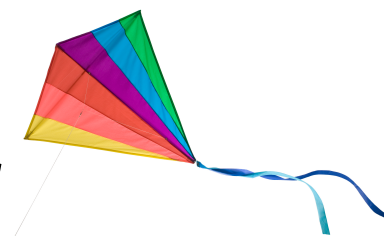


Alignment of



GOLD[®] Objectives for Development & Learning



With

Kansas Early Learning Standards

(Ad. 2024)

Main Criteria: Kansas Early Learning Standards
Secondary Criteria: GOLD® Objectives for Development and Learning
Subject: Early Childhood Education
Grades: Young Infant, Mobile Infant, Toddler, Pre 3, Pre 4
Adopted: 2024

Domain	Approaches to Learning (ATL)		
BENCHMARK	Persistence & Engagement in Learning		
PROFICIENCY	Engagement and Attention		
Young Infant	Mobile Infant	Toddler	
ATL.PEL.i.1 Demonstrates awareness of happenings and surroundings. <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds	ATL.PEL.mi.1 Focuses on an activity but is easily distracted. <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds	ATL.PEL.t.1 Begins to maintain focus, despite distractions, during brief delays in task. <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments	
ATL.PEL.i.2 Controls caregiver’s attention by babbling, looking at face, smiling or at times looking away to disengage. <u>GOLD® Objectives for Development and Learning</u> Objective 10a Engages in conversations Objective 10a-2 Engages in simple back-and-forth exchanges with others	ATL.PEL.mi.2 Actively participates in social games with adults, anticipating own turn (e.g., peek-a-boo). <u>GOLD® Objectives for Development and Learning</u> Objective 10a Engages in conversations Objective 10a-2 Engages in simple back-and-forth exchanges with others	ATL.PEL.t.2 Plays side-by side with another child, at times observing, imitating or engaging child in play. <u>GOLD® Objectives for Development and Learning</u> Objective 2c Interacts with peers Objective 2c-2 Plays near other children; uses similar materials or actions	
ATL.PEL.i.3 Shows interest in other children. <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment		ATL.PEL.t.3 Continues to play when a caregiver leaves the area. <u>GOLD® Objectives for Development and Learning</u> Objective 2a Forms relationships with adults Objective 2a-6 Manages separations without distress and engages with trusted adults	

Domain	Approaches to Learning (ATL)
BENCHMARK	Persistence & Engagement in Learning
PROFICIENCY (CONT...)	Engagement and Attention

Pre 3

ATL.PEL.p3.1 Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

ATL.PEL.p3.2 Ignores distractions briefly when engrossed in an activity.

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

ATL.PEL.p3.3 Remembers and follows one- or two-step directions.

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

Pre 4

ATL.PEL.p4.1 Sustains attention to task despite distractions.

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

ATL.PEL.p4.2 Gathers information through listening. Remembers what was said in brief group discussion.

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



BENCHMARK

Persistence & Engagement in Learning

PROFICIENCY

Persistence

Young Infant

ATL.PEL.i.4 Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

Mobile Infant

ATL.PEL.mi.3 Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the “pick-it-up” game).

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

Toddler

ATL.PEL.t.4 Engages in self-initiated activities for a sustained period of time.

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

ATL.PEL.mi.4 Executes simple two-step plan (i.e., means-to-end task).

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

ATL.PEL.t.5 Returns to an activity after being distracted.

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

Pre 3

ATL.PEL.p3.4 Practices an activity many times until successful.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Pre 4

ATL.PEL.p4.3 Carries out tasks, activities, projects or experiences from beginning to end.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

ATL.PEL.p4.4 Remains focused on the task at hand even when frustrated or challenged.

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



BENCHMARK

Initiative

PROFICIENCY

Curiosity and Initiative

Young Infant

ATL.I.i.1 Shows preferences for certain toys or activities.

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

ATL.I.i.2 Lifts arms toward caregiver to be picked up; explores own fingers and toes.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Toddler

ATL.I.t.1 Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sandbox to fill a hole).

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

ATL.I.t.2 Expresses preferences for familiar people, books, toys and activities; often insists on some choices.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

ATL.I.t.3 Asks questions about items/objects.

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

Pre 3

ATL.I.p3.1 Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

ATL.I.p3.2 Initiates play with other children and takes on a variety of roles while playing.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

ATL.I.p3.3 Explores, practices, understands social roles through play.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

Pre 4

ATL.I.p4.1 Seeks new and varied experiences and challenges through play.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

ATL.I.p4.2 Chooses activities to do alone or with others.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

ATL.I.p4.3 Invites other children to join groups or activities.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

ATL.I.p4.4 Makes and follows plans for games or activities with other children.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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



BENCHMARK

Initiative

PROFICIENCY

Sense of Competence

Young Infant

ATL.I.i.3 Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

ATL.I.i.4 Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Mobile Infant

ATL.I.mi.3 Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

ATL.I.mi.4 Points or protests to indicate likes and dislikes.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

ATL.I.mi.5 Expresses and responds to a variety of emotions.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Toddler

ATL.I.t.4 Refers to own abilities when communicating with others (e.g., “I’ll do it!” or “Watch me!”).

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

ATL.I.t.5 Begins to show assertiveness (e.g., giving orders to others).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

ATL.I.t.6 Feels comfortable in a variety of places with familiar adults.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Pre 3

ATL.I.p.3.4 Recognizes own abilities and expresses satisfaction when demonstrating them to others.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 29 Demonstrates knowledge about self

ATL.I.p.3.5 Knows self as part of family, culture, spiritual group or community.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Pre 4

ATL.I.p.4.5 Shows pride in family composition; recognizes self as important to family and friends.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

ATL.I.p.4.6 Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



BENCHMARK

Initiative

**PROFICIENCY
(CONT...)**

Sense of Competence

Pre 3

ATL.I.p3.6 Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterward.

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

Objective 1a-10 Manages strong emotions using known strategies

Pre 4

ATL.I.p4.7 Associates emotions with words and facial expressions.

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

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



BENCHMARK

Initiative

PROFICIENCY

Persistence

Mobile Infant

ATL.J.mi.1 Explores the environment through a variety of senses.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

ATL.J.mi.2 Chooses toys/ things for play.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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



BENCHMARK

Creativity

PROFICIENCY

Problem Solving

Young Infant

ATL.C.i.1 Expresses discomfort when needs are not met.

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

ATL.C.i.2 Looks for caregiver response in new or uncertain situations.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Mobile Infant

ATL.C.mi.1 Seeks out trusted adult for comfort or support and/or accepts adult assistance.

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

ATL.C.mi.2 Tries to do things on own.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

ATL.C.mi.3 Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Toddler

ATL.C.t.1 Seeks alternate method when first attempt fails and/or seeks adult assistance.

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

ATL.C.t.2 Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).

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

ATL.C.t.3 Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Pre 3

ATL.C.p3.1 Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

ATL.C.p3.2 Recognizes making a mistake and sometimes is able to correct it.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

Pre 4

ATL.C.p4.1 Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Objective 11e Shows flexibility and inventiveness in thinking

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

ATL.C.p4.2 Is able to delay gratification for better payoff later; anticipates consequences of own behavior

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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



BENCHMARK

Creativity

**PROFICIENCY
(CONT...)**

Problem Solving

Pre 3

ATL.C.p3.3 Remembers and applies two rules simultaneously (e.g., books go here, trucks there).

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

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

Pre 4

ATL.C.p4.3 Understands what is real and what is make believe.

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 14b Engages in sociodramatic play

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

BENCHMARK

Creativity

PROFICIENCY

Creativity and Flexibility

Young Infant

ATL.C.i.3 Shows interest in looking at, feeling or exploring new objects.

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

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

Mobile Infant

ATL.C.mi.4 Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again).

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

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

Pre 3

ATL.C.p3.4 Creates own ideas for play, using imagination and inventing new ways to use everyday materials.

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

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

Pre 4

ATL.C.p4.4 Invents new activities through play.

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

Objective 11e-9 Emerging: Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules



BENCHMARK

Creativity

**PROFICIENCY
(CONT...)**

Creativity and Flexibility

Mobile Infant

ATL.C.mi.5 May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).

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

Objective 11b-2 Repeats actions to obtain similar results

ATL.C.mi.6 May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).

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

Pre 3

ATL.C.p3.5 Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.

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

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

ATL.C.p3.6 Identifies ways to change behavior to respond to desires and needs of others.

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

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

Pre 4

ATL.C.p4.5 Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.

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

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

ATL.C.p4.6 Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).

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

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



Domain	Physical Health and Development (PHD)
BENCHMARK	Gross Motor Skills

Mobile Infant

Toddler

PHD.GMS.mi.1 Creeps up or down stairs.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

GOLD® Objectives for Development and Learning

Objective 5-6 Sustains balance during simple movement experiences

Domain

Physical Health and Development (PHD)

**BENCHMARK
(CONT...)**

Gross Motor Skills

Young Infant

PHD.GMS.i.2 Demonstrates strength and control of head, arms, legs and trunk using purposeful movements.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills
Objective 4-2 Moves to explore immediate environment

PHD.GMS.i.3 Reaches for objects.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills
Objective 6-2 Reaches, grasps, and releases objects

Mobile Infant

PHD.GMS.mi.2 Takes independent steps.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills
Objective 4-4 Experiments with different ways of moving
Objective 5 Demonstrates balancing skills
Objective 5-4 Experiments with different ways of balancing

PHD.GMS.mi.3 Throws ball and other objects independently.

