

**Alignment of**



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



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With

LA Early Learning and Development  
Standards

(Ad. 2025)

**Main Criteria:** LA Early Learning and Development Standards  
**Secondary Criteria:** GOLD® Objectives for Development and Learning

**Subject:** Early Childhood Education

**Grades:** Birth to 11 months, 9 to 18 months, 16 to 36 months, Three-Year Olds, Four-Year Olds

**Adopted:** 2025

<b>Domain</b>	APPROACHES TO LEARNING (ATL)		
<b>Sub-Domain</b>	Approaches to Learning (AL): Initiative and Curiosity		
<b>Standard</b>	Children engage in multiple and varied play-based experiences.		
<b>Birth to 11 months</b>	<b>9 to 18 months</b>	<b>16 to 36 months</b>	
<p><b>AL.1.1.0</b> Explore objects, materials, and/or people in their immediate environment using their senses. Interact with materials by manipulating them in a variety of ways (e.g., grasp, mouth, bang).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 11d Shows curiosity and motivation</b> Objective 11d-2 Uses senses to explore the immediate environment</p> <p><b>Objective 6 Demonstrates gross motor manipulative skills</b> Objective 6-2 Reaches, grasps, and releases objects</p>	<p><b>AL.1.1.1</b> Explore and interact with familiar objects and materials in the environment. Use everyday objects and toys as intended in their play (e.g., build with blocks, stir with spoons).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 11d Shows curiosity and motivation</b> Objective 11d-4 Explores and investigates ways to make something happen</p>	<p><b>AL.1.1.2</b> Explore both familiar and unfamiliar materials, activities, and experiences. Explore new ways to use familiar objects during play (e.g., hold a banana to the ear and talk into it like a phone).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 11e Shows flexibility and inventiveness in thinking</b> Objective 11e-2 Imitates others in using objects in new and/or unanticipated ways</p> <p><b>Objective 14b Engages in sociodramatic play</b> Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>	
<p><b>AL.1.2.0</b> Demonstrate interest in others (e.g., turn head toward a familiar voice).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 11a Attends and engages</b> Objective 11a-2 Pays attention to sights and sounds</p> <p><b>Objective 10b Uses social rules of language</b> Objective 10b-2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>	<p><b>AL.1.2.1</b> Demonstrate interest in their surroundings.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 11a Attends and engages</b> Objective 11a-2 Pays attention to sights and sounds</p>	<p><b>AL.1.2.2</b> Seek information about familiar objects, people, and experiences.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 11d Shows curiosity and motivation</b> Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas</p>	
	<p><b>AL.1.3.1</b> Attempt to help with simple tasks and activities.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 1c Takes care of own needs appropriately</b> Objective 1c-4 Seeks to do things for self</p> <p><b>Objective 11a Attends and engages</b> Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>		

<b>Domain</b>	APPROACHES TO LEARNING (ATL)
<b>Sub-Domain</b>	Approaches to Learning (AL): Initiative and Curiosity
<b>Standard (CONT...)</b>	Children engage in multiple and varied play-based experiences.

**Birth to 11 months**

**AL.1.3.0** Meet one's own needs using simple behaviors (e.g., feed oneself finger foods).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-4 Seeks to do things for self

**Objective 11d Shows curiosity and motivation**  
Objective 11d-2 Uses senses to explore the immediate environment

**AL.1.4.0** Select a particular material, toy, or place of interest to explore on their own.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-4 Seeks to do things for self

**Objective 11d Shows curiosity and motivation**  
Objective 11d-2 Uses senses to explore the immediate environment

**9 to 18 months**

**AL.1.4.1** Express choices and preferences.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-4 Seeks to do things for self

**16 to 36 months**

**AL.1.3.2** Demonstrate increasing interest and independence in completing simple tasks.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-4 Seeks to do things for self

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

**AL.1.4.2** Insist on preferences and express dislikes.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-4 Seeks to do things for self

**Objective 29 Demonstrates knowledge about self**

<b>Domain</b>	APPROACHES TO LEARNING (ATL)
<b>Sub-Domain</b>	Approaches to Learning (AL): Initiative and Curiosity
<b>Standard (CONT...)</b>	Children engage in multiple and varied play-based experiences.

**Three-Year Olds**

**AL.1.1.3** Explore unfamiliar objects, materials, and experiences. Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).

**GOLD® Objectives for Development and Learning**  
**Objective 11d Shows curiosity and motivation**  
 Objective 11d-4 Explores and investigates ways to make something happen  
**Objective 11e Shows flexibility and inventiveness in thinking**  
 Objective 11e-4 Uses creativity and imagination during play and routine tasks

**AL.1.2.3** Seek information about unfamiliar objects, people, and experiences.

**GOLD® Objectives for Development and Learning**  
**Objective 11d Shows curiosity and motivation**  
 Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

**AL.1.3.3** Complete a variety of simple tasks independently.

**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 1c Takes care of own needs appropriately**  
 Objective 1c-4 Seeks to do things for self  
**Objective 11a Attends and engages**  
 Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

**Four-Year Olds**

**AL.1.1.4** Seek out and engage with unfamiliar objects, materials, and experiences.

**GOLD® Objectives for Development and Learning**  
**Objective 11d Shows curiosity and motivation**  
 Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

**AL.1.2.4** Seek information and contribute to discussions about a variety of new topics, ideas, and activities.

**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

**AL.1.3.4** Complete multi-step tasks independently.

**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

**Sub-Domain**

Approaches to Learning (AL): Attention, Engagement, and Persistence

**Standard**

Children engage in activities and tasks with attention, focus, and persistence.

**Birth to 11 months**

**AL.2.1.0** Establish eye contact with a familiar person. Attend to new objects and familiar adults in the environment.

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

Objective 11a-2 Pays attention to sights and sounds

**Objective 10b Uses social rules of language**

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

**AL.2.2.0** Intentionally take action to make things happen (e.g., shake a rattle to make noise).

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

Objective 11b-2 Repeats actions to obtain similar results

**9 to 18 months**

**AL.2.1.1** Focus attention on people, objects, and activities of interest.

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

Objective 11a-2 Pays attention to sights and sounds

**AL.2.2.1** Repeat self-selected tasks over and over again.

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

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

**AL.2.3.1** Complete self-selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile, clap).

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

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

**16 to 36 months**

**AL.2.1.2** Focus attention to complete a short, simple task with adult support.

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

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

**AL.2.2.2** Complete activities of choice from start to finish with adult support.

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

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

**AL.2.3.2** Remain actively engaged in activities of interest and protest if interrupted.

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

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

**Three-Year Olds**

**AL.2.1.3** Maintain focus on activities of interest despite distractions.

**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

**AL.2.2.3** Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).

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

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

**Four-Year Olds**

**AL.2.1.4** Maintain focus on adult-directed activities with adult support.

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

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

**AL.2.2.4** Persist with a challenging task despite interruptions and disruptions.

**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



**AL.2.3.3** Express goals and then work to achieve them with prompting and support (e.g., When asked, a child says "I want to make something" and then goes to the art center and draws a picture).

**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

**AL.2.3.4** Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, "I want to play doctor after breakfast. Liam is going to play with me.", and then does so after eating).

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

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



**Sub-Domain**

Approaches to Learning (AL): Problem Solving

**Standard**

Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.

**Birth to 11 months**

**AL.3.1.0** Interact with objects in a variety of ways and notice the effects of their own actions.

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

Objective 11b-2 Repeats actions to obtain similar results

**Objective 11d Shows curiosity and motivation**

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

**AL.3.2.0** Attend to objects and/or activities 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

**AL.3.3.0** Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy, cry to express needs).

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

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

**9 to 18 months**

**AL.3.1.1** Repeat behaviors to obtain desired results.

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

Objective 11b-2 Repeats actions to obtain similar results

**Objective 11b Persists**

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

**AL.3.2.1** Observe the ways in which others interact with objects and materials.

**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

**AL.3.3.1** Try out one or two strategies to accomplish tasks and solve problems with adult support.

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

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

**16 to 36 months**

**AL.3.1.2** Experiment with the effects of simple actions on different objects (e.g., use a scoop to put sand into a bucket, then attempt to use a scoop to put water into a bowl).

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

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

**AL.3.2.2** Observe and imitate actions of others when attempting to accomplish tasks or solve problems.

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

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

**AL.3.3.2** Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error.

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

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

**Three-Year Olds**

**AL.3.1.3** Make predictions based on past experiences.

**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

**Four-Year Olds**

**AL.3.1.4** Make predictions and explain reasoning.

**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



**Sub-Domain**

Approaches to Learning (AL): Problem Solving

**Standard  
(CONT...)**

Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.

**Three-Year Olds****AL.3.2.3** Recall and use previously successful strategies to complete tasks.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

**AL.3.3.3** Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

**Objective 11d Shows curiosity and motivation**

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

**Four-Year Olds****AL.3.2.4** Apply prior knowledge and experiences to complete new tasks and solve new problems.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

**Objective 11d Shows curiosity and motivation**

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

**AL.3.3.4** Communicate the steps used to solve problems and/or accomplish tasks.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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



**Domain**

COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (CDG)

**Sub-Domain**

Mathematics (CM): Knowledge of Numbers

**Standard**

Children demonstrate knowledge of numbers and the relationships between numbers and quantities.

**Birth to 11 months**

**CM.1.1.0** Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand).

**GOLD® Objectives for Development and Learning**

**Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-2 Reaches, grasps, and releases objects

**9 to 18 months**

**CM.1.1.1** Demonstrate interest in simple counting activities.

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

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

**16 to 36 months**

**CM.1.1.2** Rote count to 10 with increasing accuracy.

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

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



<b>Domain</b>	COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (CDG)
<b>Sub-Domain</b>	Mathematics (CM): Knowledge of Numbers
<b>Standard (CONT...)</b>	Children demonstrate knowledge of numbers and the relationships between numbers and quantities.

