

Alignment of



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



With

MD Preschool/Transitional Kindergarten
Learning Foundations

(Ad. 2024)

Main Criteria: MD Preschool/Transitional Kindergarten Learning Foundations

Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: 0-8 months, 8-18 months, 18-36 months, 36-48 months

Adopted: 2024

Domain	SOCIAL AND EMOTIONAL DEVELOPMENT (SE)			
STRAND	Emotional Functioning			
STANDARD	Develops an understanding of one's own emotions.			
0-8 months	8-18 months	18-36 months	36-48 months	
SE.EF.1.Infants Expresses basic emotions including joy, fear, surprise, anger, and sadness through voice, facial expression, or body movements. <u>GOLD® Objectives for Development and Learning</u> Objective 9a Uses an expanding expressive vocabulary Objective 9a-2 Vocalizes and gestures to communicate	SE.EF.1.Young_Toddlers Expresses a range of basic emotions such as joy, fear, surprise, anger, and sadness regularly in a clear, direct way. <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-4 Seeks to do things for self	SE.EF.1.Older_Toddlers Begins to express a range of complex emotions including pride, empathy, guilt, and embarrassment. <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	SE.EF.1.Pre-K3 Uses words or gestures to identify some of their own basic and complex emotions, including happiness, sadness, anger, pride, and embarrassment. <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	

STRAND

Emotional Functioning

STANDARD

Develops an understanding of the emotions of others.

0-8 months**SE.EF.2.Infants** Attends to emotional expressions of others.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

8-18 months**SE.EF.2.Young_Toddlers** Responds to others' emotions, often by sharing the emotion.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

18-36 months**SE.EF.2.Older_Toddlers** Uses words or gestures occasionally to identify emotions in others, with the support of an adult.**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

36-48 months**SE.EF.2.Pre-K3** Uses words or gestures to describe some emotions in others. Identifies the causes of others' emotions occasionally.**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

STRAND

Emotional Functioning

STANDARD

Responds with care and concern toward others.

0-8 months**SE.EF.3.Infants** Reacts to others' distress.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

8-18 months**SE.EF.3.Young_Toddlers** Responds with concern to others' distress.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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

18-36 months**SE.EF.3.Older_Toddlers** Expresses concern for others with words or actions. Tries to help others.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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

36-48 months**SE.EF.3.Pre-K3** Shows concern for others and tries to help others with an increased range of more complex actions.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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

STRAND

Sense of Identity and Belonging



STANDARD

Develops an understanding of self in relation to others.

0-8 months

SE.IB.1.Infants Discovers self, including body movements, feelings, and preferences, through exploration and responses of others.

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

8-18 months

SE.IB.1.Young_Toddlers Shows awareness of their own abilities and characteristics through actions, movement, and verbal or nonverbal communication with others.

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

18-36 months

SE.IB.1.Older_Toddlers Identifies their own feelings, needs, characteristics, and preferences as different from others.

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

36-48 months

SE.IB.1.Pre-K3 Describes themselves and their family using multiple characteristics, including physical features, behaviors, and preferences.

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

STRAND

Sense of Identity and Belonging

STANDARD

Expresses comfort and a sense of belonging with their family and other familiar people.

0-8 months

SE.IB.2.Infants Expresses connection through vocalizations or smiling when familiar people are present.

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

Objective 9a-2 Vocalizes and gestures to communicate

8-18 months**SE.IB.2.Young_Toddlers**

Displays comfort and ease with familiar people while engaging in shared activities.

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

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

18-36 months

SE.IB.2.Older_Toddlers Shows contentment when participating with adults and other children in activities. Anticipates shared rituals and traditions.

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

36-48 months

SE.IB.2.Pre-K3 Communicates a sense of belonging to a family or other familiar groups through words or other forms of expression.

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

Relationships With Adults

STANDARD

Initiates and engages in interactions with familiar adults.

0-8 months

SE.RA.1.Infants Shows recognition of familiar adults by smiling, reaching for, or turning their head toward a familiar voice. Initiates interactions and seeks proximity to familiar adults.

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

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

8-18 months**SE.RA.1.Young_Toddlers**

Participates in shared experiences, such as routines or games, with a familiar adult. Explores their environment with a familiar adult present.

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

18-36 months**SE.RA.1.Older_Toddlers**

Interacts with familiar adults in more complex exchanges, such as communicating about ideas.

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

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

36-48 months

SE.RA.1.Pre-K3 Engages in extended reciprocal interactions with adults that have a specific focus or goal, such as participating in cooperative activities or problem-solving.