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

Toddler

PHD.GMS.t.2 Catches a ball with both hands.

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

PHD.GMS.t.3 Begins to run.

GOLD® Objectives for Development and Learning

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

Pre 3

PHD.GMS.p3.1 Uses locomotor skills with increasing coordination and balance.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills
Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction
Objective 5 Demonstrates balancing skills
Objective 5-8 Sustains balance during complex movement experiences

Pre 4

PHD.GMS.p4.1 Demonstrates locomotor skills with control, coordination and balance in active play.

GOLD® Objectives for Development and Learning

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

PHD.GMS.p4.2 Demonstrates coordination in using objects during active play.

GOLD® Objectives for Development and Learning

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

PHD.GMS.p4.3 Explores, practices and performs skill sets.

GOLD® Objectives for Development and Learning

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



BENCHMARK

Fine Motor Skills

Young Infant

PHD.FMS.i.1 Transfers objects from one hand to other.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

PHD.FMS.i.2 Grasps and releases object using entire hand.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Mobile Infant

PHD.FMS.mi.1 Coordinates the use of arms, hands and fingers to accomplish tasks.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

PHD.FMS.mi.2 Coordinates eye-hand movements.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Toddler

PHD.FMS.t.1 Coordinates the use of arms, hands and fingers to accomplish more complex tasks.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Pre 3

PHD.FMS.p3.1 Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-12 Manipulates grade-appropriate tools and intricate materials with control and precision

Pre 4

PHD.FMS.p4.1 With fluency and accuracy, uses classroom and household tools independently and with eye hand coordination to carry out activities.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-12 Manipulates grade-appropriate tools and intricate materials with control and precision



BENCHMARK

Physical Fitness

Young Infant

PHD.PF.i.1 Interacts with caregivers in a variety of physical activities.

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

Mobile Infant

PHD.PF.mi.1 Participates in a variety of active physical play.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills
Objective 4-2 Moves to explore immediate environment

Toddler

PHD.PF.t.1 Participates in a variety of active physical play for longer periods of time.

GOLD® Objectives for Development and Learning

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

Pre 3

PHD.PF.p3.1 Participates in a variety of active play exhibiting strength and stamina.

GOLD® Objectives for Development and Learning

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

Pre 4

PHD.PF.p4.1 Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.

GOLD® Objectives for Development and Learning

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

BENCHMARK

Nutrition & Healthy Eating

Young Infant

PHD.NHE.i.1 Communicates hunger and when full.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

Mobile Infant

PHD.NHE.mi.1 Eats during regular meals and snack times; anticipates routine meals; and asks for more if still hungry.

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

Toddler

PHD.NHE.t.1 Makes simple food choices; has food preferences; and demonstrates a willingness to try new foods.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Pre 3

PHD.NHE.p3.1 Eats a variety of foods.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PHD.NHE.p3.2 Drinks from a cup without spilling and takes bites from whole foods.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Pre 4

PHD.NHE.p4.1 Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PHD.NHE.p4.2 Demonstrates increasingly complex oral motor skills.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

BENCHMARK

Self-Care

Young Infant

PHD.SC.i.1 Signals need by crying.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Mobile Infant

PHD.SC.mi.1 Expresses physical needs.

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

Toddler

PHD.SC.t.1 Washes hands and face with assistance.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

PHD.SC.t.2 May begin to initiate interest in self toileting.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Pre 3

PHD.SC.p3.1 Follows basic health practices with occasional reminders.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

PHD.SC.p3.2 Completes personal care tasks with some adult assistance.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Pre 4

PHD.SC.p4.1 Follows basic health practices.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PHD.SC.p4.2 Completes personal care tasks with increasing responsibility.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



BENCHMARK

Safety

Young Infant

PHD.S.i.1 Shows preference for primary caregiver.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Mobile Infant

PHD.S.mi.1 Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Toddler

PHD.S.t.1 Follows adult interaction/ guidance regarding safety.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

PHD.S.t.2 Differentiates between some harmful and safe situations.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

Pre 3

PHD.S.p3.1 Knows common safety rules that have been discussed or taught.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

PHD.S.p3.2 Alerts adults to potentially harmful situations.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Pre 4

PHD.S.p4.1 Identifies and follows basic safety rules with possible reminders, guidance and support.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

PHD.S.p4.2 Demonstrates an ability to follow emergency routines with adult support.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

PHD.S.p4.3 Identifies how adults help to keep us safe.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-10 Understands and explains reasons for rules



Domain

Social-Emotional Development (SED)

BENCHMARK

Character Development

PROFICIENCY

Foundations of Character Development

**INDICATOR
GROUP**

Develop understanding of appropriate behaviors.

Young Infant

Not yet age appropriate. No Correlation Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Toddler

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Pre 3**SED.CD.p3.1** Responds to feedback from familiar adults about appropriate behavior.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

Pre 4**SED.CD.p4.1** Follows adult guidelines and expectations for appropriate behavior.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

BENCHMARK

Character Development

PROFICIENCY

Foundations of Character Development

**INDICATOR
GROUP**

Foster caring attachments between fellow children, staff and the community.

Young Infant**SED.CD.i.1** Initiates and engages in reciprocal interactions with familiar adults.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

Mobile Infant**SED.CD.mi.1** Participates in routines and experiences that involve give-and-take interaction with 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

Toddler**SED.CD.t.1** Interacts with familiar adults to communicate about experiences, ideas or to solve problems.**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



BENCHMARK

Character Development

PROFICIENCY

Foundations of Character Development

**INDICATOR
GROUP
(CONT...)**

Foster caring attachments between fellow children, staff and the community.

Toddler**SED.CD.t.2** Feels comfortable in a variety of places with familiar adults.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

Pre 3**SED.CD.p3.2** Becomes increasingly aware of effects of own behavior on others.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-8 Recognizes that others' feelings about a situation might be different from their own

Pre 4**SED.CD.p4.2** Recognizes effect of own behavior on others most of the time.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 2b Responds to emotional cues**

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

SED.CD.p4.3 Recognizes examples and nonexamples of words and actions that are helpful or hurtful.**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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



BENCHMARK

Character Development

PROFICIENCY

Foundations of Character Development

**INDICATOR
GROUP**

Demonstrate mutual respect and utilize strategies to build a safe and productive culture.

Young Infant**SED.CD.i.2** Begins to form relationships with consistent caregivers.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

Mobile Infant**SED.CD.mi.2** Demonstrates a secure relationship with at least one consistent caregiver.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

Toddler**SED.CD.t.3** Begins to separate from caregiver more easily.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

Pre 3**SED.CD.p3.3** Shows awareness of feelings of others with adult guidance and support.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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

Pre 4**SED.CD.p4.4** Shows awareness of and responds to feelings of others with adult guidance and support.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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

BENCHMARK

Character Development

PROFICIENCY

Foundations of Character Development

**INDICATOR
GROUP**

Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Toddler

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Pre 3**SED.CD.p3.4** Expresses interests, acceptance, affection for others.**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

Pre 4**SED.CD.p4.5** Demonstrates an understanding of what it means to be a friend.**GOLD® Objectives for Development and Learning****Objective 2d Makes friends**

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



BENCHMARK

Responsible Decision-Making & Problem-Solving

PROFICIENCY

Begin to develop the skills necessary to recognize and acknowledge the feelings and needs of others and how positive choices contribute to a safe community.

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

SED.R.mi.1 Shows emerging signs of responding to choices offered by adults to help guide behavior.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations
Objective 1b-4 Accepts redirection from adults

Toddler

SED.R.t.1 Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.

GOLD® Objectives for Development and Learning

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

Pre 3

SED.R.p3.1 Begin to understand consequences of own actions with adult support.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-8 Takes responsibility for own well-being
Objective 2b Responds to emotional cues
Objective 2b-8 Recognizes that others' feelings about a situation might be different from their own

Pre 4

SED.R.p4.1 Anticipates and usually accepts consequences of 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
Objective 1c Takes care of own needs appropriately
Objective 1c-8 Takes responsibility for own well-being

BENCHMARK

Responsible Decision-Making & Problem-Solving

PROFICIENCY

Demonstrates awareness of personal time and responsibilities within predictable routines.

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

SED.R.mi.2 Anticipates and participates in some familiar routines with adult assistance.

GOLD® Objectives for Development and Learning

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

Toddler

SED.R.t.2 Remembers and follows expectations for familiar routines some of the time but may find it hard to transition from preferred activities.

GOLD® Objectives for Development and Learning

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



BENCHMARK

Responsible Decision-Making & Problem-Solving

**PROFICIENCY
(CONT...)**

Demonstrates awareness of personal time and responsibilities within predictable routines.

Pre 3**SED.R.p3.2** Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

Pre 4**SED.R.p4.2** Follows predictable classroom routines and manages transitions positively in most situations with minimal adult support as needed.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

BENCHMARK

Responsible Decision-Making & Problem-Solving

PROFICIENCY

Develop, implement and model effective problem-solving skills.

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant**SED.R.mi.3** Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

Toddler**SED.R.t.3** Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Pre 3**SED.R.p3.3** Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

Objective 1a-10 Manages strong emotions using known strategies

Pre 4**SED.R.p4.3** Manages emotions, impulses and behaviors with minimal guidance from adults.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Objective 1b Follows limits and expectations

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



BENCHMARK

Responsible Decision-Making & Problem-Solving

**PROFICIENCY
(CONT...)**

Develop, implement and model effective problem-solving skills.