**Birth to 11 months**

**CM.1.3.0** Indicate they want "more" using gestures, sounds, or looks.

**GOLD® Objectives for Development and Learning**

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

**Objective 9a Uses an expanding expressive vocabulary**  
Objective 9a-2 Vocalizes and gestures to communicate

**9 to 18 months**

**CM.1.3.1** Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.

**GOLD® Objectives for Development and Learning**

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

**16 to 36 months**

**CM.1.2.2** Count a small set of objects (2-3) with one-to-one correspondence.

**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

**CM.1.3.2** Indicate understanding of the concepts of "one" and "two" using gestures, words, or actions (e.g., child complies when adult says "Take just one cookie.").

**GOLD® Objectives for Development and Learning**

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

**CM.1.6.2** Recognize a few numerals in the everyday environment.

**GOLD® Objectives for Development and Learning**

**Objective 20c Connects numerals with their quantities**  
Objective 20c-2 Recognizes and names a few numerals

**Domain**

COGNITIVE DEVELOPMENT &amp; GENERAL KNOWLEDGE (CDG)

**Sub-Domain**

Mathematics (CM): Knowledge of Numbers

**Standard  
(CONT...)**

Children demonstrate knowledge of numbers and the relationships between numbers and quantities.

**16 to 36 months****CM.1.8.2** Identify an object or person as first in a sequence.**GOLD® Objectives for Development and Learning****Objective 22c Represents and analyzes data**

Objective 22c-2 Knows a few ordinal numbers

**Three-Year Olds****CM.1.1.3** Rote count to 10 with accuracy.**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

**CM.1.2.3** Count up to five objects arranged in a line with one-to-one correspondence.**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

**CM.1.3.3** Begin to understand that the last number counted represents how many objects are in a group (cardinality).**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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

**CM.1.4.3** Recognize and name the number of items in a small set (up to three) without counting (subitizing).**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

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

**Four-Year Olds****CM.1.1.4** Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting.**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

**CM.1.2.4** Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.**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

**CM.1.3.4** Tell how many objects are in a group by giving the last number 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

**CM.1.4.4** Recognize and name the number of items in a small set (up to five) without counting (subitizing).**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

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



<b>Domain</b>	COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (CDG)
<b>Sub-Domain</b>	Mathematics (CM): Knowledge of Numbers
<b>Standard (CONT...)</b>	Children demonstrate knowledge of numbers and the relationships between numbers and quantities.

**Three-Year Olds**

**Four-Year Olds**

**CM.1.5.3** Compare two groups of objects and indicate whether the number of objects in each group is the same or different.

**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

**CM.1.5.4** Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects in the other group.

**GOLD® Objectives for Development and Learning**

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

<b>Domain</b>	COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (CDG)
<b>Sub-Domain</b>	Mathematics (CM): Knowledge of Numbers
<b>Standard (CONT...)</b>	Children demonstrate knowledge of numbers and the relationships between numbers and quantities.

**Three-Year Olds**

**CM.1.6.3** Identify written numerals 0-5 by name and match each to counted objects.

**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

**CM.1.8.3** Identify the first and often second object or person in a sequence.

**GOLD® Objectives for Development and Learning**  
**Objective 22c Represents and analyzes data**  
 Objective 22c-2 Knows a few ordinal numbers

**Four-Year Olds**

**CM.1.6.4** Identify written numerals 0-10 by name and match each to counted objects.

**GOLD® Objectives for Development and Learning**  
**Objective 20c Connects numerals with their quantities**  
 Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects

**CM.1.7.4** Read and write some numerals up to 10.

**GOLD® Objectives for Development and Learning**  
**Objective 20c Connects numerals with their quantities**  
 Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects

**CM.1.8.4** Identify an object's or person's position in a sequence using ordinal numbers (e.g., first, second, third).

**GOLD® Objectives for Development and Learning**  
**Objective 22c Represents and analyzes data**  
 Objective 22c-2 Knows a few ordinal numbers



**Sub-Domain**

Mathematics (CM): Patterns and Operations

**Standard**

Children demonstrate knowledge of patterns and operations.

**Birth to 11 months**

**CM.2.1.0** Demonstrate awareness of repeating sequences in everyday routines.

**GOLD® Objectives for Development and Learning**

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

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

**Objective 22b Measures time and money**

Objective 22b-2 Knows usual sequence of basic daily events

**9 to 18 months**

**CM.2.1.1** Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands).

**GOLD® Objectives for Development and Learning**

**Objective 22b Measures time and money**

Objective 22b-2 Knows usual sequence of basic daily events

**16 to 36 months**

**CM.2.1.2** Recognize and participate in patterns within stories and in songs.

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

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

**Three-Year Olds**

**CM.2.1.3** Recognize and copy simple repeating patterns in different forms (e.g., red-blue, circle-square).

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

Objective 23-4 Copies simple repeating patterns

**CM.2.2.3** Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue.).

**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

**Four-Year Olds**

**CM.2.1.4** Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue, circle-square-triangle).

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

Objective 23-6 Extends and creates simple repeating patterns

**CM.2.3.4** Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities (e.g., If we have 3 apples and eat 1, how many apples do we have left?).

**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



**Sub-Domain**

Mathematics (CM): Measurement

**Standard**

Children measure objects by their various attributes and use differences in attributes to make comparisons.

**9 to 18 months**

**CM.3.1.1** Match two objects based on one observable feature.

**GOLD® Objectives for Development and Learning**

**Objective 22a Measures objects**  
Objective 22a-2 Makes simple comparisons between two objects

**CM.3.2.1** Explore objects of different sizes and weights.

**GOLD® Objectives for Development and Learning**

**Objective 22a Measures objects**  
Objective 22a-2 Makes simple comparisons between two objects

**16 to 36 months**

**CM.3.1.2** Group objects by one physical characteristic (attribute) (e.g., color, size, shape).

**GOLD® Objectives for Development and Learning**

**Objective 13 Uses classification skills**  
Objective 13-2 Matches similar objects

**CM.3.2.2** Make simple comparisons between two objects using measurable attributes (e.g., length, height, weight).

**GOLD® Objectives for Development and Learning**

**Objective 22a Measures objects**  
Objective 22a-2 Makes simple comparisons between two objects

**Three-Year Olds**

**CM.3.1.3** Sort objects into two or more groups based on one physical characteristic (attribute).

**GOLD® Objectives for Development and Learning**

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

**CM.3.2.3** Describe objects using measurable attributes (e.g., tall/short, big/little, heavy/light).

**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

**Four-Year Olds**

**CM.3.1.4** Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.

**GOLD® Objectives for Development and Learning**

**Objective 13 Uses classification skills**

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

**CM.3.2.4** Describe measurable attributes of objects and materials using comparative words (e.g., long, longer, longest).

**GOLD® Objectives for Development and Learning**

**Objective 22a Measures objects**  
Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

**Sub-Domain**

Mathematics (CM): Measurement

**Standard**

Children measure objects by their various attributes and use differences in attributes to make comparisons.

**Four-Year Olds****CM.3.3.4** Compare and order a small set of objects using measurable terms (e.g., length, 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



**Sub-Domain**

Mathematics (CM): Measurement

**Standard  
(CONT...)**

Children measure objects by their various attributes and use differences in attributes to make comparisons.

**Four-Year Olds****CM.3.4.4** Describe the purpose of simple measurement tools.**GOLD® Objectives for Development and Learning****Objective 22a Measures objects**

Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

**CM.3.5.4** Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support.**GOLD® Objectives for Development and Learning****Objective 22a Measures objects**

Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

**Sub-Domain**

Mathematics (CM): Shapes and Spatial Relationships

**Standard**

Children identify shapes and their properties, and describe the positions of objects in space.

**Birth to 11 months****CM.4.1.0** Explore various shapes through play.**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

**9 to 18 months****CM.4.1.1** Explore the way shapes and objects fit together through play.**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

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

**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

**16 to 36 months****CM.4.1.2** Match basic shapes (e.g., circle, square, typical triangle) of the same size and orientation.**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes



**Sub-Domain**

Mathematics (CM): Shapes and Spatial Relationships

**Standard  
(CONT...)**

Children identify shapes and their properties, and describe the positions of objects in space.

**Birth to 11 months**

**CM.4.5.0** Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination).

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

Objective 4-2 Moves to explore immediate environment

**9 to 18 months**

**CM.4.5.1** Explore and respond to how things move through space or fit together (e.g., putting smaller objects into a small box and larger objects into a large box).

**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

**16 to 36 months**

**CM.4.5.2** Move their body and objects to follow simple directions related to position (e.g., in, on, under, over, up, down).

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

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

**Three-Year Olds**

**CM.4.1.3** Match a wider variety of shapes with different sizes and orientations.

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

Objective 21b-2 Matches two identical shapes

**Four-Year Olds**

**CM.4.2.4** Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation.

**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



**Sub-Domain**

Mathematics (CM): Shapes and Spatial Relationships

**Standard  
(CONT...)**

Children identify shapes and their properties, and describe the positions of objects in space.

**Three-Year Olds****CM.4.2.3** Recognize basic shapes (e.g., circle, square, typical triangle).**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

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

**Four-Year Olds****CM.4.3.4** Describe basic two- and three-dimensional shapes (e.g., a square has four sides, the ball rolls).**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



**Sub-Domain**

Mathematics (CM): Shapes and Spatial Relationships

**Standard  
(CONT...)**

Children identify shapes and their properties, and describe the positions of objects in space.

**Three-Year Olds**

**CM.4.4.3** Build objects by combining basic shapes (e.g., pictures, tangrams, block structures).

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

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

**CM.4.5.3** Move their body and objects to follow simple directions related to proximity (e.g., beside, between, next to).

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

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

**Four-Year Olds**

**CM.4.4.4** Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).

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

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

**CM.4.5.4** Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above, below, in front of, near, behind).

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

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



**Sub-Domain**

Science (CS): Scientific Inquiry

**Standard**

Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.

**Birth to 11 months**

**CS.1.1.0** Demonstrate interest in objects, materials, people and/or their environment using their senses.

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

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

**9 to 18 months**

**CS.1.1.1** Observe and explore the immediate environment using their senses.

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

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

**16 to 36 months**

**CS.1.1.2** Observe, ask questions, and make predictions about the physical and natural world, using their senses and simple tools.

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

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

**Objective 24 Uses scientific inquiry skills**



**Sub-Domain**

Science (CS): Scientific Inquiry

**Standard**

Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.