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

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

STRAND

Relationships With Adults

STANDARD

Develops close relationships with familiar adults who provide consistent care.

0-8 months

SE.RA.2.Infants Initiates interactions and seeks close proximity to caregiving adults.

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

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

8-18 months

SE.RA.2.Young_Toddlers Looks to and shows a preference for familiar caregiving adults for emotional support and encouragement.

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

18-36 months**SE.RA.2.Older_Toddlers**

Connects with caregiving adults and engages in positive interactions. Seeks caregiving adults for comfort, support, and help.

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

36-48 months

SE.RA.2.Pre-K3 Communicates about emotional connection and attachment to caregiving adults. Turns to caregiving adults for protection, comfort, and getting needs met.

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

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

STRAND

Relationships With Children

STANDARD

Initiates and engages in interactions with other children.

0-8 months

SE.RC.1.Infants Looks or shows interest in peers by exploring another child's face and body, smiling, or making sounds directed to the child.

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

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

8-18 months**SE.RC.1.Young_Toddlers**

Engages in simple interactions with another child.

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

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

18-36 months**SE.RC.1.Older_Toddlers**

Approaches other children for social interaction. Initiates contact and responds to others.

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

Objective 2c-4 Uses successful strategies for entering groups

36-48 months

SE.RC.1.Pre-K3 Initiates and maintains extended interactions with other children, or engages in prosocial behaviors, with or without support from an adult.

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



STRAND

Relationships With Children

STANDARD

Develops relationships with peers through interactions over time.

0-8 months

SE.RC.2.Infants Looks or shows interest in peers by exploring another child's face and body, smiling, or making sounds directed to another child.

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

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

8-18 months**SE.RC.2.Young_Toddlers**

Engages with a few children on a regular basis and knows some of their names, likes, or dislikes.

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

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

18-36 months**SE.RC.2.Older_Toddlers**

Develops friendships with a small number of children. Engages in interactions and plays with those friends more often than with other peers.

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

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

36-48 months

SE.RC.2.Pre-K3 Demonstrates preference for playing with peers they identify as friends. Friendships are more reciprocal and consistent.

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

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

STRAND

Relationships With Children

STANDARD

Engages in play with other children.

8-18 months

SE.RC.3.Young_Toddlers Plays alongside other children. Imitates simple actions of other children.

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

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

18-36 months

SE.RC.3.Older_Toddlers Joins other children in play by interacting with the same materials or toys, playing with similar activities, and sometimes working together.

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

36-48 months

SE.RC.3.Pre-K3 Engages with peers in simple, cooperative play, such as complex make-believe play, games, and other extended play with a common goal.

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



STRAND

Emotional Self-Regulation

STANDARD

Develops the ability to manage own emotions and their expression.

0-8 months

SE.SR.1.Infants Vocalizes or shows visible signs of distress; calms with soothing from a familiar adult.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

8-18 months

SE.SR.1.Young_Toddlers Uses simple actions to self-soothe when distressed. Seeks and accepts comfort from familiar adult when distressed.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

18-36 months

SE.SR.1.Older_Toddlers Uses a range of actions to cope with distress or strong emotions, seeking comfort from adults or engaging in self-soothing.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

36-48 months

SE.SR.1.Pre-K3 Manages some emotions or distress with less adult support. Relies on support from familiar adults to cope with intense distress or strong emotions.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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



Domain

APPROACHES TO LEARNING (ATL)

STRAND

Executive Functioning

STANDARD

Develops the ability to persist in actions and behaviors.

0-8 months

ATL.EF.1.Infants Shows the ability to engage in interactions or explore objects. Repeats an action or vocalization several times to gain an adult's attention or explore an object.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

8-18 months

ATL.EF.1.Young_Toddlers Intentionally repeats actions in an effort to achieve a simple goal, even when encountering a challenge.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

18-36 months

ATL.EF.1.Older_Toddlers Stays engaged on tasks and tries different strategies to achieve a goal, working through challenges with an adult's 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

36-48 months

ATL.EF.1.Pre-K3 Persists on tasks, trying multiple strategies over a sustained period to achieve a goal, sometimes with adult support.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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



STRAND

Executive Functioning

STANDARD

Develops the ability to keep information in mind active for immediate use (working memory).

0-8 months

ATL.EF.2.Infants Shows emerging awareness that familiar people and objects exist even when they are no longer physically present.

