies letter-sound correspondences**

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

**6.2.PS.10** The child identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness - rhyme).

**GOLD® Objectives for Development and Learning**

**Objective 15a Notices and discriminates rhyme**

Objective 15a-6 Decides whether two words rhyme

**6.2.PS.11** The child identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness - alliteration).

**GOLD® Objectives for Development and Learning**

**Objective 15b Notices and discriminates alliteration**

Objective 15b-6 Matches beginning sounds of some words

**6.2.PS.12** The child identifies the syllables in his or her name and in familiar objects or words by clapping and segmenting the syllables (phonological awareness - segmenting 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

**Objective 15c Notices and discriminates discrete units of sound**

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



Strand

Early Literacy

Standard  
(CONT...)

Children engage in early reading experiences.

### 3 to 5 years

**6.2.PS.13** The child blends syllables to identify a word, object, or picture (phonological awareness - blending syllables).

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

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

Strand

Early Writing

Standard

Infants and toddlers engage in early writing experiences.

### Birth to 3 Years

**6.3.IT.1** The infant grasps and/or manipulates a variety of objects in his or her environment.

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

**6.3.IT.2** The older infant or toddler also scribbles spontaneously, usually using a fist grip.

**GOLD® Objectives for Development and Learning**

**Objective 7b Uses writing and drawing tools**

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

**6.3.IT.3** The older infant or toddler also shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements



Strand

Early Writing

Standard

Children engage in early writing experiences.

3 to 5 years

**6.3.PS.1** The child attempts to communicate with others using scribbles, shapes, pictures, letter-like forms and/or letters in writing.

**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

**6.3.PS.2** The child experiments with a variety of writing tools such as pencils, crayons, brushes, markers, and digital tools.

**GOLD® Objectives for Development and Learning**

**Objective 7b Uses writing and drawing tools**

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



Strand

Early Writing

Standard  
(CONT...)

Children engage in early writing experiences.

3 to 5 years

**6.3.PS.3** The child uses expressive (speaking) language to share intended meaning of drawings and writing.

**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 14a Thinks symbolically**

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

**6.3.PS.4** The child starts to demonstrate interest in learning to write letters, especially the letters in his or her name.

**GOLD® Objectives for Development and Learning**

**Objective 19a Writes name**

Objective 19a-10 Writes partially accurate first name

**6.3.PS.5** The child uses invented spelling consisting of beginning sounds to represent a whole word.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

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



<b>Domain</b>	Mathematics (M)
<b>Strand</b>	Comparison and Number
<b>Standard</b>	Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.

### Birth to 3 Years

**7.1.IT.1** The infant begins to notice characteristics of objects such as size, color, shape, or quantity.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

**7.1.IT.2** The toddler matches and sorts objects by size, color, shape, or quantity.

**GOLD® Objectives for Development and Learning**

No aligned objectives

**7.1.IT.3** The toddler begins to use simple counting in play and interactions, although numbers may occur out of order.

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

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



<b>Domain</b>	Mathematics (M)
<b>Strand</b>	Comparison and Number
<b>Standard (CONT...)</b>	Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.

### Birth to 3 Years

**7.1.IT.4** The toddler makes simple comparisons between two objects using words like big, small, more, etc.

**GOLD® Objectives for Development and Learning**

**Objective 22a Measures objects**

Objective 22a-2 Makes simple comparisons between two objects



Strand

Patterns

Standard

Infants and toddlers begin to recognize patterns.

### Birth to 3 Years

**7.2.IT.1** The infant demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time.

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

Objective 23-2 Shows interest in simple patterns in everyday life

**7.2.IT.2** The toddler shows recognition of sequence in events or objects.

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

Objective 23-2 Shows interest in simple patterns in everyday life

**7.2.IT.3** The toddler repeats actions in sequence, such as finger plays.

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

Objective 23-4 Copies simple repeating patterns

**7.2.IT.4** The toddler notices patterns and objects in the environment.

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

Objective 23-2 Shows interest in simple patterns in everyday life



Strand

Patterns

Standard  
(CONT...)

Infants and toddlers begin to recognize patterns.

### Birth to 3 Years

**7.2.IT.5** The toddler organizes objects into groups during play and exploration.

**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)

Strand

Patterns

Standard

Children understand patterns.