**9 to 18 months****CS.1.2.1** Actively experiment with and explore the physical properties of objects and substances.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

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

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

**16 to 36 months****CS.1.2.2** Put materials, substances, and/or objects together in new or unexpected ways to see what will happen.**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****CS.1.3.1** Communicate, verbally or nonverbally, what is seen, heard, or felt when exploring the physical and natural world.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

**Objective 11d Shows curiosity and motivation**

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

**CS.1.3.2** Share ideas and thoughts related to interactions with, and observations made about the physical and natural world.**GOLD® Objectives for Development and Learning****Objective 26 Demonstrates knowledge of the physical properties of objects and materials****Objective 27 Demonstrates knowledge of Earth's environment****Three-Year Olds****CS.1.1.3** Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools.**GOLD® Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills****Objective 28 Uses tools and other technology to perform tasks****Four-Year Olds****CS.1.1.4** Observe, ask questions, predict, make comparisons, and gather information about the physical and natural world using their senses, prior knowledge, previous experiences, equipment, and tools.**GOLD® Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills****Objective 28 Uses tools and other technology to perform tasks****CS.1.2.3** Participates in simple scientific investigations.**GOLD® Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills****CS.1.2.4** Conduct scientific investigations and simple experiments.**GOLD® Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills**

**Sub-Domain**

Science (CS): Scientific Inquiry

**Standard  
(CONT...)**

Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.

**Three-Year Olds****CS.1.3.3** Describe and record findings from investigations they have conducted with prompting and support (e.g., verbally or non-verbally, drawings).**GOLD® Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills****Four-Year Olds****CS.1.3.4** Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions, drawings, graphs).**GOLD® Objectives for Development and Learning****Objective 22c Represents and analyzes data**

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

**Objective 24 Uses scientific inquiry skills****Sub-Domain**

Social Studies (CSS)

**Standard**

Children demonstrate an awareness of time (past, present, and future) and place within the community.

**Birth to 11 months****CSS.1.1.0** Demonstrate anticipation of events in daily routines and 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

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

Objective 9a-2 Vocalizes and gestures to communicate

**9 to 18 months****CSS.1.1.1** Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues.**GOLD® Objectives for Development and Learning****Objective 12b Makes connections**

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

**16 to 36 months****CSS.1.1.2** Respond (positively or negatively) to changes in routines or schedules.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

**CSS.1.2.2** Recognize familiar landmarks, signs and buildings in one's neighborhood/community.**GOLD® Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge**

**Sub-Domain**

Social Studies (CSS)

**Standard  
(CONT...)**

Children demonstrate an awareness of time (past, present, and future) and place within the community.

**Three-Year Olds****CSS.1.1.3** Recall the sequence of daily routines, events, and/or activities that happened at an earlier time.**GOLD® Objectives for Development and Learning****Objective 12a Recognizes and recalls**

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

**Objective 22b Measures time and money**

Objective 22b-2 Knows usual sequence of basic daily events

**CSS.1.2.3** Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community.**GOLD® Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge****Four-Year Olds****CSS.1.1.4** Communicate events, activities, and people from the past.**GOLD® Objectives for Development and Learning****Objective 9d Tells about another time or place**

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

**Objective 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

**CSS.1.2.4** Identify familiar landmarks in their community (e.g., fire station, post office).**GOLD® Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge****CSS.1.3.4** Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom, playground) through drawings or play activities.**GOLD® Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge****Sub-Domain**

Social Studies (CSS)

**Standard**

Children demonstrate an awareness of themselves as individuals and as members of a family and community.

**Birth to 11 months****CSS.2.1.0** Demonstrate a preference for familiar versus new individuals.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

**9 to 18 months****CSS.2.1.1** Distinguish between familiar and new individuals.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

**16 to 36 months****CSS.2.1.2** Identify known people in pictures.**GOLD® Objectives for Development and Learning****Objective 14a Thinks symbolically**

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



**Sub-Domain**

Social Studies (CSS)

**Standard  
(CONT...)**

Children demonstrate an awareness of themselves as individuals and as members of a family and community.

**16 to 36 months****CSS.2.2.2** Carry out some routines and responsibilities in the classroom with adult support and guidance.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**Objective 12b Makes connections**

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

**CSS.2.3.2** Identify self as a member of a group (e.g., a member of a class, a member of a family).**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live****Three-Year Olds****CSS.2.1.3** Communicate information about their family and community.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live****CSS.2.2.3** Carry out routines and responsibilities in the classroom with prompting from adults.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

**Objective 12b Makes connections**

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

**Four-Year Olds****CSS.2.1.4** Describe familiar elements of one's family, community, and traditions.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live****CSS.2.2.4** Identify responsibilities of self and others in school, home, and community.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live**

**Sub-Domain**

Social Studies (CSS)

**Standard  
(CONT...)**

Children demonstrate an awareness of themselves as individuals and as members of a family and community.

**Three-Year Olds****Four-Year Olds**

**CSS.2.3.3** Share information about other members and activities of a familiar group (e.g., talk about class events, share a story about their birthday party).

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

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

**Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live**

**CSS.2.3.4** Identify self as a member of groups and share information about other groups (e.g., gymnastics class, soccer team, member of a school).

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

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

**Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live****Sub-Domain**

Creative Arts (CCA): Music and Movement

**Standard**

Children engage in multiple and varied music and movement experiences.

**Birth to 11 months****9 to 18 months****16 to 36 months**

**CCA.1.1.0** Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds.

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

**CCA.1.1.1** Move body in response to the beat and tempo of music and/or rhythmic sounds.

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

**CCA.1.1.2** Move body to imitate the beat and tempo of music.

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

**CCA.1.2.0** Make sounds and/or music using their bodies, toys, or small, shaker-type instruments.

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

**CCA.1.2.1** Imitate sounds and/or music using their bodies and/or small instruments.

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

**CCA.1.2.2** Imitate sounds and/or music using their bodies, instruments, and/or voice.

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

**Sub-Domain**

Creative Arts (CCA): Music and Movement

**Standard  
(CONT...)**

Children engage in multiple and varied music and movement experiences.

**Three-Year Olds**

**CCA.1.1.3** Move body with creativity to imitate the beat and tempo of music of different genres.

**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression****Four-Year Olds**

**CCA.1.1.4** Express thoughts and feelings through dance and movement with increasing spatial awareness.

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

**Sub-Domain**

Creative Arts (CCA): Music and Movement

**Standard  
(CONT...)**

Children engage in multiple and varied music and movement experiences.

**Three-Year Olds****CCA.1.2.3** Create music using their bodies, instruments, and/or voice.**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression****Four-Year Olds****CCA.1.2.4** Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs. Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed), and volume.**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression****Sub-Domain**

Creative Arts (CCA): Visual Arts

**Standard**

Children engage in multiple and varied visual arts experiences.

**Birth to 11 months****CCA.2.1.0** Attend to visual stimuli (e.g., objects with contrasting colors; textured prints).**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

**9 to 18 months****CCA.2.1.1** Respond to visual art by reaching for, pointing at, touching, or vocalizing/verbalizing.**GOLD® Objectives for Development and Learning****Objective 33 Explores the visual arts****CCA.2.2.1** Explore a variety of materials to create visual art.**GOLD® Objectives for Development and Learning****Objective 33 Explores the visual arts****16 to 36 months****CCA.2.1.2** Observe and respond to visual art by communicating a preference.**GOLD® Objectives for Development and Learning****Objective 33 Explores the visual arts****CCA.2.2.2** Explore a variety of materials and tools to create visual art.**GOLD® Objectives for Development and Learning****Objective 14a Thinks symbolically**

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



**Sub-Domain**

Creative Arts (CCA): Visual Arts

**Standard  
(CONT...)**

Children engage in multiple and varied visual arts experiences.

**Three-Year Olds****CCA.2.1.3** Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about.**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

**Objective 33 Explores the visual arts****CCA.2.2.3** Explore a variety of materials, tools, and techniques to create artistic works.**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****Four-Year Olds****CCA.2.1.4** Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art (e.g., color, line, texture).**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

**Objective 33 Explores the visual arts****CCA.2.2.4** Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge.**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****Sub-Domain**

Creative Arts (CCA): Dramatic Play

**Standard**

Children engage in multiple and varied forms of dramatic play.

**Birth to 11 months****CCA.3.1.0** Imitate behaviors, such as sounds, facial expressions, and gestures, of others.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

**CCA.3.2.0** Respond to volume in tones and inflection.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

**9 to 18 months****CCA.3.1.1** Role-play familiar behaviors during play (e.g., rock baby doll, talk on phone).**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play**

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

**Objective 36 Explores drama through actions and language****CCA.3.2.1** Experiment with voice inflection during play.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****16 to 36 months****CCA.3.1.2** Engage in dramatic play that expands beyond personal experiences (e.g., firefighter rescuing people).**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**

**Sub-Domain**

Creative Arts (CCA): Dramatic Play

**Standard  
(CONT...)**

Children engage in multiple and varied forms of dramatic play.

**16 to 36 months****CCA.3.2.2** Imitate and repeat voice inflections, such as character or animal sounds.**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****CCA.3.3.2** Use props and pretend to be someone other than themselves.**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****Three-Year Olds****CCA.3.1.3** Engage in dramatic play that includes both real-life and fantasy experiences.**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****Four-Year Olds****CCA.3.1.4** Participate in dramatic play to express thoughts, feelings and creativity.**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****CCA.3.2.3** Create various voice inflections and facial expressions in play.**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****CCA.3.2.4** Represent a character by using voice inflections and facial expressions.**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****CCA.3.3.3** Engage in play experiences that involve roles with the use of props and costumes.**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**

**Sub-Domain**

Creative Arts (CCA): Dramatic Play

**Standard  
(CONT...)**

Children engage in multiple and varied forms of dramatic play.

**Four-Year Olds**

**CCA.3.3.4** Engage in a variety of play experiences that include elements of drama (e.g., roles, dialogue, props).

**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 14b Engages in sociodramatic play**

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



**Domain**

LANGUAGE AND EARLY LITERACY DEVELOPMENT (EL)

**Sub-Domain**

Language Development (LD): Receptive Communication

**Standard**

Children attend to, understand, and respond to verbal and non-verbal communication and language from others.