Pre 3**SED.R.p3.4** Uses simple conflict resolution techniques.**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

Objective 3b-6 Suggests solutions to social problems

Pre 4**SED.R.p4.4** Attempts to solve social problems independently, by negotiation or with adult assistance.**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

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

BENCHMARK

Personal Development

PROFICIENCY

Self-Awareness

**INDICATOR
GROUP**

Expresses and develops an understanding of thoughts and emotions of self and others.

Young Infant**SED.PD.i.1** Expresses a variety of emotions through facial expressions, gestures, movement and sounds.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

Mobile Infant**SED.PD.mi.1** Communicates a variety of emotions purposefully and intentionally.**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

Objective 3b-2 Expresses feelings during a conflict

Toddler**SED.PD.t.1** Shows awareness of own emotions and uses verbal and nonverbal ways to express them.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs



BENCHMARK

Personal Development

PROFICIENCY

Self-Awareness

**INDICATOR
GROUP
(CONT...)**

Expresses and develops an understanding of thoughts and emotions of self and others.

Pre 3

SED.PD.p3.1 Recognizes and identifies own emotions and starts to recognize and identify the emotions of others with adult support.

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

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

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

SED.PD.p3.2 Begins to express and respond to a range of emotions in socially acceptable ways.

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

Objective 1a-10 Manages strong emotions using known strategies

Pre 4

SED.PD.p4.1 Recognizes and identifies more complex emotions in self and others, with accuracy with adult support.

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

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

Objective 2b Responds to emotional cues

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

SED.PD.p4.2 Expresses and responds to a range of emotions in socially acceptable ways.

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

Objective 1a-10 Manages strong emotions using known strategies



BENCHMARK

Personal Development

PROFICIENCY

Self-Awareness

**INDICATOR
GROUP**

Develops and communicates a sense of self and positive identity.

Young Infant**SED.PD.i.2** Begins to understand self as separate person from others.**GOLD® Objectives for Development and Learning****Objective 29** Demonstrates knowledge about self**Mobile Infant****SED.PD.mi.2** Recognizes self as separate person with distinct characteristics.**GOLD® Objectives for Development and Learning****Objective 29** Demonstrates knowledge about self**Toddler****SED.PD.t.2** Shows awareness of self as belonging to one or more groups.**GOLD® Objectives for Development and Learning****Objective 29** Demonstrates knowledge about self**SED.PD.t.3** Identifies own feelings, needs and interests.**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



BENCHMARK	Personal Development
PROFICIENCY	Self-Awareness
INDICATOR GROUP (CONT...)	Develops and communicates a sense of self and positive identity.

Pre 3

SED.PD.p3.3 Describes self by using several basic characteristics.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED.PD.p3.4 States basic personal information, like name and age.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED.PD.p3.5 Displays awareness of own thoughts and feelings.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 29 Demonstrates knowledge about self

Pre 4

SED.PD.p4.3 Describes characteristics of self and in relationship to others.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED.PD.p4.4 States more complex personal information, like names of family members or names of neighbors.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 9a Uses an expanding expressive vocabulary

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



BENCHMARK

Personal Development

PROFICIENCY

Self-Management

**INDICATOR
GROUP**

Understand and practice strategies for managing emotions and behaviors.

Young Infant**SED.PD.i.3** Begins to self soothe in simple ways.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

Objective 1a-2 Uses adult support to calm self

Objective 1a Manages feelings

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

Mobile Infant**SED.PD.mi.3** Self soothes in a variety of ways.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

Objective 1a-2 Uses adult support to calm self

Objective 1a Manages feelings

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

Toddler**SED.PD.t.4** Anticipates the need for comfort and tries to prepare for changes in routine.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

SED.PD.i.4 Communicates needs for help through vocalizations and gestures.**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

SED.PD.mi.4 Seeks close proximity to familiar adults for security and support, especially when distressed.**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

Pre 3**SED.PD.p3.6** Makes personal needs and desires known.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

Objective 29 Demonstrates knowledge about self**SED.PD.p3.7** Begins to demonstrate the ability to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterward.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Pre 4**SED.PD.p4.5** Expresses preferences in a socially acceptable way most of the time.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

SED.PD.p4.6 Develops strategies to express strong emotion and calm self with adult help.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

Objective 1a-10 Manages strong emotions using known strategies



BENCHMARK

Personal Development

PROFICIENCY

Self-Management

**INDICATOR
GROUP**

Reflect on perspectives and emotional responses.

Young Infant**SED.PD.i.5** Imitates the expression of feelings of those around them.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

Mobile Infant**SED.PD.mi.5** Demonstrates an awareness of others' feelings.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

Toddler**SED.PD.t.5** May respond to peer's distress by doing something to make him/her feel better.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

Pre 3**SED.PD.p3.8** Recognizes own feelings when an adult labels them.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Objective 29 Demonstrates knowledge about self**Pre 4****SED.PD.p4.7** Recognizes and accurately describes own feelings most of the time.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Objective 29 Demonstrates knowledge about self**BENCHMARK**

Personal Development

PROFICIENCY

Self-Management

**INDICATOR
GROUP**

Set, monitor, adapt and evaluate goals to achieve success in social settings.

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Toddler

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives



Pre 3

SED.PD.p3.9 Completes own goal-directed activities and recognizes accomplishments while learning rules and values of family and culture.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

Objective 30 Shows basic understanding of people and how they live

Pre 4

SED.PD.p4.8 Demonstrates age-appropriate independence in decision making regarding activities and materials.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

BENCHMARK

Social Development

PROFICIENCY

Social Awareness

INDICATOR GROUP

Demonstrate awareness of the thoughts, feelings and perspectives of others.

Young Infant

SED.SD.i.1 Reacts to emotional expressions of others.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

Mobile Infant

SED.SD.mi.1 Demonstrates awareness of feelings expressed by others.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

Toddler

SED.SD.t.1 Begins to identify own feelings, needs and interests and show awareness that others have feelings.

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

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

SED.SD.t.2 Responds in caring ways to another's distress in some situations

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

Pre 3

SED.SD.p3.1 Expresses concern for the needs of others and people in distress.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

Pre 4

SED.SD.p4.1 Responds to needs of others and people in distress in caring ways.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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



SED.SD.p4.2 Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-10 Manages strong emotions using known strategies

BENCHMARK

Social Development

PROFICIENCY

Social Awareness

**INDICATOR
GROUP**

Express comfort and joy in human diversity and develop accurate language for differences.

Young Infant

SED.SD.i.2 Responds to people and objects in their immediate environment based on past experience.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

Mobile Infant

SED.SD.mi.2 Identifies similarities and differences in objects and people.

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

Toddler

SED.SD.t.3 Expresses preferences for familiar people, books, toys and activities.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

SED.SD.t.4 Uses previous learning to inform new experiences with people and objects in their environment.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

Pre 3

SED.SD.p3.2 Compares own characteristics with those of others.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Pre 4

SED.SD.p4.3 Recognizes and respects similarities and differences between self and others.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SED.SD.p4.4 Treats others with respect when conflict or differences occur, given adult support.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

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

BENCHMARK

Social Development

PROFICIENCY

Interpersonal Skills



**INDICATOR
GROUP**

Demonstrate communication and social skills to interact effectively.

Young Infant

SED.SD.i.3 Shows interest in other children.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

SED.SD.i.4 Repeats actions that elicit social responses from others.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

Mobile Infant

SED.SD.mi.3 Briefly engages in simple interaction with another child.

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

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

Toddler

SED.SD.t.5 Plays side-by side with another child, at times observing, imitating or engaging child in play.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

Pre 3

SED.SD.p3.3 Follows rules and simple one-two-step directions.

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

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

SED.SD.p3.4 Begins to display socially competent behavior with peers.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

Pre 4

SED.SD.p4.5 Displays socially competent behavior with peers.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

SED.SD.p4.6 Participates in conversational turn-taking by listening and responding to what was said.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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



BENCHMARK	Social Development
PROFICIENCY	Interpersonal Skills
INDICATOR GROUP (CONT...)	Demonstrate communication and social skills to interact effectively.

Pre 3

SED.SD.p3.5 Begins to participate in conversational turn-taking.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

Pre 4

SED.SD.p4.7 Demonstrates strategies to join a play group with adult support.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

SED.SD.p4.8 Invites other children to join groups or activities.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

BENCHMARK	Social Development
PROFICIENCY	Interpersonal Skills
INDICATOR GROUP	Develop and maintain positive relationships.

Young Infant

SED.SD.i.5 Initiates and engages in give-and-take interactions with familiar adults.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

Mobile Infant

SED.SD.mi.4 Participates in routines and experiences that involve give-and-take interactions with 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

Toddler

SED.SD.t.6 Seeks out trusted adult for comfort or support.

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



BENCHMARK

Social Development

PROFICIENCY

Interpersonal Skills

**INDICATOR
GROUP
(CONT...)**

Develop and maintain positive relationships.

Toddler**SED.SD.t.7** Shows interest in unfamiliar adults with support 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

Pre 3**SED.SD.p3.6** Shows interest in having a friend.**GOLD® Objectives for Development and Learning****Objective 2d Makes friends**

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

Pre 4**SED.SD.p4.10** Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

Objective 1a-10 Manages strong emotions using known strategies

SED.SD.p4.11 Adjusts behavior to different settings.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-8 Applies basic rules in new but similar situations

SED.SD.p4.9 Develops friendships with one or two preferred peers.**GOLD® Objectives for Development and Learning****Objective 2d Makes friends**

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



BENCHMARK

Social Development

PROFICIENCY

Interpersonal Skills

**INDICATOR
GROUP**

Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

SED.SD.mi.5 Shows emerging signs of responding appropriately to limits and choices offered by adults to help guide behavior.