### 3 to 5 years

**7.2.PS.1** The child recognizes, reproduces and creates patterns moving from simple to complex.

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

Objective 23-6 Extends and creates simple repeating patterns



Strand

Patterns

Standard  
(CONT...)

Children understand patterns.

3 to 5 years

**7.2.PS.2** The child extends patterns by predicting what comes next.

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

Objective 23-6 Extends and creates simple repeating patterns

**7.2.PS.3** The child describes patterns seen in natural and designed settings.

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

Objective 23-8 Recognizes, creates, and explains more complex repeating and simple growing patterns



**Strand**

Shapes and Spatial Relationships

**Standard**

Infants and toddlers show increasing understanding of spatial relationships.

**Birth to 3 Years**

**7.3.IT.1** The infant takes objects apart.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**7.3.IT.2** The infant fills and empties containers.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**7.3.IT.3** The toddler takes objects apart and attempts to put them together.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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



Strand

Shapes and Spatial Relationships

Standard  
(CONT...)

Infants and toddlers show increasing understanding of spatial relationships.

### Birth to 3 Years

**7.3.IT.4** The toddler shows awareness of his or her own body space.

**GOLD® Objectives for Development and Learning**

**Objective 21a Understands spatial relationships**

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

**7.3.IT.5** The toddler matches similar shapes.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

**7.3.IT.6** The toddler follows simple direction related to positions such as in, on, under, up, or down.

**GOLD® Objectives for Development and Learning**

**Objective 21a Understands spatial relationships**

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



**Strand**

Shapes and Spatial Relationships

**Standard**

Children understand shapes and spatial relationships

**3 to 5 years**

**7.3.PS.1** The child demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.

**GOLD® Objectives for Development and Learning**

**Objective 21a Understands spatial relationships**

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

**7.3.PS.2** The child identifies and describes two- and three-dimensional shapes.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation



**Strand**

Shapes and Spatial Relationships

**Standard  
(CONT...)**

Children understand shapes and spatial relationships

**3 to 5 years**

**7.3.PS.3** The child notices characteristics, similarities, and differences among shapes such as corners, points, edges, and sides.

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

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

**7.3.PS.4** The child notices how shapes fit together and can be taken apart to form other shapes.

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

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

**Strand**

Numbers and Operations

**Standard**

Children understand counting, ways of representing numbers, and relationships between quantities and numerals.

**3 to 5 years**

**7.1.PS.1** The child recognizes small quantities (1 to 5) without counting them (subitizing).

**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

**7.1.PS.2** The child counts to 20 verbally.

**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

**7.1.PS.3** The child points and counts 10-20 objects accurately.

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

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



Strand

Numbers and Operations

Standard  
(CONT...)

Children understand counting, ways of representing numbers, and relationships between quantities and numerals.

3 to 5 years

**7.1.PS.4** The child makes sets of 6-10 objects and describes parts.

**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

**7.1.PS.5** The child uses language such as more, less or the same amount to compare quantities.

**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

**7.1.PS.6** The child identifies numerals to 10 by name.

**GOLD® Objectives for Development and Learning**

**Objective 20c Connects numerals with their quantities**

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

Strand

Measurements

Standard

Children understand comparisons and measurements

3 to 5 years

**7.4.PS.1** The child sorts, classifies, and puts objects in series using a variety of properties.

**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)

**7.4.PS.2** The child makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.

**GOLD® Objectives for Development and Learning**

**Objective 22a Measures objects**

Objective 22a-4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume



Strand

Measurements

Standard  
(CONT...)

Children understand comparisons and measurements

3 to 5 years

**7.4.PS.3** The child measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.

**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

**7.4.PS.4** The child explores objects using standard measuring tools such as rulers, measuring cups, and balance scales.

**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

**7.4.PS.5** The child begins to demonstrate knowledge that measurement requires a 'fair' comparison starting at the same baseline or measuring the same property such as length, height, and volume.

**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

**7.4.PS.6** The child develops an awareness of simple time concepts within his or her daily life such as day, night; and sequence of usual daily events, such as breakfast, lunch, dinner, bedtime; outdoor time follows snack; and brushing teeth after a meal.