**Birth to 11 months**

**LD.1.1.0** Recognize more than one tone of voice in adults and respond with body movement and sounds.

**GOLD® Objectives for Development and Learning**

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

**LD.1.2.0** Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.

**GOLD® Objectives for Development and Learning**

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

**9 to 18 months**

**LD.1.1.1** Respond to facial expressions, tone of voice, and some words that communicate basic feelings.

**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

**16 to 36 months**

**LD.1.1.2** Respond to facial expressions, tone of voice, and words that communicate a variety of feelings.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**  
Objective 1b-2 Responds to changes in an adult's tone of voice and expression  
**Objective 2b Responds to emotional cues**  
Objective 2b-2 Reacts to others' emotional expressions

**LD.1.2.2** Respond to speech and other communication directed at them.

**GOLD® Objectives for Development and Learning**

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



**Domain**

LANGUAGE AND EARLY LITERACY DEVELOPMENT (EL)

**Sub-Domain**

Language Development (LD): Receptive Communication

**Standard  
(CONT...)**

Children attend to, understand, and respond to verbal and non-verbal communication and language from others.

**Birth to 11 months****LD.1.3.0** Respond or show excitement upon hearing familiar words.**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

**LD.1.4.0** Respond to simple requests accompanied by gestures or tone of voice.**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

**9 to 18 months****LD.1.2.1** Respond to speech and other communication directed at 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 10b Uses social rules of language**

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

**LD.1.3.1** Respond appropriately to familiar words, signs, and/or songs.**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 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations

**LD.1.4.1** Follow simple directions, especially if accompanied by gestures.**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

**16 to 36 months****LD.1.3.2** Demonstrate understanding of descriptive words through conversations and actions.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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

**Objective 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations

**LD.1.4.2** Follow one or two-step directions with few gestures.**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



**Domain**

LANGUAGE AND EARLY LITERACY DEVELOPMENT (EL)

**Sub-Domain**

Language Development (LD): Receptive Communication

**Standard  
(CONT...)**

Children attend to, understand, and respond to verbal and non-verbal communication and language from others.

**Three-Year Olds****LD.1.2.3** Respond to speech and other communication directed at them.**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

**LD.1.3.3** Demonstrate understanding of a variety of words through conversations and actions, including those relating to objects and actions. Determine the meaning of unknown words by asking questions or using contextual clues, with modeling and support.**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

**LD.1.4.3** Follow directions of two or more steps with familiar objects, experiences, and/or routines, using visual cues if needed (e.g. wash and dry hands using a visual of the hand-washing sequence).**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

**Four-Year Olds****LD.1.2.4** Respond to complex statements, questions, and other communication that include multiple phases and ideas.**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

**LD.1.3.4** Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites. Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge.**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

**LD.1.4.4** Follow detailed directions that involve multiple steps (e.g. "Get the sponge, dampen it with water, and clean your table top.")**GOLD® Objectives for Development and Learning****Objective 8b Follows directions**

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



**Sub-Domain**

Language Development (LD): Expressive Communication

**Standard**

Communicate with others to express self.

**Birth to 11 months**

**LD.2.1.0** Experiment with making sounds. (e.g., engage in babbling).

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

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

**LD.2.2.0** Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.

**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

**9 to 18 months**

**LD.2.1.1** Communicate through word-like sounds, some words, and some simple phrases.

**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

**LD.2.2.1** Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.

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

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

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

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

**LD.2.3.1** Respond to simple statements and questions about pictures, people, and things that are present.

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

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

**LD.2.5.1** Use some pronouns.

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

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

**16 to 36 months**

**LD.2.1.2** Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g. "Mommy goed to store").

**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

**LD.2.2.2** Communicate requests and describe familiar people and objects using verbal and non-verbal communication.

**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

**LD.2.3.2** Answer and ask simple questions about things and activities at the time they are happening.

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

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

**Objective 9b Speaks clearly**

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



**Sub-Domain**

Language Development (LD): Expressive Communication

**Standard**

Communicate with others to express self.

**16 to 36 months**

**LD.2.4.2** Use correct words for familiar people, objects, and animals. Describe observable characteristics of objects, such as color and size, with simple words. Expand their vocabulary by asking others to name unfamiliar objects.

**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

**LD.2.5.2** Speak in a way that is understood by most familiar people. Use the plural form of some nouns, not always correctly. Use the past tense of some verbs. Use simple adjectives in statements.

**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

**Three-Year Olds**

**LD.2.1.3** Communicate using simple sentences.

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

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

**LD.2.2.3** Communicate ideas, describe activities, and negotiate social interactions using verbal communication.

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

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

**Objective 10b Uses social rules of language**

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

**LD.2.3.3** Answer and ask questions about a variety of familiar topics, activities, and/or concepts.

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

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

**LD.2.4.3** Express feelings, talk about position and direction, and describe actions using a variety of words. Describe the use of familiar objects, including objects that belong in the same category based on how they are used. Determine the meanings of unknown words by asking questions or using contextual clues, with modeling and 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

**Four-Year Olds**

**LD.2.1.4** Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.

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

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

**LD.2.2.4** Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication. Adjust communication strategies if the message is not understood.

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

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

**Objective 9d Tells about another time or place**

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

**LD.2.3.4** Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems with explanation or follow-up questions.

**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



**Sub-Domain**

Language Development (LD): Expressive Communication

**Standard  
(CONT...)**

Communicate with others to express self.

**Three-Year Olds**

**LD.2.5.3** Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors.

**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

**LD.2.5.4** Use common prepositions, correct subject-verb agreement, pronouns, and possessives.

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

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

**Four-Year Olds**

**LD.2.4.4** Use several words that explain the same idea (i.e. synonyms) and opposites. Use acquired vocabulary in conversations. Determine the meaning of unknown words using prior knowledge and context clues in conversation.

**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

**LD.2.5.5** Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors. Correctly use a variety of different types of words, including prepositions, regular and irregular plural nouns, pronouns, possessives and regular and irregular past tense verbs, most of the time.

**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



**Sub-Domain**

Language Development (LD): Social and Conversational Rules

**Standard**

Children use social and conversational rules.

**Birth to 11 months**

**LD.3.1.0** Initiate interactions with another person using movement and/or behavior.

**GOLD® Objectives for Development and Learning**

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

Objective 9a-2 Vocalizes and gestures to communicate

**LD.3.2.0** Briefly pay attention the same object the caregiver is looking at. Engage in turn-taking during social and vocal play with adults and other children.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

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

**9 to 18 months**

**LD.3.1.1** Initiate interactions with others using gestures and/or vocalizations.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations

**LD.3.2.1** Establish joint attention by looking at an object, at their caregiver, and back at the object. Respond to communication from another person using multiple means (non-verbal and verbal).

**GOLD® Objectives for Development and Learning**

**Objective 10b Uses social rules of language**

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

**LD.3.3.1** "Jabber" and vocalizes sounds in a way that is similar to the rhythm and flow of conversations around them.

**GOLD® Objectives for Development and Learning**

**Objective 9b Speaks clearly**

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

**Objective 10a Engages in conversations**

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

**16 to 36 months**

**LD.3.1.2** Ask questions or use verbal or non-verbal cues to initiate communication with others.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations

**Objective 10b Uses social rules of language**

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

**LD.3.2.2** Participate in short conversations, with some turn-taking exchanges.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations

**LD.3.3.2** Listen attentively during brief group conversations and respond to questions or requests made to the group.

**GOLD® Objectives for Development and Learning**

**Objective 10b Uses social rules of language**

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

**LD.3.4.2** Communicate in short sentences that follow the word order of their home language.

**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

### Three-Year Olds

**LD.3.1.3** Sometimes initiate communication with peers by asking questions or using verbal or non-verbal cues.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations

**Objective 10b Uses social rules of language**

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

### Four-Year Olds

**LD.3.1.4** Initiate communication with peers by asking questions or using verbal cues.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations

**Objective 10b Uses social rules of language**

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



**Sub-Domain**

Language Development (LD): Social and Conversational Rules

**Standard  
(CONT...)**

Children use social and conversational rules.

**Three-Year Olds**

**LD.3.2.3** Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest. Use appropriate volume and intonation when communicating, with modeling and support.

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

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

**Objective 10b Uses social rules of language**

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

**LD.3.3.3** Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support. Follow simple rules from group discussions, with reminders.

**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

**LD.3.4.3** Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.

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

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

**Four-Year Olds**

**LD.3.2.4** Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous. Use appropriate volume and intonation to match the situation when communicating.

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

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

**Objective 10b Uses social rules of language**

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

**LD.3.3.4** Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence.

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

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

**Objective 10b Uses social rules of language**

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

**LD.3.4.4** Speak in full sentences that are grammatically correct within their home language most of the time.

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

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



**Sub-Domain**

Early Literacy (EL): Phonological Awareness

**Standard**

Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.

**9 to 18 months**

**EL.1.1.1** Demonstrate interest in familiar rhymes and songs.

**GOLD® Objectives for Development and Learning**

**Objective 15a Notices and discriminates rhyme**

Objective 15a-2 Joins in rhyming songs and games

**16 to 36 months**

**EL.1.1.2** Sing songs and say or repeat familiar rhymes.

**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

**EL.1.2.2** Sing songs with multiple words that start with the same initial sound.

**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

**Three-Year Olds**

**EL.1.1.3** Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.

**GOLD® Objectives for Development and Learning**

**Objective 15a Notices and discriminates rhyme**

Objective 15a-2 Joins in rhyming songs and games

**EL.1.2.3** Shows awareness that some words start with the same initial sound.

**GOLD® Objectives for Development and Learning**

**Objective 15b Notices and discriminates alliteration**

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

**EL.1.3.3** Segment spoken sentences into individual words with guidance and support.

**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

**EL.1.4.3** Identify syllables in spoken words with guidance and support.

**GOLD® Objectives for Development and Learning**

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

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

**Four-Year Olds**

**EL.1.1.4** Identify and produce 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

**Objective 15a Notices and discriminates rhyme**

Objective 15a-6 Decides whether two words rhyme

**EL.1.2.4** Identify the initial sound in a spoken word with guidance and support.

**GOLD® Objectives for Development and Learning**

**Objective 15b Notices and discriminates alliteration**

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

**EL.1.3.4** Segment spoken sentences into individual words.

**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

**EL.1.4.4** Identify syllables in spoken words.

**GOLD® Objectives for Development and Learning**

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

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



**Sub-Domain**

Early Literacy (EL): Phonological Awareness

**Standard  
(CONT...)**

Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.