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

Objective 1b-4 Accepts redirection from adults

Toddler

SED.SD.t.8 Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.

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

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

SED.SD.t.9 Seeks adult assistance when encountering a problem.

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

Objective 3b Solves social problems

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

Pre 3

SED.SD.p3.7 Begins to resolve conflicts with peers, given adult assistance.

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

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

Pre 4

SED.SD.p4.12 Resolves conflicts with peers, seeking adult assistance when necessary.

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

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

SED.SD.p4.13 Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.

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

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



Domain

Communication and Literacy (CL)

BENCHMARK

Speaking and Listening

PROFICIENCY

Conversation and Comprehension

Young Infant

CL.SL.i.1 Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

Objective 8a Comprehends language

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

CL.SL.i.2 Listens to and begins to respond to familiar words.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

CL.SL.i.3 Uses gestures, movements or vocalizations to gain the attention of a familiar person.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Mobile Infant

CL.SL.mi.1 Interacts with caregivers and peers using gestures, sounds and one or two words.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Objective 9b Speaks clearly

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

CL.SL.mi.2 Shows understanding of simple requests and of statements referring to people and objects around them.

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

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

Objective 8b Follows directions

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

CL.SL.mi.3 Uses gestures, movements or vocalizations to initiate interactions to get needs met.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Toddler

CL.SL.t.1 In a conversation with a peer or caregiver, answers simple questions and begins to ask questions using inflection and intonation.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

CL.SL.t.1a In a conversation with a peer or caregiver, sustains a conversation with two or more turns.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations

CL.SL.t.2 Confirms understanding of information presented orally through verbalizations of one or two words or actions.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

CL.SL.t.3 Uses language to seek help, get information or clarify something that is not understood.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations



Domain	Communication and Literacy (CL)
BENCHMARK	Speaking and Listening
PROFICIENCY	Conversation and Comprehension

Pre 3

CL.SL.p3.2 Asks and answers “Who, What, Where ” questions.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

Objective 8a Comprehends language

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

CL.SL.p3.1 Participates in conversations with a small group.

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

CL.SL.p3.1a Begins to follow agreed-upon rules for discussions.

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

CL.SL.p3.1b Continues a conversation through two or three exchanges.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

Pre 4

CL.SL.p4.1 Participates in conversations in increasing group sizes.

GOLD® Objectives for Development and Learning

Objective 10b Uses social rules of language

Objective 10b-7 Emerging: Uses acceptable language and basic social rules during communication with others

CL.SL.p4.1a Follows agreed upon rules for discussions.

GOLD® Objectives for Development and Learning

Objective 10b Uses social rules of language

Objective 10b-8 Uses acceptable language and basic social rules during communication with others

CL.SL.p4.1b Continues a conversation through multiple exchanges, while increasingly staying on topic.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-8 Engages in complex, lengthy conversations of five or more exchanges

CL.SL.p4.2 Asks and answers questions and makes predictions.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

Objective 12b Makes connections

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

BENCHMARK	Speaking and Listening
PROFICIENCY	Expressive Language

Young Infant

CL.SL.i.4 Uses gestures, movements or vocalizations 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

Mobile Infant

CL.SL.mi.4 Demonstrates an understanding of a few simple concepts.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

Toddler

CL.SL.t.4 Uses words to label actions.

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

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



BENCHMARK

Speaking and Listening

**PROFICIENCY
(CONT...)**

Expressive Language

Young Infant**CL.SL.i.5** Uses differing cries to signal various needs.**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

CL.SL.i.6 Uses some consonant vowel (CV) combinations.**GOLD® Objectives for Development and Learning****Objective 9b** Speaks clearly

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

Mobile Infant**CL.SL.mi.5** Speaks so that familiar adults can understand about 50% of what the child says.**GOLD® Objectives for Development and Learning****Objective 9b** Speaks clearly

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

Toddler**CL.SL.t.5** Uses language to express wants and needs, likes and dislikes.**GOLD® Objectives for Development and Learning****Objective 10a** Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations

CL.SL.t.6 Speaks so that familiar listeners can understand ideas, feelings and needs.**GOLD® Objectives for Development and Learning****Objective 9b** Speaks clearly

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

Pre 3**CL.SL.p3.3** Begins to describe familiar people, places, things and events with support.**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

CL.SL.p3.4 Begins to describe objects and actions depicted in pictures.**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

Objective 9a-12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information

Pre 4**CL.SL.p4.3** Able to describe familiar people, places, things and events with support.**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

CL.SL.p4.4 Able to tell another person about what they have drawn.**GOLD® Objectives for Development and Learning****Objective 14a** Thinks symbolically

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



BENCHMARK

Speaking and Listening

**PROFICIENCY
(CONT...)**

Expressive Language

Pre 3

CL.SL.p3.5 Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.

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

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

Pre 4

CL.SL.p4.5 Speaks understandably to express ideas, feelings and needs.

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

Objective 9a-10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details

BENCHMARK

Language

PROFICIENCY

Conventions of Language

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Toddler

CL.LS.t.1 Begins to use frequently occurring nouns and verbs when speaking.

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

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

CL.LS.t.2 Begins to combine words.

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

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



BENCHMARK

Language

**PROFICIENCY
(CONT...)**

Conventions of Language

Pre 3

CL.LS.p3.1 Demonstrates an emerging understanding of the conventions of grammar and usage when writing or speaking.

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

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

Objective 19c Writes using conventions

Objective 19c-1 Emerging: Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

CL.LS.p3.1a Begins to make letter-like forms and print some letters.

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

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

CL.LS.p3.1b Uses frequently occurring nouns and verbs when speaking.

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

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

CL.LS.p3.1c Begins to form regular plural nouns orally by adding /s/ or /es/.

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

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

CL.LS.p3.1d Understands and uses some question words.

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

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

Pre 4

CL.LS.p4.1 Demonstrates an emerging command of the conventions of grammar and usage when writing or speaking.

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

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

Objective 19c Writes using conventions

Objective 19c-2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

CL.LS.p4.1a Prints some uppercase and lowercase letters.

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

Objective 19a-8 Writes letter strings

Objective 19c Writes using conventions

Objective 19c-2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

CL.LS.p4.1b Uses basic nouns and verbs.

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

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

CL.LS.p4.1c Begins to form regular plural nouns orally by correctly adding /s/ or /es/ on a more frequent basis.

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

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



BENCHMARK

Language

**PROFICIENCY
(CONT...)**

Conventions of Language

Pre 3**CL.LS.p3.1e** Uses some prepositions.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

CL.LS.p3.1f Communicates using at least three- to four word sentences.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

CL.LS.p3.2 Demonstrates a beginning awareness of writing by using strings of letter-like forms or a series of random letters.**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

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

Objective 19a Writes name

Objective 19a-8 Writes letter strings

Pre 4**CL.LS.p4.1d** Understands and uses most question words.**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

Objective 9a Uses an expanding expressive vocabulary

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

CL.LS.p4.1e Uses an increasing amount of frequently occurring prepositions.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

CL.LS.p4.1f Produces complete sentences in shared language activities.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

CL.LS.p4.2 Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words and usually writing from left to right (may reverse some letters).**GOLD® Objectives for Development and Learning****Objective 19c Writes using conventions**

Objective 19c-2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships



BENCHMARK

Language

PROFICIENCY

Vocabulary Acquisition and Use

Young Infant

CL.LS.i.1 Recognizes the names of familiar people and objects.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Objective 9a Uses an expanding expressive vocabulary

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

Mobile Infant

CL.LS.mi.1 Shows understanding of simple requests and of statements referring to familiar people and objects around them.

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

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

Toddler

CL.LS.t.3 Shows an understanding of requests and statements referring to familiar people and objects

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

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

Pre 3

CL.LS.p3.3 Provides a label when given a child-friendly definition of a familiar word.

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

CL.LS.p3.4 Begins to demonstrate an understanding of some frequently occurring verbs and adjectives to name opposites.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

CL.LS.p3.4a Distinguishes among a few verbs describing the same general action.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

Pre 4

CL.LS.p4.3 Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

CL.LS.p4.4 Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

CL.LS.p4.4a Distinguishes among some verbs describing the same general action by acting out the meanings.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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



BENCHMARK

Language

**PROFICIENCY
(CONT...)**

Vocabulary Acquisition and Use

Pre 3

CL.LS.p3.5 With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.

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

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

Pre 4

CL.LS.p4.5 With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.

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

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

BENCHMARK

Literature

PROFICIENCY

Identifying and finding meaning, details and ideas from literature.

Young Infant

CL.L.i.1 Sits on an adult's lap while being read to and gazes at pictures in books and pats individual pictures.

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

Objective 17a-2 Shows interest in books

Mobile Infant

CL.L.mi.1 Responds to a verbal prompt by pointing to a requested picture.

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

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

Toddler

CL.L.t.1 With prompting and support, asks and answers simple questions about a book or story's content using pictures.

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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

CL.L.t.2 Retells some events from a familiar book or story with close adult prompting.

GOLD® Objectives for Development and Learning**Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting



Pre 3

CL.L.p3.1 With prompting and support, asks and answers simple questions about the book or story's content.

GOLD® Objectives for Development and Learning

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

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

CL.L.p3.2 Uses pictures and illustrations to tell and retell parts of a book or story.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

Pre 4

CL.L.p4.1 With prompting and support, asks and answers questions about key details in a book or story.