**GOLD® Objectives for Development and Learning**

**Objective 22b Measures time and money**

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

Strand

Data Analysis

Standard

Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.

3 to 5 years

**7.5.PS.1** The child sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind.

**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)



Strand

Data Analysis

Standard  
(CONT...)

Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.

3 to 5 years

**7.5.PS.2** The child sorts and resorts sets in a variety of ways.

**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

**7.5.PS.3** The child compares and orders such as most to least, same amount as, and least to most.

**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

**7.5.PS.4** The child sorts data into two groups such as big and not big, green and not green, and pets and not pets.

**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)

**7.5.PS.5** The child asks questions, collects, records, and organizes data to find answers to questions.

**GOLD® Objectives for Development and Learning**

**Objective 22c Represents and analyzes data**

Objective 22c-7 Emerging: Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts

**Objective 22c Represents and analyzes data**

Objective 22c-4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings



<b>Domain</b>	Science (S)
<b>Strand</b>	Scientific Investigations
<b>Standard</b>	Infants and toddlers observe and wonder about the environment around them.

### Birth to 3 Years

**8.1.IT.1** The infant or toddler begins to notice objects and events in the indoor and outdoor environments.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds



<b>Domain</b>	Science (S)
<b>Strand</b>	Scientific Investigations
<b>Standard (CONT...)</b>	Infants and toddlers observe and wonder about the environment around them.

### Birth to 3 Years

**8.1.IT.2** The infant or toddler engages in a variety of play experiences and exploration when provided open-ended materials, such as toys or household items that can be taken apart/put together, a container of water and various objects, seeds of different sizes/textures/shapes).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**8.1.IT.3** The infant or toddler uses one or more senses to make observations of their environment.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**8.1.IT.4** The infant or toddler reacts to changes in the environment.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**8.1.IT.5** The infant or toddler attempts to manipulate/understand his or her environment through repetitive play.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**8.1.IT.6** The infant or toddler identifies and interacts with new objects placed in his or her environment.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**8.1.IT.7** The toddler also asks simple questions about observations of the environment using language (may be home language), behavior, and interactions.

**GOLD® Objectives for Development and Learning**

**Objective 24 Uses scientific inquiry skills**



**Strand**

Scientific Investigations

**Standard**

Children gather information and conduct investigations to address their wonderings and test solutions to problems.

**3 to 5 years**

**8.1.PS.1** The child asks questions about his or her environment, and begins to identify and look for information that will help answer those questions or solve problems.

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

**8.1.PS.2** The child plans and conducts simple investigations alone or in collaboration with other children to answer questions or to design solutions to scientific or engineering problems.

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

**8.1.PS.3** The child begins to use appropriate scientific tools and technology to conduct investigations, including scales, tape measure, magnifying glass, tweezers, and eye dropper.

**GOLD® Objectives for Development and Learning****Objective 28 Uses tools and other technology to perform tasks**

**8.1.PS.4** The child observes, investigates, and describes objects, materials, and other physical science phenomena in the classroom and outdoor environments such as shadows or reflections.

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

**8.1.PS.5** The child observes, investigates, and describes the characteristics, behavior, and habitats of living things.

**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things**

**8.1.PS.6** The child asks questions based on observations of weather-related phenomena and begins to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter.

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

**8.1.PS.7** The child develops an awareness of nature through the exploration of natural environments and materials or through caring for animals or plants.

**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things**

Strand

Scientific Reasoning

Standard

Infants and toddlers use reasoning to make sense of information in their environment.

### Birth to 3 Years

**8.2.IT.1** The infant or toddler uses trusted relationships to gain understanding of the living and non-living world.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**8.2.IT.2** The infant or toddler explores cause and effect relationships by engaging in problem solving through trial and error.

**GOLD® Objectives for Development and Learning**

**Objective 11c Solves problems**

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

**Objective 24 Uses scientific inquiry skills**

**8.2.IT.3** The toddler also shows understanding of object permanence (that people exist when they cannot be seen and objects exist even when out of sight).

**GOLD® Objectives for Development and Learning**

**Objective 12a Recognizes and recalls**

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

**8.2.IT.4** The toddler also makes a choice to reach a desired outcome.

**GOLD® Objectives for Development and Learning**

**Objective 11c Solves problems**

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

Strand

Scientific Reasoning

Standard

Children use reasoning to make sense of information and design solutions to problems in their environment.