**Three-Year Olds****EL.1.5.3** Blend a sequence of spoken syllables to produce words with guidance and support.**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

**Four-Year Olds****EL.1.5.4** Blend a sequence of spoken syllables to produce 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

**EL.1.6.4** Blend onsets and rimes of single syllable spoken words with guidance and support.**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

**Sub-Domain**

Early Literacy (EL): Print Concepts

**Standard**

Children demonstrate knowledge of books and how print conveys meaning.

**16 to 36 months****EL.2.1.2** Recognize some familiar symbols and logos in the environment.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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

**Objective 17b Uses print concepts**

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

**Three-Year Olds****EL.2.1.3** Recognize and name familiar symbols and logos in the environment (environmental print).**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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

**Objective 17b Uses print concepts**

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

**Four-Year Olds****EL.2.1.4** Recognize and name pictures, symbols, and logos in the environment (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



**Sub-Domain**

Early Literacy (EL): Print Concepts

**Standard  
(CONT...)**

Children demonstrate knowledge of books and how print conveys meaning.

**16 to 36 months****EL.2.2.2** Recognize that print, symbols, and pictures have 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

**EL.2.3.2** Hold a book as if reading and turn some pages, but not always in the right order. Recognize specific books by their cover and look for specific pages in familiar books.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**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

**EL.2.4.2** Self-select familiar books and engage in shared reading.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**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

**Three-Year Olds****EL.2.2.3** Distinguish print from pictures and show awareness that print communicates 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

**EL.2.3.3** Hold a book right side up and turn most pages one by one from front to back. Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

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

**Objective 17b Uses print concepts**

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

**EL.2.4.3** Share self-selected familiar books and engage in pretend reading with others.**GOLD® Objectives for Development and Learning****Objective 18b Uses emergent reading skills**

Objective 18b-4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult

**Four-Year Olds****EL.2.2.4** Demonstrate an understanding that print has meaning and corresponds with spoken language. Demonstrates awareness that written words are made up of a group of individual 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

**Objective 17b Uses print concepts**

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



**Sub-Domain**

Early Literacy (EL): Print Concepts

**Standard  
(CONT...)**

Children demonstrate knowledge of books and how print conveys meaning.

**Four-Year Olds**

**EL.2.3.4** Hold a book right side up while turning pages one by one from front to back. Identify parts of a book such as the front, back, and title. Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page). Describe the role of the author and illustrator of a text.

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

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

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

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

**Objective 17b Uses print concepts**

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

**Objective 17b Uses print concepts**

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



**Sub-Domain**

Early Literacy (EL): Print Concepts

**Standard  
(CONT...)**

Children demonstrate knowledge of books and how print conveys meaning.

**Four-Year Olds****EL.2.4.4** Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.**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

**Birth to 11 months****EL.2.3.0** Explore books by touch (e.g., patting and/or chewing on board books).**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**EL.2.4.0** Demonstrate interest in books by reaching for books and exploring books through touch.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**9 to 18 months****EL.2.3.1** Hold books, look at pictures, and help turn some pages.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**EL.2.4.1** Request to have books read to them.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books



**Sub-Domain**

Early Literacy (EL): Alphabet Awareness

**Standard**

Children recognize and identify letters and make letter-sound connections.

**16 to 36 months**

**EL.3.1.2** Recognize letters of the alphabet as a special category of print, different from pictures and shapes.

**GOLD® Objectives for Development and Learning**

**Objective 16a Identifies and names letters**

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

**Three-Year Olds**

**EL.3.1.3** Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.

**GOLD® Objectives for Development and Learning**

**Objective 16a Identifies and names letters**

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

**EL.3.2.3** Identify the sound for a few recognized letters.

**GOLD® Objectives for Development and Learning**

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

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

**Four-Year Olds**

**EL.3.1.4** Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.

**GOLD® Objectives for Development and Learning**

**Objective 16a Identifies and names letters**

Objective 16a-8 Identifies and names all upper- and lowercase letters when presented in random order

**EL.3.2.4** Identify or produce the sound of many recognized letters.

**GOLD® Objectives for Development and Learning**

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

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

**EL.3.3.4** Recognize their own name and some common words in print.

**GOLD® Objectives for Development and Learning**

**Objective 16a Identifies and names letters**

Objective 16a-8 Identifies and names all upper- and lowercase letters when presented in random order



**Sub-Domain**

Early Literacy (EL): Comprehension

**Standard**

Children show interest in and gain understanding from a variety of early literacy experiences.

**Three-Year Olds**

**EL.4.1.3** Tell make-believe or real-life stories, sometimes in random sequence.

**GOLD® Objectives for Development and Learning**

**Objective 9d Tells about another time or place**

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

**EL.4.2.3** Retell familiar stories using pictures or props as prompts.

**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

**EL.4.3.3** Ask or answer questions about key details in a familiar story, informational book, or other text.

**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

**EL.4.4.3** Answer questions about how events and information from stories relate to their own experiences.

**GOLD® Objectives for Development and Learning**

**Objective 12b Makes connections**

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

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

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

**Four-Year Olds**

**EL.4.1.4** Tell make-believe or real-life stories using a sequence of at least 23 connected events.

**GOLD® Objectives for Development and Learning**

**Objective 9d Tells about another time or place**

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

**Objective 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

**EL.4.2.4** Describe some key details from familiar stories, such as characters, setting, and/or major events.

**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

**EL.4.3.4** Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.

**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

**16 to 36 months**

**EL.4.2.2** Recite some words of a familiar book when read to especially from books with repeating text.

**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

**EL.4.3.2** Ask or answer simple questions about a familiar story or book, including informational text.

**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

**EL.4.4.2** Recognize when a story or book describes something that is similar to their own experiences.

**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



**Sub-Domain**

Early Literacy (EL): Comprehension

**Standard  
(CONT...)**

Children show interest in and gain understanding from a variety of early literacy experiences.

**Three-Year Olds****EL.4.5.3** Share their own thoughts and reactions to a story or text.**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

**EL.4.6.3** Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.**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

**Four-Year Olds****EL.4.4.4** Recall their own experiences that relate to events and information from stories or informational texts.**GOLD® Objectives for Development and Learning****Objective 12b Makes connections**

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

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

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

**EL.4.5.4** Analyze and reason about stories and other text with guidance and support during shared reading experiences.**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

**EL.4.6.4** Recognize differences between stories/make believe, information text, and poetry.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)



**Sub-Domain**

Early Literacy (EL): Emergent Writing

**Standard**

Children write and draw to express their ideas, using some letters and print conventions.

**16 to 36 months**

**EL.5.1.2** Draw or scribble with a purpose during play or other activities.

**GOLD® Objectives for Development and Learning**

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

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

**Three-Year Olds**

**EL.5.1.3** Show emerging awareness that writing can be used for a variety of purposes.

**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

**Four-Year Olds**

**EL.5.1.4** Use writing for a variety of purposes to convey meaning.

**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

**9 to 18 months**

**EL.5.2.1** Make marks or scribbles using a variety of media (e.g., finger paint, chalk).

**GOLD® Objectives for Development and Learning**

**Objective 19a Writes name**

Objective 19a-2 Makes scribbles or marks

**Sub-Domain**

Early Literacy (EL): Emergent Writing

**Standard  
(CONT...)**

Children write and draw to express their ideas, using some letters and print conventions.

**16 to 36 months**

**EL.5.2.2** Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).

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

Objective 19a-4 Makes controlled linear scribbles

**EL.5.3.2** Draw a picture and describe what it represents.

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

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

**Three-Year Olds**

**EL.5.2.3** Write letter-like forms and a few letters, although often not oriented or written correctly. String some letter-like forms and/or letters together as if they are a word.

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

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

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

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

**Four-Year Olds**

**EL.5.2.4** Write some letters of meaningful words such as their name, using letters and letter-like forms.

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

Objective 19a-10 Writes partially accurate first name

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

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

**EL.5.3.4** Attempt to write some words using invented spelling. Demonstrate awareness of some print conventions (e.g., moving from left to right when writing; leaving space between some groups of letters).

**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



**Sub-Domain**

Early Literacy (EL): Emergent Writing

**Standard  
(CONT...)**

Children write and draw to express their ideas, using some letters and print conventions.

**Three-Year Olds**

**EL.5.3.3** Dictate ideas for someone to write down. Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas. Discuss or answer questions about their writing and drawings.

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



**Sub-Domain**

Early Literacy (EL): Emergent Writing

**Standard  
(CONT...)**

Children write and draw to express their ideas, using some letters and print conventions.

**Four-Year Olds**

**EL.5.4.4** Dictate elaborative or meaningful information or stories for someone to write down. Use writing and/or digital tools to communicate information. Use classroom resources (e.g., labels; anchor charts) to support writing.

**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

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

<b>Domain</b>	PHYSICAL DEVELOPMENT (PD)
<b>Sub-Domain</b>	Physical Development (PD): Gross Motor
<b>Standard</b>	Children demonstrate large muscle control and coordination.

**Birth to 11 months**

**PD.1.1.0** Explore the environment with increasing body awareness using senses and movement.

**GOLD® Objectives for Development and Learning**

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

**PD.1.2.0** Demonstrate strength and control of head, trunk, arms, and legs while exploring new body positions and movements (e.g., sitting, crawling, kicking).

**GOLD® Objectives for Development and Learning**

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

**9 to 18 months**

**PD.1.1.1** Coordinate senses with movement to show where their body is in relation to other objects and people in the environment.