GOLD® Objectives for Development and Learning

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

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

CL.L.p4.2 With prompting and support, retells books or stories with increasing detail and accuracy.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

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

CL.L.p4.3 With prompting and support, identifies characters, settings and major events or facts from a book or story.

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



BENCHMARK

Literature

PROFICIENCY

Structure and Format

Young Infant

CL.L.i.2 Shows interest in books, pictures, songs and rhyming.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Mobile Infant

CL.L.mi.2 Attends to reading books, telling stories and singing.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Toddler

CL.L.t.3 Actively participates in book reading, storytelling and singing.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

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

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

CL.L.t.4 Identifies the front cover of a book to orient the book correctly for reading.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

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

Pre 3

CL.L.p3.3 Exhibits curiosity and interest in learning new words.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

CL.L.p3.4 Interacts with a variety of books.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-8 Uses various types of books for their intended purposes

CL.L.p3.5 Understands that books have both illustrations and print.

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

Pre 4

CL.L.p4.4 Asks and answers questions about unknown words in a book.

GOLD® Objectives for Development and Learning

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

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

CL.L.p4.5 Interacts with a larger variety of books and text.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-8 Uses various types of books for their intended purposes

CL.L.p4.6 With prompting and support, describes the role of an author and an illustrator.

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



CLL.p3.6 Identifies the front and back cover of a book.

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



BENCHMARK

Literature

PROFICIENCY

Integration of Knowledge and Ideas

Young Infant

CL.L.i.3 Shows interest in photographs of familiar people/objects.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Mobile Infant

CL.L.mi.3 Points to familiar pictures in a book.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

CL.L.mi.4 Names familiar people/ objects in photographs.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Toddler

CL.L.t.5 Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

CL.L.t.6 Relates characteristics or actions of the characters in a story to self.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

CL.L.t.7 Draws meaning from pictures, print and text.

GOLD® Objectives for Development and Learning

Objective 18b Uses emergent reading skills

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



BENCHMARK

Literature

**PROFICIENCY
(CONT...)**

Integration of Knowledge and Ideas

Pre 3

CL.L.p3.7 With prompting and support, makes connections between self, illustrations and the story when talking through the pictures of a book.

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a-8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

CL.L.p3.8 With prompting and support, compares and contrasts the adventures and experiences of the characters to self.

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a-8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

Pre 4

CL.L.p4.7 With prompting and support, uses the illustrations to retell major events in the story.

GOLD® Objectives for Development and Learning**Objective 18c Retells stories and recounts details from informational texts**

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

CL.L.p4.8 With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a-8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

CL.L.p4.9 With prompting and support, answers “wh” questions, such as what, when, where or why, based on information presented in the book or story.

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a-8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points



BENCHMARK

Literature

PROFICIENCY

Range of Reading and Level of Text Complexity

Young Infant

CL.L.i.4 Listens briefly to stories being read by an adult.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Mobile Infant

CL.L.mi.5 Listens to books and stories being read by an adult.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Toddler

CL.L.t.8 Engages in reading activities with an adult and one or two peers.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Pre 3

CL.L.p.3.9 Actively engages in small group reading activities with purpose and understanding.

GOLD® Objectives for Development and Learning

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

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

Pre 4

CL.L.p.4.10 Actively engages in large and small group reading activities with purpose and understanding.

GOLD® Objectives for Development and Learning

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

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

BENCHMARK

Foundational Reading Skills

PROFICIENCY

Print Concepts

Young Infant

CL.Fi.1 Explores books by touching, patting and mouthing.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Mobile Infant

CL.F.mi.1 Explores a book by turning the pages (may be more than one at a time or back to front).

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

Objective 17a Uses and appreciates books and other texts

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

Toddler

CL.F.t.1 Holds a book right side up to look at pictures.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

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

CL.F.t.2 Begins to demonstrate an understanding that print conveys meaning.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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



BENCHMARK

Foundational Reading Skills

**PROFICIENCY
(CONT...)**

Print Concepts

Pre 3**CL.Fp3.1** Shows an understanding that print conveys meaning.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

CL.Fp3.1a Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

CL.Fp3.1b Demonstrates an understanding that print conveys meaning (i.e., environmental print).**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

CL.Fp3.1c Recognizes letters in their name.**GOLD® Objectives for Development and Learning****Objective 16a Identifies and names letters**

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name

Pre 4**CL.Fp4.1** Begins to demonstrate understanding of the organization and basic features of print.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

CL.Fp4.1a Follows words from left to right, top to bottom and page by page.**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

CL.Fp4.1b Recognizes that spoken words are represented in written language by specific sequences of letters.**GOLD® Objectives for Development and Learning****Objective 15d Applies phonics concepts and knowledge of word structure to decode text**

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

CL.Fp4.1c Recognizes that letters are grouped to form words.**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

CL.Fp4.1d Recognizes and names some uppercase and lowercase letters, in addition to those in first name.**GOLD® Objectives for Development and Learning****Objective 16a Identifies and names letters**

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name



BENCHMARK

Foundational Reading Skills

PROFICIENCY

Phonological Awareness

Young Infant

CL.Fi.2 Plays and experiments with sounds through cooing, babbling and simple sounds.

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

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

CL.Fi.3 Recognizes sounds that pertain to their native language.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

Mobile Infant

CL.F.mi.2 Shows a varied response to sounds in the environment.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

CL.F.mi.3 Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them.

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

Toddler

CL.F.t.3 Differentiates between sounds that are the same and different.

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

CL.F.t.4 Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them

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

Pre 3

CL.F.p3.2 Plays with the sounds of language.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

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

Objective 15b Notices and discriminates alliteration

Objective 15b-3 Emerging: Shows awareness that some words begin the same way

CL.F.p3.2a Distinguishes whether two words rhyme or not.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

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

Pre 4

CL.F.p4.2a Recognizes rhyming words.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

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

CL.F.p4.2b Produces rhyming words.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

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

CL.F.p4.2c Blends syllables in spoken words.

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



BENCHMARK

Foundational Reading Skills

**PROFICIENCY
(CONT...)**

Phonological Awareness

Pre 3**CL.Fp3.2b** Blends compound words and syllables in spoken words.**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

CL.Fp3.2c Identifies two words that start with the same sound.**GOLD® Objectives for Development and Learning****Objective 15b Notices and discriminates alliteration**

Objective 15b-6 Matches beginning sounds of some words

CL.Fp3.3 Begins to recognize and “read” familiar words or environmental print.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

CL.Fp4.2 Demonstrates understanding of spoken words, syllables and sounds.**GOLD® Objectives for Development and Learning****Objective 15c Notices and discriminates discrete units of sound**

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

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

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

Objective 16b Identifies letter-sound correspondences

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

Pre 4**CL.Fp4.2d** Segments syllables in spoken word.**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

CL.Fp4.2e With prompting and support, blends and segments initial and ending sounds of single syllable words.**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

CL.Fp4.2f States the initial sound (phoneme) in consonant-vowel consonant (CVC) words.**GOLD® Objectives for Development and Learning****Objective 15b Notices and discriminates alliteration**

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

CL.Fp4.3 Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.**GOLD® Objectives for Development and Learning****Objective 16b Identifies letter-sound correspondences**

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



BENCHMARK

Foundational Reading Skills

PROFICIENCY

Fluency

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

CL.F.mi.4 Begins to vocalize as if reading when looking at a book.

GOLD® Objectives for Development and Learning**Objective 18b Uses emergent reading skills**

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

Toddler

CL.F.t.5 Imitates reading in play.

GOLD® Objectives for Development and Learning**Objective 18b Uses emergent reading skills**

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

Pre 3

CL.F.p3.4 Begins to identify own name in print.

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

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name

Pre 4

CL.F.p4.4 Identifies own name in print

GOLD® Objectives for Development and Learning**Objective 15d Applies phonics concepts and knowledge of word structure to decode text**

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

CL.F.p4.4a Recognizes and “reads” familiar words or environmental print.

GOLD® Objectives for Development and Learning**Objective 15d Applies phonics concepts and knowledge of word structure to decode text**

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



BENCHMARK

Writing

Young Infant

CL.W.i.1 Shows ability to transfer and manipulate an object with hands.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

Mobile Infant

CL.W.mi.1 Picks up objects between thumb and finger (i.e., pincer grasp).

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Toddler

CL.W.t.1 Uses thumb and fingers of one hand to hold writing tools.

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

Objective 7b-6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end



Young Infant

CL.W.i.2 Grasps objects using the entire hand.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Toddler

CL.W.t.2 Begins to use drawing to represent objects and ideas.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 19b Writes to convey ideas and information

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

Pre 3

CL.W.p3.1 Uses drawing, scribbling, letter-like forms, random letter strings and/or dictation to express thought and ideas.

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

Pre 4

CL.W.p4.1 Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.

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

CL.W.p3.2 Uses consistent marks to represent their name when writing.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-10 Writes partially accurate first name

CL.W.p4.2 Recognizably writes most of the letters in their name.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-10 Writes partially accurate first name

CL.W.p3.3 With guidance and support, imitates shapes and strokes.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-4 Makes controlled linear scribbles

CL.W.p4.3 With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

Objective 19b Writes to convey ideas and information

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

CL.W.p3.4 With guidance and support, explores a variety of digital tools to express ideas.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

Pre 3

CL.W.p3.5 Participates in shared writing projects.