### 3 to 5 years

**8.2.PS.1** The child begins to make comparisons and to categorize nonliving things based on characteristics she or he can observe, such as texture, color, size, shape, temperature, sound, odor, usefulness, and weight.

**GOLD® Objectives for Development and Learning**

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

**8.2.PS.2** The child uses information from investigations to identify similarities and differences in characteristics and behavior of living things and to make inferences about needs and how to meet needs such as caterpillars eat leaves.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**



Strand

Scientific Reasoning

Standard  
(CONT...)

Children use reasoning to make sense of information and design solutions to problems in their environment.

3 to 5 years

**8.2.PS.3** The child uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change such as plants grow with the proper amounts of water and light; combine substances; heat/cool an item; and baby animals generally resemble their parents.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

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



Strand

Scientific Reasoning

Standard  
(CONT...)

Children use reasoning to make sense of information and design solutions to problems in their environment.

3 to 5 years

**8.2.PS.4** The child begins to identify ways humans positively and negatively impact the environment such as beginning awareness of conservation and respect for the environment, based on investigations.

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

**8.2.PS.5** The child describes and compares the properties and motions of objects in terms of speed and direction, based on exploration, such as faster, down, and beside; and begins to notice cause and effect relationships such as a ball rolls faster on a steeper incline.

**GOLD® Objectives for Development and Learning**

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

**8.2.PS.6** The child begins to notice patterns such as differences in weather in different seasons, and how different types of weather influence people and the environment, based on long-term explorations of weather and observations of the earth and sky.

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**



**Strand**

Scientific Communication

**Standard**

Infants and toddlers share information and understanding about experiences in their environment.

**Birth to 3 Years**

**8.3.IT.1** The infant or toddler produces questions using gestures and/or facial expressions.

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

**8.3.IT.2** The infant or toddler expresses vocalizations and gestures to gain attention from others.

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate



Strand

Scientific Communication

Standard  
(CONT...)

Infants and toddlers share information and understanding about experiences in their environment.

### Birth to 3 Years

**8.3.IT.3** The infant or toddler shows repetitive actions to demonstrate new learning experiences.

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

**8.3.IT.4** The toddler also composes simple verbal questions in English or home language.

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

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

**8.3.IT.5** The toddler also responds verbally to other's questions or statements in English or home language.

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

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

**8.3.IT.6** The toddler also draws pictures to represent his or her observations of objects and/or of changes to objects or the environment.

**GOLD® Objectives for Development and Learning**

**Objective 14a Thinks symbolically**

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



**Strand**

Scientific Communications

**Standard**

Children share information and understanding about experiences in their environment.

**3 to 5 years**

**8.3.PS.1** The child shares observations and ideas about the properties and behavior of nonliving and living things through a variety of modalities such as language, drawing, modeling, gesturing, and dramatizing.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

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



Strand

Scientific Communications

Standard  
(CONT...)

Children share information and understanding about experiences in their environment.

3 to 5 years

**8.3.PS.2** The child obtains, evaluates, and uses age-appropriate text and online resources, with support, to gather information related to a topic of study and makes connections to observations and experiences such as when studying butterflies, children may evaluate a variety of books and begin to identify which books are most useful for learning about real butterflies.

**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

**8.3.PS.3** The child begins to ask questions of others to seek more information on a topic, and participates in generating questions to ask a visiting expert on a topic of interest.

**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

**8.3.PS.4** The child offers evidence to explain the thought process he or she used to make conclusions or claims, and listens to the claims, conclusions, and evidence of others to begin to identify areas of agreement and disagreement.

**GOLD® Objectives for Development and Learning**

**Objective 24 Uses scientific inquiry skills**



Strand

Scientific Communications

Standard  
(CONT...)

Children share information and understanding about experiences in their environment.

3 to 5 years

**8.3.PS.5** The child participates in creating a final product such as a panel, classroom book, or newsletter that communicates what was learned during one exploration or during the study of a topic over time, and contributes through language, drawing, writing, or choosing items to include.

**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

**Objective 19b Writes to convey ideas and information**

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