**GOLD® Objectives for Development and Learning**

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

**PD.1.2.1** Move in a variety of ways and directions with increasing coordination and balance.

**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

**16 to 36 months**

**PD.1.1.2** Demonstrate body and spatial awareness to guide movement around objects and people.

**GOLD® Objectives for Development and Learning**

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

**PD.1.2.2** Use large muscle movements (locomotor skills) with increasing control, coordination, and balance (e.g., moving from sitting to standing, jumping).

**GOLD® Objectives for Development and Learning**

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

**Objective 5 Demonstrates balancing skills**  
Objective 5-6 Sustains balance during simple movement experiences



<b>Domain</b>	PHYSICAL DEVELOPMENT (PD)
<b>Sub-Domain</b>	Physical Development (PD): Gross Motor
<b>Standard (CONT...)</b>	Children demonstrate large muscle control and coordination.

**Birth to 11 months**

**PD.1.3.0** Demonstrate strength and control of one's body while exploring objects in their environment. (e.g., reaching, rolling over).  
**GOLD® Objectives for Development and Learning**  
**Objective 4 Demonstrates traveling skills**  
 Objective 4-2 Moves to explore immediate environment

**9 to 18 months**

**PD.1.3.1** Maintain control of one's body in various positions while exploring and examining materials, activities, and spaces.  
**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

**16 to 36 months**

**PD.1.3.2** Use a variety of large muscle movements (non-locomotor) during play (e.g., hands in the air, turn around, stand on one foot).  
**GOLD® Objectives for Development and Learning**  
**Objective 4 Demonstrates traveling skills**  
 Objective 4-4 Experiments with different ways of moving



<b>Domain</b>	PHYSICAL DEVELOPMENT (PD)
<b>Sub-Domain</b>	Physical Development (PD): Gross Motor
<b>Standard (CONT...)</b>	Children demonstrate large muscle control and coordination.

<b>Birth to 11 months</b>	<b>9 to 18 months</b>	<b>16 to 36 months</b>
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**PD.1.4.0** Engage in play to develop strength and stamina by continuing purposeful movements over short periods of time (e.g., reaching, pushing, rolling over).

**GOLD® Objectives for Development and Learning**

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

**PD.1.4.1** Engage in physical play activities for periods of time to develop strength and stamina.

**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

**PD.1.4.2** Engage in physical play activities for moderate periods of time to develop strength and stamina.

**GOLD® Objectives for Development and Learning**

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

**Three-Year Olds**

**PD.1.1.3** Demonstrate body and spatial awareness in physical play activities (e.g., moves around cones).

**GOLD® Objectives for Development and Learning**

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

**PD.1.2.3** Use large muscle movements (locomotor skills) with control, coordination, and balance (e.g., running, hopping, climbing stairs).

**GOLD® Objectives for Development and Learning**

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

**Objective 5 Demonstrates balancing skills**  
Objective 5-6 Sustains balance during simple movement experiences

**Four-Year Olds**

**PD.1.1.4** Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.

**GOLD® Objectives for Development and Learning**

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

<b>Domain</b>	PHYSICAL DEVELOPMENT (PD)
<b>Sub-Domain</b>	Physical Development (PD): Gross Motor
<b>Standard (CONT...)</b>	Children demonstrate large muscle control and coordination.

**Three-Year Olds**

**PD.1.3.3** Use large muscle movements (non-locomotor) with control, balance and coordination during active play (e.g., bending, stretching, twisting).

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**Objective 5 Demonstrates balancing skills**

Objective 5-6 Sustains balance during simple movement experiences

**PD.1.4.3** Demonstrate strength and stamina that allows for participation in physical play activities for moderate periods of time.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**Objective 5 Demonstrates balancing skills**

Objective 5-6 Sustains balance during simple movement experiences

**Four-Year Olds**

**PD.1.2.4** Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**Objective 5 Demonstrates balancing skills**

Objective 5-8 Sustains balance during complex movement experiences

**PD.1.3.4** Demonstrate coordination when using objects during active play (e.g., throwing, catching, kicking balls).

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**Objective 5 Demonstrates balancing skills**

Objective 5-8 Sustains balance during complex movement experiences

**Objective 6 Demonstrates gross motor manipulative skills**

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

**PD.1.4.4** Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**Objective 5 Demonstrates balancing skills**

Objective 5-8 Sustains balance during complex movement experiences



**Sub-Domain**

Physical Development (PD): Fine Motor

**Standard**

Children demonstrate small muscle control and coordination.

**Birth to 11 months**

**PD.2.1.0** Use whole hand and fingers to explore objects (e.g., touch, grasp, pick up, bang, transfer).

**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

**PD.2.2.0** Coordinate eye and hand movements when grasping or picking up objects.

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

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

**9 to 18 months**

**PD.2.1.1** Demonstrate control and coordination of hand and fingers (small muscles) to manipulate objects.

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

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

**PD.2.2.1** Coordinate eye and hand movements to explore objects and participate in play activities (e.g., fill containers, stack blocks).

**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

**16 to 36 months**

**PD.2.1.2** Demonstrate increasing control and coordination of hand and fingers (small muscles) while engaged in intentional activities.

**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

**PD.2.2.2** Coordinate eye and hand movements while performing simple tasks (e.g., using utensils for eating, putting simple puzzles together, stringing large beads).

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

Objective 7a-6 Uses refined wrist and finger movements

**Three-Year Olds**

**PD.2.1.3** Demonstrate increasing control and coordination of hands, fingers, and wrists (small muscles) to manipulate objects and tools with a purpose.

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

Objective 7a-6 Uses refined wrist and finger movements

**PD.2.2.3** Demonstrate eye-hand coordination to manipulate smaller objects (e.g., large buttons, zippers, scissors) with increasing control.

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

Objective 7a-6 Uses refined wrist and finger movements

**Four-Year Olds**

**PD.2.1.4** Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.

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

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

**PD.2.2.4** Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines, drawing) with moderate levels of precision and control.

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

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



**Sub-Domain**

Physical Development (PD): Healthy Behaviors

**Standard**

Children demonstrate healthy and safe behaviors.

**Birth to 11 months**

**PD.3.1.0** Engage in active movement (e.g., tummy time; holding head up, kicking legs, waving, rolling over).

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

Objective 4-4 Experiments with different ways of moving

**9 to 18 months**

**PD.3.1.1** Engage in active play indoors or outdoors with adult support.

**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

**16 to 36 months**

**PD.3.1.2** Actively engage in physical activities indoors or outdoors (e.g., dance, hide and seek, climb on equipment).

**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**

**PD.3.3.1** Participate in some basic safety practices (e.g., fire/tornado drills).

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

Objective 1b-4 Accepts redirection from adults

**PD.3.3.2** Follow safety rules with adult support.

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

Objective 1b-4 Accepts redirection from adults

**Three-Year Olds**

**PD.3.1.3** Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities.

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

Objective 3a-4 Takes turns

**Objective 29 Demonstrates knowledge about self****Four-Year Olds**

**PD.3.1.4** Initiate and engage in a variety of physical activities (e.g., games, exercises) that enhance physical fitness.

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

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

**Objective 29 Demonstrates knowledge about self**

**PD.3.2.3** Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body.

**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live**

**PD.3.2.4** Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.

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

**Sub-Domain**

Physical Development (PD): Healthy Behaviors

**Standard  
(CONT...)**

Children demonstrate healthy and safe behaviors.

**Three-Year Olds****PD.3.3.3** Identify safety rules and follow them with guidance from adults.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

**Four-Year Olds****PD.3.3.4** Identify and follow safety rules with minimal guidance from adults (e.g., hold an adult's hand when crossing the street, walk rather than run when indoors).**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

**PD.3.4.4** Begin to identify and alert others of potential hazards.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

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

Objective 1c-6 Demonstrates confidence in meeting own needs



**Domain**

INTERPERSONAL SKILLS (IS)

**Sub-Domain**

Interpersonal Skills (IS): Relationships with Adults

**Standard**

Children engage in and maintain positive relationships and interactions with adults.

**Birth to 11 months**

**IS.1.1.0** Notice and respond to familiar adults, such as returning a smile.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

**Objective 10a Engages in conversations**

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

**9 to 18 months**

**IS.1.1.1** Mimic signs of recognition (e.g., smile, wave).

**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

**16 to 36 months**

**IS.1.1.2** Initiate signs of recognition with familiar adults by greeting, waving, or smiling.

**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



**Domain**

INTERPERSONAL SKILLS (IS)

**Sub-Domain**

Interpersonal Skills (IS): Relationships with Adults

**Standard  
(CONT...)**

Children engage in and maintain positive relationships and interactions with adults.

**Birth to 11 months**

**IS.1.2.0** Respond differently to familiar versus new adults, such as reaching for a familiar adult.

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

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

**IS.1.3.0** Move or cry to seek attention and comfort from familiar adults.

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

Objective 1a-2 Uses adult support to calm self

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

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

**IS.1.4.0** Engage in simple back-and-forth interactions with familiar adults, such as laughing when an adult makes a silly face.

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

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

**IS.1.5.0** Repeat actions that elicit social responses from familiar adults (e.g., repeat cooing sound after adult responds).

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

Objective 9a-2 Vocalizes and gestures to communicate

**Objective 10a Engages in conversations**

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

**9 to 18 months**

**IS.1.2.1** Seek to be near familiar adults and respond cautiously to new 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

**IS.1.3.1** Request help from familiar adults to address wants and needs, such as bringing a book to an adult to be read.

**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 2a Forms relationships with adults**

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

**IS.1.4.1** Initiate back-and-forth play with familiar adults, such as starting a game of peek-a-boo.

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

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

**Objective 10a Engages in conversations**

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

**16 to 36 months**

**IS.1.2.2** Check in with familiar adults for reassurance when trying new things, such as grabbing a familiar adult's hand when entering a new place.

**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

**IS.1.3.2** Request help from familiar adults when encountering difficult tasks or situations, such as asking for help to clean up a spill.

**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

**IS.1.4.2** Initiate play and interactions with familiar adults, such as pretending to serve an adult food while playing.