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

CL.W.p3.6 With guidance and support from adults, collaborates with peers to recall information from experiences.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

Pre 4

CL.W.p4.4 With guidance and support, explores a variety of digital tools to produce and publish emergent 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

Objective 28 Uses tools and other technology to perform tasks

CL.W.p4.5 Participates in shared research and writing projects.

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

CL.W.p4.6 With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.

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

Domain	Mathematical Knowledge (M)	
BENCHMARK	Counting and Cardinality	
PROFICIENCY	Know number names and counting sequence.	
Young Infant	Mobile Infant	Toddler
Not yet age appropriate. No Correlation Needed <u>GOLD® Objectives for Development and Learning</u> No aligned objectives	M.CC.mi.1 Names some number words but not in sequence. <u>GOLD® Objectives for Development and Learning</u> Objective 20a Counts Objective 20a-2 Verbally counts (not always in the correct order)	M.CC.t.1 Verbally counts in sequence to three. <u>GOLD® Objectives for Development and Learning</u> Objective 20a Counts Objective 20a-2 Verbally counts (not always in the correct order)
Pre 3	Pre 4	
M.CC.p3.1 Counts in sequence to 10. <u>GOLD® Objectives for Development and Learning</u> Objective 20a Counts Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object	M.CC.p4.1 Counts in sequence to 20. <u>GOLD® Objectives for Development and Learning</u> 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	
M.CC.p3.2 Demonstrates an understanding that number names can be represented with a written numeral. <u>GOLD® Objectives for Development and Learning</u> Objective 20c Connects numerals with their quantities Objective 20c-2 Recognizes and names a few numerals	M.CC.p4.2 Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects). <u>GOLD® Objectives for Development and Learning</u> Objective 20c Connects numerals with their quantities Objective 20c-8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals	
	M.CC.p4.3 Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1). <u>GOLD® Objectives for Development and Learning</u> 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	
BENCHMARK	Counting and Cardinality	



PROFICIENCY

Count to identify the number of objects.

Young Infant

Not yet age appropriate. No Correlation Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

M.CC.mi.2 Attends to quantities when interacting with objects.

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

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

Toddler

M.CC.t.2 Shows understanding that numbers represent quantity and demonstrates understanding of words that identify how much.

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

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



BENCHMARK

Counting and Cardinality

**PROFICIENCY
(CONT...)**

Count to identify the number of objects.

Toddler**M.CC.t.3** Shows understanding of one-to-one correspondence.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

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

Pre 3**M.CC.p3.3** Uses one to-one correspondence during play situations.**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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

M.CC.p3.4 Initiates counting without prompting.**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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

M.CC.p3.5 Uses number words to indicate the quantity in small sets of objects.**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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

Pre 4**M.CC.p4.4** Understands that numbers represent quantities and that the last number name identifies the quantity of objects counted (cardinality).**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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

M.CC.p4.4a Uses one to-one correspondence when counting objects, saying the number names in the standard order pairing with each object.**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

M.CC.p4.4b Understands that the number of objects remains the same regardless of the order in which the objects were counted.**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



BENCHMARK

Counting and Cardinality

**PROFICIENCY
(CONT...)**

Count to identify the number of objects.

Pre 4

M.CC.p4.5 Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as five things in a scattered configuration.

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

BENCHMARK

Counting and Cardinality

PROFICIENCY

Compare Numbers

Young Infant

M.CC.i.1 Holds an object in each hand.

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

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

Mobile Infant

M.CC.mi.3 Places objects using one-to-one correspondence but does not fully understand this creates equal groups.

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

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

Toddler

M.CC.t.4 Demonstrates an understanding that one collection has more than another when the collections are quite different in size (e.g., one collection is at least twice the other).

GOLD® Objectives for Development and Learning**Objective 22a Measures objects**

Objective 22a-2 Makes simple comparisons between two objects

Pre 3

M.CC.p3.6 Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to five.

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

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

Pre 4

M.CC.p4.6 Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.

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



BENCHMARK

Counting and Cardinality

**PROFICIENCY
(CONT...)**

Compare Numbers

Pre 3

M.CC.p3.7 When shown a collection of up to three items, creates another collection of equal amounts.

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

Pre 4

M.CC.p4.7 Subitizes to five.

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

Objective 20b-4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

M.CC.p4.8 Compares two numbers between 1 and 5 when presented as written numerals.

GOLD® Objectives for Development and Learning**Objective 20c Connects numerals with their quantities**

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

BENCHMARK

Operations and Algebraic Thinking

PROFICIENCY

Understand addition as putting together and subtraction as taking from.

Young Infant

Not yet age appropriate. No Correlation Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Toddler

M.OA.t.1 Demonstrates an understanding that adding to a group increases the number of objects in the group.

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

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



BENCHMARK

Operations and Algebraic Thinking

**PROFICIENCY
(CONT...)**

Understand addition as putting together and subtraction as taking from.

Toddler**M.OA.t.2** Copies and anticipates a repeating pattern.**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-4 Copies simple repeating patterns

Pre 3**M.OA.p3.1** Demonstrates an understanding of addition by using objects in practical situations.**GOLD® Objectives for Development and Learning****Objective 20e Applies properties of mathematical operations and relationships**

Objective 20e-2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

M.OA.p3.2 Uses concrete objects including shapes to copy simple patterns.**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-4 Copies simple repeating patterns

Pre 4**M.OA.p4.1** Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations.**GOLD® Objectives for Development and Learning****Objective 20e Applies properties of mathematical operations and relationships**

Objective 20e-2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

M.OA.p4.2 Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

Objective 20b-4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

M.OA.p4.3 Identifies patterns in the real world and in numbers.**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

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



BENCHMARK

Measurement and Data

PROFICIENCY

Describe and compare measurable attributes.

Young Infant**M.MD.i.1** Explores properties of objects.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

Mobile Infant**M.MD.mi.1** Shows awareness of the size of objects where the size difference is great.**GOLD® Objectives for Development and Learning****Objective 22a Measures objects**

Objective 22a-2 Makes simple comparisons between two objects

Toddler**M.MD.t.1** Starts to use words to describe measurable attributes.**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

Pre 3**M.MD.p3.1** Demonstrates an understanding that objects can be compared by one attribute and begins to use words such as bigger, smaller and longer.**GOLD® Objectives for Development and Learning****Objective 22a Measures objects**

Objective 22a-2 Makes simple comparisons between two objects

Pre 4**M.MD.p4.1** Describes and compares objects using measurable attributes (length, size, capacity 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

M.MD.p4.2 Directly compares two objects with a measurable attribute in common to see which objects has “more than”/“less than” the attribute.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

Objective 20b-6 Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

Objective 22a Measures objects

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

BENCHMARK

Measurement and Data

PROFICIENCY

Classify objects and count the number of objects in each category.

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant**M.MD.mi.2** Matches two objects that are the same and selects similar items from a group**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects

Toddler**M.MD.t.2** Groups two or more objects by one attribute.**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects



BENCHMARK

Measurement and Data

**PROFICIENCY
(CONT...)**

Classify objects and count the number of objects in each category.

Toddler**M.MD.t.3** Names groups of one to two items (precursor to subitizing).**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

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

Pre 3**M.MD.p3.2** Sorts objects into two or more groups by their properties or uses.**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)

Pre 4**M.MD.p4.3** Sorts objects into categories, counts the numbers of objects in each category (limit category counts to less than or equal to 10), and makes comparisons between the categories based on quantity.**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-4 Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)

Objective 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

M.MD.p4.4 Collects data by categories to answer simple questions.**GOLD® Objectives for Development and Learning****Objective 22c Represents and analyzes data**

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



BENCHMARK

Geometry

PROFICIENCY

Identify and describe shapes.

Young Infant

M.G.i.1 Focuses attention on size, color and shape of objects 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

Mobile Infant

M.G.mi.1 Explores geometric shapes through manipulating objects.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Toddler

M.G.t.1 Matches basic shapes with different orientations and sizes. (Circles, squares, typical triangles)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-2 Matches two identical shapes

M.G.t.2 Demonstrates an understanding of simple location/position words.

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)

Pre 3

M.G.p3.1 Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

M.G.p3.2 Describes objects in the environment using names of shapes, uses actions and words to indicate relative positions of these objects.

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

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

Pre 4

M.G.p4.1 Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)

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

M.G.p4.2 Describes objects in the environment using names of shapes, describes the relative positions of these objects using terms.

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

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



BENCHMARK

Geometry

PROFICIENCY

Analyze, compare, create and compose shapes.

Young Infant

M.G.i.2 Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Mobile Infant

M.G.mi.2 Uses trial-and error strategies to fit objects together.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Toddler

M.G.t.3 Manipulates shapes to place in a form board or simple puzzle.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-2 Matches two identical shapes

Pre 3

M.G.p3.3 Analyzes and compares shapes of different sizes and orientations and describes similarities, differences, parts and other attributes.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

M.G.p3.4 Plays with and manipulates shapes.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

Pre 4

M.G.p4.3 Analyzes and compares two- and three dimensional shapes of different sizes and orientations. Describes similarities, differences, parts and other attributes.

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

M.G.p4.4 Creates shapes during play by building, drawing, etc.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 21b Understands shapes

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

M.G.p4.5 Puts together several shapes to make a picture and fill simple outline puzzles.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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



Domain

Science (S)

BENCHMARK

Scientific Inquiry

Young Infant

S.SI.i.1 Uses senses to investigate their environment by mouthing, touching, shaking or dropping.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Mobile Infant

S.SI.mi.1 Acts intentionally to achieve a goal or when manipulating an object.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Toddler

S.SI.t.1 Uses five senses to observe objects, materials, organisms and events.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Pre 3

S.SI.p3.1 Observes and experiments with how things work, seeks information from others.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills

S.SI.p3.2 Provides simple verbal or signed descriptions.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details

S.SI.p3.3 Begins to look for answers through active investigation.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Pre 4

S.SI.p4.1 Makes increasingly complex observations of objects, materials, organisms and events.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

S.SI.p4.2 Provides greater detail in descriptions.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

Objective 24 Uses scientific inquiry skills

S.SI.p4.3 Asks questions, predicts, experiments, draws conclusions and explains results.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



BENCHMARK

Movement and Simple Machines

Young Infant

S.MS.i.1 Occasionally uses simple problem-solving to reach objects.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

S.MS.i.2 Repeats behaviors to figure out cause and effect.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

Mobile Infant

S.MS.mi.1 Purposefully initiates actions on objects to make things happen.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

S.MS.mi.2 Notices objects in motion and acts on that object to replicate the motion.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Toddler

S.MS.t.1 Demonstrates an understanding of basic cause and effect.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills

S.MS.t.2 Acts upon objects to see any novel movement their action causes.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills

Pre 3

S.MS.p3.1 Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

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

Pre 4

S.MS.p4.1 Describes and compares the effects of common forces (like push and pull) on objects and the impact of gravity, magnetism and mechanical forces, such as ramps, gears, pendulums and other simple machines.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

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

S.MS.p4.2 Recognizes and describes the effect of his/her own actions on objects.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

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



BENCHMARK

Living Things

Young Infant

S.LT.i.1 Shows interest in animals and living things.

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

Objective 11a-2 Pays attention to sights and sounds

Mobile Infant

S.LT.mi.1 Shows interest in and engages with living things.

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

S.LT.t.1 Names familiar objects, animals, body parts.

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

S.LT.t.2 Begins to identify traits of living things, such as the need for food and water to survive.

GOLD® Objectives for Development and Learning**Objective 25 Demonstrates knowledge of the characteristics of living things****Pre 3**

S.LT.p.3.1 Notices and asks questions about what is the same and what is the difference between categories of plants and animals.

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills****Objective 25 Demonstrates knowledge of the characteristics of living things**

S.LT.p.3.2 Understands that living things need water and food.

GOLD® Objectives for Development and Learning**Objective 25 Demonstrates knowledge of the characteristics of living things****Pre 4**

S.LT.p.4.1 Asks/answers questions about objects, organisms and events in their environments.

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills****Objective 25 Demonstrates knowledge of the characteristics of living things**

S.LT.p.4.2 Understands plants and animals need air, food and water.

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

Environment and Climate

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Toddler

S.EC.t.1 Beginning to identify basic weather occurrences.

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

BENCHMARK
(CONT...)

Environment and Climate

Pre 3

S.EC.p3.1 Makes simple observations of the weather.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Pre 4

S.EC.p4.1 Observes and discusses changes in weather and seasons using common weather-related vocabulary.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

S.EC.p4.2 Observes and explains how plants and animals respond to changes in the environment and in seasons.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Objective 27 Demonstrates knowledge of Earth's environment

S.EC.p4.3 Understands how actions people take may change the environment and the impact actions have on the environment.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

S.EC.p4.4 Demonstrates an understanding that the sun provides light and warmth.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

S.EC.p4.5 Demonstrates an understanding that different weather conditions require different clothing or accessories.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

BENCHMARK

Habitats and Human Impact

Young Infant

S.HHI.i.1 Observes animals in their natural habitat.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

Mobile Infant

S.HHI.mi.1 Begins to observe and place animals in categories (farm, zoo, etc.).

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-2 Matches similar objects

Toddler

S.HHI.t.1 Demonstrates an understanding that people and animals can live in different places.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things



**BENCHMARK
(CONT...)**

Habitats and Human Impact

Toddler

S.HHI.t.2 Enacts animals' activities in pretend play.

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

Pre 3

S.HHI.p3.1 Comments on an animal's appearance, behavior or habitat.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

S.HHI.p3.2 Acquires and uses basic vocabulary for plants, animals and humans.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

S.HHI.p3.3 With adult direction, participates in activities to preserve the environment.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Pre 4

S.HHI.p4.1 Demonstrates an understanding that living things exist in different habitats.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

S.HHI.p4.2 Demonstrates ways in which the environment provides natural resources that are needed by people.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

S.HHI.p4.3 Recognizes actions impact the environment.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



Domain	Social Studies (SS)	
BENCHMARK	Community	
Young Infant	Mobile Infant	Toddler
SS.C.i.1 Shows awareness of self and others. <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds	SS.C.mi.1 Prefers familiar adults over strangers. <u>GOLD® Objectives for Development and Learning</u> Objective 2a Forms relationships with adults Objective 2a-2 Demonstrates a secure attachment to one or more adults	SS.C.t.1 Identifies family members by name. <u>GOLD® Objectives for Development and Learning</u> Objective 9a Uses an expanding expressive vocabulary Objective 9a-4 Names familiar people, animals, and objects
Pre 3	Pre 4	
SS.C.p3.1 Names family members by relationships. <u>GOLD® Objectives for Development and Learning</u> Objective 30 Shows basic understanding of people and how they live Objective 9a Uses an expanding expressive vocabulary Objective 9a-4 Names familiar people, animals, and objects	SS.C.p4.1 Identifies leaders at home and school. <u>GOLD® Objectives for Development and Learning</u> Objective 30 Shows basic understanding of people and how they live Objective 9a Uses an expanding expressive vocabulary Objective 9a-4 Names familiar people, animals, and objects	
BENCHMARK	Economics	
Young Infant	Mobile Infant	Toddler
SS.E.i.2 Demonstrates a beginning awareness of objects in the environment. <u>GOLD® Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4-2 Moves to explore immediate environment	SS.E.mi.2 Identifies objects as “mine.” <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	SS.E.t.2 Begins to share with others and take turns with adult guidance. <u>GOLD® Objectives for Development and Learning</u> Objective 2c Interacts with peers Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
Pre 3	Pre 4	
SS.E.p3.2 Trades or exchanges materials or objects with others. <u>GOLD® Objectives for Development and Learning</u> Objective 30 Shows basic understanding of people and how they live Objective 3a Balances needs and rights of self and others Objective 3a-6 Initiates the sharing of materials in the classroom and outdoors	SS.E.p4.2 Recognizes that people have wants and must make choices because resources and materials are limited. <u>GOLD® Objectives for Development and Learning</u> Objective 30 Shows basic understanding of people and how they live	
	SS.E.p4.3 Demonstrates an understanding that money can be exchanged for goods and services. <u>GOLD® Objectives for Development and Learning</u> Objective 30 Shows basic understanding of people and how they live	



SS.E.p3.3 Discriminates between “yours” and “mine.”

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Objective 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns

BENCHMARK

Geography

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

SS.G.mi.3 Demonstrates an understanding that objects and persons exist when not in sight.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

Toddler

SS.G.t.3 Talks about objects and people in familiar environments.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

Pre 3

SS.G.p3.4 Uses words to indicate direction.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS.G.p3.5 Creates representations of familiar places through various materials, like building a fire station with blocks or drawing a picture of a home.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

SS.G.p3.6 Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Pre 4

SS.G.p4.4 Identifies and correctly uses terms related to location, direction and distance.

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

SS.G.p4.5 Creates simple “maps” or drawings of familiar places.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS.G.p4.6 Matches objects to usual locations and identifies features of familiar places.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge



BENCHMARK

Kansas, United States and World History

Young Infant

Not yet age appropriate. No Correlations Needed

GOLD® Objectives for Development and Learning

No aligned objectives

Mobile Infant

SS.H.mi.4 Recognizes and anticipates familiar routines.

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

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

Toddler

SS.H.t.4 Identifies routines and common occurrences in his/her life.

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

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

Pre 3

SS.H.p3.7 Uses words or phrases that differentiate between events that occur within a timeline of the past, the present and the future (e.g., “when I was a baby...” or “before I moved into my new house...”).

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

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

Pre 4

SS.H.p4.7 Describes some of the holidays, foods and special events related to his/ her own culture or acts them out in dramatic play.

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

SS.H.p4.8 Names city and state where he/she lives.

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

SS.H.p4.9 Demonstrates an understanding of time in the context of daily experiences.

GOLD® Objectives for Development and Learning**Objective 22b Measures time and money**

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



Domain

Creative Arts (CA)

**BENCHMARK
(CONT...)**

Dance

Young Infant

CA.D.i.2 Moves body when happy and excited.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Mobile Infant

CA.D.mi.2 Starts and stops with music cues with adult guidance.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CA.D.mi.2a Explores bending and stretching, small and big.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

CA.D.mi.3 Controls some body movements.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

CA.D.mi.3a Demonstrates following simple directions.