**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

**IS.1.5.2** Imitate behaviors observed in familiar adults, such as pretending to cook or read a book.

**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



<b>Domain</b>	INTERPERSONAL SKILLS (IS)
<b>Sub-Domain</b>	Interpersonal Skills (IS): Relationships with Adults
<b>Standard (CONT...)</b>	Children engage in and maintain positive relationships and interactions with adults.

### 9 to 18 months

**IS.1.5.1** Imitate gestures and sounds of familiar adults during interactions, such as repeating what an adult says.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

**Objective 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations

### Three-Year Olds

**IS.1.1.3** Demonstrate recognition of familiar adults using simple actions or words.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

**IS.1.2.3** Separate from familiar adults when in familiar settings, such as leaving a familiar adult to join a swimming lessons class.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

### Four-Year Olds

**IS.1.1.4** Demonstrate recognition of familiar adults using multiple and varied actions or words.

**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

**IS.1.2.4** Separate from familiar adults in new settings, such as joining other children to play at a birthday party.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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



<b>Domain</b>	INTERPERSONAL SKILLS (IS)
<b>Sub-Domain</b>	Interpersonal Skills (IS): Relationships with Adults
<b>Standard (CONT...)</b>	Children engage in and maintain positive relationships and interactions with adults.

**Three-Year Olds**

**Four-Year Olds**

**IS.1.3.3** Request help from adults to meet needs or solve problems, then attempt to implement suggestions with adult support.

**GOLD® Objectives for Development and Learning**  
**Objective 3b Solves social problems**  
 Objective 3b-4 Seeks adult help to resolve social problems

**IS.1.3.4** Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently.

**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

<b>Domain</b>	INTERPERSONAL SKILLS (IS)
<b>Sub-Domain</b>	Interpersonal Skills (IS): Relationships with Adults
<b>Standard (CONT...)</b>	Children engage in and maintain positive relationships and interactions with adults.

**Three-Year Olds**

**Four-Year Olds**

**IS.1.4.3** Interact with both familiar and unfamiliar adults, such as greeting a class guest by waving.

**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

**IS.1.4.4** Interact with adults new to their environment (e.g., substitute caregiver), such as asking a nurse questions at the doctor's office.

**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

**IS.1.5.3** Interact with adults to seek information and to socialize, such as asking a neighbor if they have a dog.

**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

**IS.1.5.4** Interact with adults to share ideas and plan activities, such as asking an adult to help sound out a new word in a book.

**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

<b>Sub-Domain</b>	Interpersonal Skills (IS): Relationships with Children
<b>Standard</b>	Children engage in and maintain positive relationships and interactions with other children.

**Birth to 11 months**

**9 to 18 months**

**16 to 36 months**

**IS.2.1.0** Notice other infants and children, such as looking at children when they enter the classroom.

**GOLD® Objectives for Development and Learning**  
**Objective 2c Interacts with peers**  
 Objective 2c-2 Plays near other children; uses similar materials or actions

**IS.2.1.1** Interact briefly with other children using gestures, such as bouncing a toy upon seeing another child bounce a toy.

**GOLD® Objectives for Development and Learning**  
**Objective 2c Interacts with peers**  
 Objective 2c-2 Plays near other children; uses similar materials or actions

**IS.2.1.2** Play alongside other children (parallel play) for short periods of time with adult support, such as sitting in a circle with a group singing "Itsy Bitsy Spider" led by an adult.

**GOLD® Objectives for Development and Learning**  
**Objective 2c Interacts with peers**  
 Objective 2c-2 Plays near other children; uses similar materials or actions



**Sub-Domain**

Interpersonal Skills (IS): Relationships with Children

**Standard  
(CONT...)**

Children engage in and maintain positive relationships and interactions with other children.

**Birth to 11 months****IS.2.2.0** Touch, smile, or babble to other infants and children.**GOLD® Objectives for Development and Learning****Objective 9b Speaks clearly**

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

**Objective 10a Engages in conversations**

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

**9 to 18 months****IS.2.5.1** Demonstrate awareness of conflict (e.g., cry, turn away), such as shaking head "no" when another child tried to take a toy.**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

Objective 3b-2 Expresses feelings during a conflict

**16 to 36 months****IS.2.2.2** Take turns when playing with other children with adult guidance and support, such as taking turns scooping sand into a bucket after prompted by an adult.**GOLD® Objectives for Development and Learning****Objective 3a Balances needs and rights of self and others**

Objective 3a-4 Takes turns

**IS.2.3.2** Interact more frequently with a familiar child, such as choosing an activity based on another child's choice.**GOLD® Objectives for Development and Learning****Objective 2d Makes friends**

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

**IS.2.5.2** Seek assistance from adults to resolve conflicts with other children, such as asking an adult for help upon being pushed by another child.**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

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



**Sub-Domain**

Interpersonal Skills (IS): Relationships with Children

**Standard  
(CONT...)**

Children engage in and maintain positive relationships and interactions with other children.

**Three-Year Olds**

**IS.2.1.3** Interact or play cooperatively with other children, such as asking another child, "Want to run with me?"

**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

**Four-Year Olds**

**IS.2.1.4** Interact or play cooperatively with a small group of children for a sustained period of time, such as working with a group of children to build a house out of blocks.

**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



**Sub-Domain**

Interpersonal Skills (IS): Relationships with Children

**Standard  
(CONT...)**

Children engage in and maintain positive relationships and interactions with other children.

**Three-Year Olds**

**IS.2.2.3** Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults, such as waiting until another child is done playing on the swing and then getting onto the swing.

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

Objective 3a-4 Takes turns

**IS.2.3.3** Demonstrate preference to play with one or more specific children, such as joining the same two children for several days to play tag.

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

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

**Objective 2d Makes friends**

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

**IS.2.4.3** Initiate an activity or join other children in an activity that is already in progress, such as saying, "I want to play!" and joining other children in the dramatic play center.

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

Objective 2c-4 Uses successful strategies for entering groups

**Four-Year Olds**

**IS.2.2.4** Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders, such as playing with a toy and then passing the toy to another child who wants it.

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

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

**IS.2.3.4** Demonstrate preference to routinely play with one or more specific children, such as describing another child as their "best friend."

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

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

**IS.2.4.4** Initiate, join in, and sustain positive interactions with a small group of children, such as asking if they can play a game with a small group of children.

**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



**Sub-Domain**

Interpersonal Skills (IS): Relationships with Children

**Standard  
(CONT...)**

Children engage in and maintain positive relationships and interactions with other children.

**Three-Year Olds**

**IS.2.5.3** Suggest solutions to conflicts with adult guidance and support, such as saying, "I can ask them to stop" when asked by an adult what to do when another child takes away a toy.

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

Objective 3b-6 Suggests solutions to social problems

**Four-Year Olds**

**IS.2.5.4** Suggest solutions to resolve conflicts with other children with limited adult support, such as telling another child, "I'm playing with these cars, so here is a truck you can use to play."

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

Objective 3b-6 Suggests solutions to social problems



**Sub-Domain**

Interpersonal Skills (IS): Self-Esteem

**Standard**

Children recognize themselves as individuals and express positive self-esteem.

**Birth to 11 months****IS.3.1.0** Look at or grab hands and feet.**GOLD® Objectives for Development and Learning****Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-2 Reaches, grasps, and releases objects

**Objective 29 Demonstrates knowledge about self****IS.3.2.0** Respond to one's own image in a mirror by smiling or moving closer.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****9 to 18 months****IS.3.1.1** Point to body parts, including feet and hands, of themselves and others when each is named.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****IS.3.2.1** Recognize oneself in a mirror, such as by pointing or saying, "Me."**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****16 to 36 months****IS.3.1.2** Able to point to and name body parts including ears, eyes, nose, feet, and hands.**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

**Objective 29 Demonstrates knowledge about self****IS.3.2.2** Identify oneself in photographs.**GOLD® Objectives for Development and Learning****Objective 14a Thinks symbolically**

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

**Objective 29 Demonstrates knowledge about self**

**Sub-Domain**

Interpersonal Skills (IS): Self-Esteem

**Standard**

Children recognize themselves as individuals and express positive self-esteem.

**Birth to 11 months**

**IS.3.3.0** React when name is called by smiling or turning to look at caregiver.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

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

**Objective 10b Uses social rules of language**

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

**IS.3.4.0** Express preferences by crying or turning away from dislikes and reaching for preferred objects, activities, and people.

**GOLD® Objectives for Development and Learning**

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

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

**9 to 18 months**

**IS.3.3.1** Respond when name is called by looking or moving toward a familiar adult.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**Objective 10b Uses social rules of language**

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

**IS.3.4.1** Express preferences for objects, activities, and people using gestures, signs, or words, such as choosing a shirt to wear or which food they would prefer.

**GOLD® Objectives for Development and Learning**

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

Objective 1c-4 Seeks to do things for self

**16 to 36 months**

**IS.3.3.2** Use different words (e.g., I, me, mine) when referring to oneself, including first name.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**Objective 29 Demonstrates knowledge about self**

**IS.3.4.2** Indicate preferences when asked, such as choosing juice over milk or coloring with crayons over finger painting.

**GOLD® Objectives for Development and Learning**

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

Objective 1c-4 Seeks to do things for self

**Objective 29 Demonstrates knowledge about self**



**Sub-Domain**

Interpersonal Skills (IS): Self-Esteem

**Standard  
(CONT...)**

Children recognize themselves as individuals and express positive self-esteem.

**Birth to 11 months****IS.3.5.0** Express satisfaction at accomplishing things such as holding a bottle or rolling over.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**9 to 18 months****IS.3.5.1** Demonstrate a sense of satisfaction when accomplishing simple tasks, such as smiling or clapping during play or chores.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**Objective 29 Demonstrates knowledge about self****16 to 36 months****IS.3.5.2** Demonstrate confidence in one's own abilities and express satisfaction when demonstrating them to others, such as putting on their own shoes and exclaiming, "I did it!"**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**Objective 29 Demonstrates knowledge about self**

**Sub-Domain**

Interpersonal Skills (IS): Self-Esteem

**Standard  
(CONT...)**

Children recognize themselves as individuals and express positive self-esteem.