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

Toddler

CA.D.t.2 Stops and starts with music cues.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CA.D.t.2a Improvises movement to fast and slow music.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CA.D.t.3 Stops and starts with music cues.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CA.D.t.3a Improvises movement to fast and slow music.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts



Domain

Creative Arts (CA)

**BENCHMARK
(CONT...)**

Dance

Pre 3**CA.D.p3.1** Explores moving all body parts in isolation.**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

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

Objective 35 Explores dance and movement concepts**CA.D.p3.1a** Explores cross lateral movements.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****Objective 4 Demonstrates traveling skills**

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

CA.D.p3.2 Moves one body part in response to a simple rhythm pattern.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****Objective 4 Demonstrates traveling skills**

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

CA.D.p3.2a Demonstrates the difference between still and moving.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****Objective 4 Demonstrates traveling skills**

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

CA.D.p3.2b Moves over, under and around objects.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****Objective 4 Demonstrates traveling skills**

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

CA.D.p3.3 Creates high, medium and low shapes.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****Objective 36 Explores drama through actions and language****Pre 4****CA.D.p4.1** Explores one body part in conjunction with other body parts, balances on one foot.**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

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

CA.D.p4.1a Skips, slides, leaps.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****Objective 4 Demonstrates traveling skills**

Objective 4-4 Experiments with different ways of moving

CA.D.p4.2 Dances to music with varying tempos.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****CA.D.p4.2a** Creates simple rhythm patterns and is able to repeat them.**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-4 Copies simple repeating patterns

Objective 35 Explores dance and movement concepts**CA.D.p4.2b** Moves through combinations of pathways, straight, zigzag, diagonal and curve.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****Objective 4 Demonstrates traveling skills**

Objective 4-4 Experiments with different ways of moving

CA.D.p4.2c Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****Objective 9a Uses an expanding expressive vocabulary**

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



Domain

Creative Arts (CA)

**BENCHMARK
(CONT...)**

Dance

Pre 3**CA.D.p3.3a** Explores and creates patterns.**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-6 Extends and creates simple repeating patterns

Objective 35 Explores dance and movement concepts**CA.D.p3.3b** Combines axial and locomotor movements together.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****Objective 4 Demonstrates traveling skills**

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

CA.D.p3.4 Listens to musical cues and teacher instruction.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****CA.D.p3.4a** Dances with purpose attentive to music and instruction.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****Pre 4****CA.D.p4.3** Creates movement based on imagery from pictures, books or other ideas.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****Objective 36 Explores drama through actions and language****CA.D.p4.4** Demonstrates the ability to listen and carry out instruction.**GOLD® Objectives for Development and Learning****Objective 9b Speaks clearly**

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

CA.D.p4.4a Demonstrates the ability to create movement and discovery and maintain spatial awareness.**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts**

Young Infant

CA.M.i.1 Attends to sounds through music exposure.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

CA.M.i.2 Begins to make vocal sounds.

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

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

CA.M.i.3 Moves body to music.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CA.M.i.4 Attends to music and rhythm patterns through music exposure.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

Mobile Infant

CA.M.mi.1 Responds physically to various rhythmic patterns in sound.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA.M.mi.1a Vocalizes in response to rhythm.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA.M.mi.2 Identifies sources of sounds (i.e., dog, cat, car, etc.).

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Objective 34 Explores musical concepts and expression

CA.M.mi.2a Moves to music rhythm.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

CA.M.mi.3 Chooses from variety of objects (instruments/toys).

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Toddler

CA.M.t.1 Begins to verbalize words to simple songs.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

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

Objective 34 Explores musical concepts and expression

CA.M.t.2 Responds to tempos presented in a variety of ways (physically, verbally, with instruments).

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA.M.t.3 Follows simple rhythmic patterns with musical instruments.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

Objective 34 Explores musical concepts and expression

Mobile Infant

CA.M.mi.3a Explores bringing objects together to make sounds.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

CA.M.mi.4 Follows and tracks various types of music through movement, facial expressions and verbalizations.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Pre 3

CA.M.p3.1 Repeats sound and rhythm patterns.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

Objective 34 Explores musical concepts and expression

CA.M.p3.2 Sings familiar, simple songs.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

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

Objective 34 Explores musical concepts and expression

CA.M.p3.3 Repeats song patterns and rhythmic movements to music.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

Objective 34 Explores musical concepts and expression

CA.M.p3.4 Demonstrates understanding of concepts using vocal and physical movement and instruments, e.g., soft/ loud, high/low, fast/slow.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Pre 4

CA.M.p4.1 Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA.M.p4.2 Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip).

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

CA.M.p4.3 Creates own songs and movements, including musical instruments.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Young Infant

CA.DP.i.1 Responds to voices.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

CA.DP.i.1a Repeats sounds vocally and physically.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

CA.DP.i.1b Responds to songs, chants, nursery rhymes, rhythms, pictures in books.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

Mobile Infant

CA.DP.mi.1 Enjoys listening to stories and songs.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

CA.DP.mi.1a Understands and responds to pictures in books that create a story.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

CA.DP.mi.1b Initiates and playfully interacts with familiar people.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

CA.DP.mi.2 Demonstrates simple character/animal sounds with motions.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

CA.DP.mi.3 Responds to favorite songs, stories, etc., by repeating repetitive phrases of stories at appropriate times or anticipating and verbalizing action of story and responds playfully with props.

GOLD® Objectives for Development and Learning

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

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

Toddler

CA.DP.t.1 Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

Objective 36 Explores drama through actions and language

CA.DP.t.1a Recreates the plot of familiar stories or movies.

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

CA.DP.t.2 Moves inanimate objects (e.g., toy characters) in a play situation.

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

CA.DP.t.3 Shows enjoyment in wearing costumes to pretend to be other than self.

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

Pre 3

CA.DP.p3.1 Retells nursery rhymes and sings simple songs.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

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

Objective 36 Explores drama through actions and language

CA.DP.p3.2 Begins to differentiate between real and pretend.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

CA.DP.p3.2a Participates in songs, stories, fingerplays, chants with voice and body together.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

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

Objective 36 Explores drama through actions and language

CA.DP.p3.2b Begins to change voice, emotion and body in play situations.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 36 Explores drama through actions and language

CA.DP.p3.3 Follows simple instructions to recreate story and dramatic movement.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language

CA.DP.p3.3a Uses costumes to become a character in everyday environment.

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

Pre 4

CA.DP.p4.1 Takes a role in acting out a story.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language

CA.DP.p4.1a Creates dialogue specific to a type of character.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language

CA.DP.p4.2 Anticipates story plot and structure of story.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language

CA.DP.p4.2a Participates with others in listening and responding in dramatic role.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language

CA.DP.p4.2b Acts out feelings with body and voice in dramatic play situations.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language



Pre 3

CA.DP.p3.3b Uses props/objects in creative ways to promote and create a story.

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

Pre 4

CA.DP.p4.3 Creates a story and assigns roles for self and others.

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

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

Objective 36 Explores drama through actions and language

CA.DP.p4.3a Repeats dialogue and movement to tell a story.

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

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

Objective 36 Explores drama through actions and language

CA.DP.p4.3b Creates and executes complicated plot with conflict and resolution.

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

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

Objective 36 Explores drama through actions and language

CA.DP.p4.3c Creates unique characters using imagination.

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

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

Objective 36 Explores drama through actions and language

Young Infant

CA.VA.i.1 Begins to respond to visual elements present in the environment (light, color, patterns, etc.).

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

CA.VA.i.2 Explores and responds to various textures and sensory materials - fabric, water, sand, etc.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

Mobile Infant

CA.VA.mi.1 Scribbles with a crayon.

GOLD® Objectives for Development and Learning

Objective 19a Writes name
Objective 19a-2 Makes scribbles or marks

CA.VA.mi.2 Examines details of pictures, photographs and illustrations.

GOLD® Objectives for Development and Learning

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

CA.VA.mi.3 Explores sensory materials (e.g., nontoxic paint, finger paint, paper, playdough, sand, etc.).

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

CA.VA.mi.4 Repeats actions, sounds, activities, etc.

GOLD® Objectives for Development and Learning

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

Toddler

CA.VA.t.1 Grips paint brush, crayons, pipette, spray bottle, etc

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools
Objective 7b-4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
Objective 33 Explores the visual arts

CA.VA.t.1a Makes random and disordered scribbles.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically
Objective 14a-4 Draws or constructs, and then identifies what it is
Objective 19b Writes to convey ideas and information
Objective 19b-2 Uses drawing, dictation, and scribbles or marks to convey a message

CA.VA.t.2 Explores a variety of art media (e.g., painting, gluing, printing, fingerpainting, clay, etc.).

GOLD® Objectives for Development and Learning

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

CA.VA.t.3 Explores and manipulates sensory materials.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA.VA.t.4 Demonstrates self expression with art materials.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Pre 3

CA.VA.p3.1 Begins to use scissors.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

Objective 33 Explores the visual arts

CA.VA.p3.1a Creates visual art with various materials; begins to use color, lines and shapes to communicate meaning.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 33 Explores the visual arts

CA.VA.p3.2 Uses materials to build and create a three dimensional structure to represent another item (blocks become a castle, clay becomes a snake).

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 33 Explores the visual arts

CA.VA.p3.3 Creates work that requires some planning.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Objective 33 Explores the visual arts

CA.VA.p3.3a Works independently to create art.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 33 Explores the visual arts

CA.VA.p3.4 Mixes colors to create a new color.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 33 Explores the visual arts

Pre 4

CA.VA.p4.1 Uses a variety of materials and tools to create art.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 33 Explores the visual arts

CA.VA.p4.2 Begins to create drawings that are better defined, more detailed and more realistic.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA.VA.p4.3 Demonstrates understanding of art vocabulary and concepts.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 9a Uses an expanding expressive vocabulary

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

CA.VA.p4.4 Discusses own artistic creations and those of others.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions

Objective 33 Explores the visual arts

**BENCHMARK
(CONT...)**

Visual Arts

Pre 3

CA.VA.p3.4a Identifies shapes in art.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

Objective 33 Explores the visual arts