**9 to 18 months**

**IS.3.6.1** Express pride over accomplishments, such as stacking blocks or cleaning up after playing.

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

Objective 1c-4 Seeks to do things for self

**Objective 29 Demonstrates knowledge about self****16 to 36 months**

**IS.3.6.2** Call attention to new skills or abilities, such as using the bathroom independently and reporting to a familiar adult.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**Objective 29 Demonstrates knowledge about self****Three-Year Olds**

**IS.3.1.3** Begin to describe oneself using personal physical characteristics (e.g., hair color, eye color).

**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Four-Year Olds**

**IS.3.1.4** Use words to describe personal physical characteristics (e.g., hair color, eye color).

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

**IS.3.3.3** Use one's own first and last name.

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

**Sub-Domain**

Interpersonal Skills (IS): Self-Esteem

**Standard  
(CONT...)**

Children recognize themselves as individuals and express positive self-esteem.

**Three-Year Olds**

**IS.3.4.3** Express likes and dislikes, and make choices based on personal preferences, such as choosing a playground or center activity.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**Objective 11b Persists**

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

**Objective 29 Demonstrates knowledge about self**

**IS.3.5.3** Demonstrate confidence in one's own abilities and accomplish routine and familiar tasks independently, such as brushing teeth and then saying, "My teeth are all clean!"

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**Objective 29 Demonstrates knowledge about self**

**IS.3.6.3** Express positive feelings about self when prompted, such as riding a tricycle and stating, "I did it myself."

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**Objective 11b Persists**

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

**Objective 29 Demonstrates knowledge about self****Four-Year Olds**

**IS.3.5.4** Demonstrate confidence in one's own abilities, taking on new and challenging activities, and declining help when offered, such as offering to help other children tie shoes after tying their own shoes.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**Objective 29 Demonstrates knowledge about self**

**IS.3.6.4** Describe oneself using positive terms (e.g., hard worker, good at drawing).

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**Objective 29 Demonstrates knowledge about self**

**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard**

Children moderate their behavior and respond to the feelings of others.

**Birth to 11 months**

**IS.4.1.0** Express simple feelings (e.g., contentment, distress) using sounds, facial expressions, or body movements, such as smiling at others or crying when a diaper is dirty.

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

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

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

Objective 9a-2 Vocalizes and gestures to communicate

**9 to 18 months**

**IS.4.1.1** Express a range of basic feelings (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures or actions, such as clapping and smiling when a favorite song plays.

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

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

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

Objective 9a-2 Vocalizes and gestures to communicate

**16 to 36 months**

**IS.4.1.2** Express a range of feelings (e.g., happiness, sadness, fear, anger, anticipation) using gestures, facial expressions, actions, or words, such as waiting eagerly for a snack.

**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 29 Demonstrates knowledge about self**

**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard  
(CONT...)**

Children moderate their behavior and respond to the feelings of others.

**Birth to 11 months**

**IS.4.2.0** React to an adult's expression of feelings, such as ceasing to cry when an adult uses a soothing voice (e.g., facial expression, tone of voice, gestures).

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

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

**IS.4.3.0** React to others' expressions of feelings, such as beginning to cry when another child cries.

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

Objective 2b-2 Reacts to others' emotional expressions

**9 to 18 months**

**IS.4.2.1** Imitate adult expressions of feelings using facial expressions, sounds, gestures, or actions, such as smiling and waving hi upon seeing an adult smile and wave when someone enters the room.

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

Objective 2b-2 Reacts to others' emotional expressions

**IS.4.3.1** Respond to others' feelings with adult support, such as consoling another crying child when prompted by an adult.

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

Objective 2b-2 Reacts to others' emotional expressions

**IS.4.4.1** Accept some redirection from adults, such as sharing a toy when reminded to share by an adult.

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

Objective 1b-4 Accepts redirection from adults

**16 to 36 months**

**IS.4.2.2** Recognize one's own feelings when named by an adult, such as laughing when an adult asks, "What do we do when something is funny?"

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

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

**Objective 29 Demonstrates knowledge about self**

**IS.4.3.2** Respond in caring ways to others' expressions of feelings, such as taking a blanket to a crying child.

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

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

**IS.4.4.2** Frequently respond positively to choices and limits set by an adult, such as stopping splashing water during hand washing after being reminded by an adult that the mess will have to be cleaned.

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

Objective 1b-4 Accepts redirection from adults



**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard**

Children moderate their behavior and respond to the feelings of others.

**Birth to 11 months**

**IS.4.4.0** Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it).

**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 11d Shows curiosity and motivation**

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

**IS.4.7.0** React to stressful situations by shifting attention or turning away, such as a child hugging a familiar adult when upset.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

Objective 1a-2 Uses adult support to calm self

**IS.4.8.0** Accept comfort when held, rocked, or talked to by a familiar adult, such as ceasing to cry when a familiar adult sings a lullaby.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

Objective 1a-2 Uses adult support to calm self

**9 to 18 months**

**IS.4.5.1** Participate in simple routines and accept transitions with adult support, such as walking to the high chair after an adult puts on the child's bib.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

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

**IS.4.6.1** Notice how others respond to one's own behaviors, such as when a child beats on drums then looks at an adult to see the reaction.

**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

**IS.4.7.1** Use simple behaviors to soothe oneself when upset, such as moving to a caregiver's side when hearing loud thunder.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**IS.4.8.1** Look toward familiar caregivers for help when becoming upset.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**16 to 36 months**

**IS.4.5.2** Participate in routines, accept transitions, and follow simple guidelines for behavior with adult support, such as stopping playing and beginning to clean up toys in a center when an adult plays the clean-up song and models cleaning.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

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

**IS.4.6.2** Experiment with effects of one's own actions on objects and people, such as reaching for a plate when sitting down for a meal.

**GOLD® Objectives for Development and Learning**

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

Objective 1c-4 Seeks to do things for self

**IS.4.7.2** Imitate strategies to manage reactions and behavior with adult direction, such as a child sitting calmly during whole group time after an adult models.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

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



**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard**

Children moderate their behavior and respond to the feelings of others.

**16 to 36 months**

**IS.4.8.2** With adult guidance and support, demonstrate the ability to wait for a short period of time to get what one wants, such as sitting at a table and waiting for snacks to be distributed.

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

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



**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard  
(CONT...)**

Children moderate their behavior and respond to the feelings of others.

**16 to 36 months**

**IS.4.9.2** Recover from outbursts (e.g., tantrums) with adult support, such as moving on to a new activity after becoming upset about sharing toys.

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

Objective 1a-2 Uses adult support to calm self

**Objective 1b Follows limits and expectations**

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

**IS.4.10.2** Change to new or different activities with adult guidance and support, such as singing a cleanup song when transitioning from playing with blocks to lunchtime.

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

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



**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard**

Children moderate their behavior and respond to the feelings of others.

**Three-Year Olds**

**IS.4.1.3** Express complex feelings (e.g., gratitude, surprise, frustration, confusion) using actions or words, such as saying in frustration, "Ugh, I can't do it."

**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 29 Demonstrates knowledge about self****Four-Year Olds**

**IS.4.1.4** Express strong feelings in a manner that is safe for self and others with occasional adult support, such as telling another child, "I'm mad at you because you don't want to play my game."

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

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



**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard  
(CONT...)**

Children moderate their behavior and respond to the feelings of others.

**Three-Year Olds****IS.4.2.3** Accurately name one's own basic feelings (e.g., happy; mad; sad), such as a child expressing, "I am excited."**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self**

**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard  
(CONT...)**

Children moderate their behavior and respond to the feelings of others.

**Three-Year Olds**

**IS.4.3.3** Accurately name basic feelings in others and respond with care and concern, such as asking other children, "What's wrong?" and trying to comfort or cheer them.

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

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

**IS.4.5.3** Participate in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders, such as preparing for nap after a prompt from an adult by putting the mat in place and getting a blanket.

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

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

**Four-Year Olds**

**IS.4.2.4** Accurately name one's own feelings and identify them in various situations, such as a child asking for a hug when feeling sad.

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

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

**IS.4.3.4** Accurately name feelings in others, predict causes, and respond with care and concern (e.g., "He's sad because someone took his toy. He can have mine.").

**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

**IS.4.5.4** Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed, such as transitioning easily from play inside to play outside and then to clean-up time with adult prompts.

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

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



**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard  
(CONT...)**

Children moderate their behavior and respond to the feelings of others.

**Three-Year Olds**

**IS.4.6.3** Demonstrate understanding of how one's own actions and behavior affect others, such as asking an adult for help rather than taking a toy from another child.

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

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

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

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



**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard  
(CONT...)**

Children moderate their behavior and respond to the feelings of others.

**Three-Year Olds**

**IS.4.7.3** Use a variety of strategies, such as deep breathing or use of words, to manage reactions and behavior with adult support.

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

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

**IS.4.8.3** Demonstrate the ability to wait to get something one wants (delayed gratification), such as waiting to take a turn riding a tricycle.

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

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

**Four-Year Olds**

**IS.4.6.4** Predict consequences of one's own and others' actions and behavior with adult support, such as when a child knows not to leave the caps off of markers to prevent their drying.

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

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

**IS.4.7.4** Manage reactions and behavior with occasional verbal, visual, or auditory reminders, such as singing a song with an adult while waiting for a turn to swing.

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

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



**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard  
(CONT...)**

Children moderate their behavior and respond to the feelings of others.

**Three-Year Olds**

**IS.4.9.3** Express strong feelings constructively with assistance, such as going to a quiet area or asking for a favorite book to be read when upset.

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

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

**Four-Year Olds**

**IS.4.9.4** Able to decrease intensity of reactions more consistently, with adult support when needed, such as choosing a new activity rather than arguing with another child about sharing.

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

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



**Sub-Domain**

Interpersonal Skills (IS): Self-Regulation

**Standard**

Children moderate their behavior and respond to the feelings of others.

**Three-Year Olds**

**IS.4.10.3** Follow schedules with few reminders, such as cleaning up toys and joining group 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

**Four-Year Olds**

**IS.4.10.4** Follow rules and routines with occasional reminders from adults, such as consulting a picture schedule to remind oneself of the next daily activity, like outside time.

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

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