GOLD® Objectives for Development and Learning

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

8-18 months

ATL.EF.2.Young_Toddlers Engages in looking for objects or people that are hidden and follows simple one-step directions with adult support.

GOLD® Objectives for Development and Learning

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

18-36 months

ATL.EF.2.Older_Toddlers Engages in simple play and activities that require maintaining a rule or concept in mind for a brief time and follows simple two-step directions with adult support.

GOLD® Objectives for Development and Learning

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

36-48 months

ATL.EF.2.Pre-K3 Keeps complex two-step directions or concepts in mind and uses the information for multistep play, performing tasks, and following more complex directions, with limited adult support.

GOLD® Objectives for Development and Learning

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

STRAND

Executive Functioning

STANDARD

Develops the ability to manage impulses and reactions (inhibitory control)*.

0-8 months

ATL.EF.3.Infants Vocalizes or shows visible signs of distress and calms with soothing from a familiar adult.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings
Objective 1a-2 Uses adult support to calm self

8-18 months

ATL.EF.3.Young_Toddlers Uses simple actions to self-soothe when distressed. Seeks and accepts comfort from familiar adult when distressed.

GOLD® Objectives for Development and Learning

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

18-36 months

ATL.EF.3.Older_Toddlers Occasionally manages impulsive behaviors by pausing before reacting, with frequent adult support.

GOLD® Objectives for Development and Learning

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

36-48 months

ATL.EF.3.Pre-K3 More consistently and independently manages impulsive behaviors by pausing before reacting.

GOLD® Objectives for Development and Learning

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

STRAND

Executive Functioning

STANDARD

Develops the ability to maintain attention and focus (sustained attention).

0-8 months

ATL.EF.4.Infants Attends to people or objects of interest in the environment.

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

Objective 11a-2 Pays attention to sights and sounds

8-18 months

ATL.EF.4.Young_Toddlers Focuses on an activity for brief periods but is easily distracted.

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

18-36 months

ATL.EF.4.Older_Toddlers Focuses on an activity and maintains attention for a moderate period of time, with adult support, even with minor 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

36-48 months

ATL.EF.4.Pre-K3 Focuses on an activity, intently, for an extended period of time, despite distractions, with adult support.

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

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

STRAND

Executive Functioning

STANDARD

Develops flexibility in attention, actions, and behaviors (cognitive flexibility).

0-8 months

ATL.EF.5.Infants Repeats actions and behaviors. (May try more than one approach to reach a goal.)

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

Objective 11b-2 Repeats actions to obtain similar results

8-18 months

ATL.EF.5.Young_Toddlers Shifts focus to attend to new information or participate in new activities. Explores new and creative ways of using objects.

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

18-36 months

ATL.EF.5.Older_Toddlers Adjusts actions and behaviors to solve a problem or to adapt to changes in routines, with the assistance of an adult.

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

36-48 months

ATL.EF.5.Pre-K3 Demonstrates flexibility in thinking and behavior, considers alternatives to solving a problem, and switches approaches with the support of an adult.

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

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



STRAND

Initiative and Curiosity

STANDARD

Shows initiative in interactions, routines, play, and other experiences.

0-8 months

ATL.IC.1.Infants Explores objects and engages in interactions with others.

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

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

8-18 months

ATL.IC.1.Young_Toddlers Explores and plays with objects in new ways. Participates and contributes to routines with the support of an adult.

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

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

18-36 months

ATL.IC.1.Older_Toddlers Starts activities of interest and uses play materials to explore an idea or emerging skill without being prompted.

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

36-48 months

ATL.IC.1.Pre-K3 Regularly starts and continues some activities, play, and routines independently. Shows enjoyment and interest in engaging in new activities.

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

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

STRAND

Initiative and Curiosity

STANDARD

Shows curiosity and interest when engaging with new objects, people, and experiences.

0-8 months

ATL.IC.2.Infants Shows interest when interacting with others and exploring objects.

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

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

8-18 months

ATL.IC.2.Young_Toddlers Displays excitement and interest in new objects, people, or events by attentively observing and approaching, vocalizing, or gesturing.

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

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

18-36 months

ATL.IC.2.Older_Toddlers Seeks out information about new people, objects, and events with interest. Acts on objects, intentionally, to see what happens.

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

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

36-48 months

ATL.IC.2.Pre-K3 Pursues detailed information about new people, objects, and events. Approaches new experiences with interest, sometimes taking risks to try out new ideas.

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

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



STRAND

Initiative and Curiosity

STANDARD

Shows engagement and interest in play.

0-8 months

ATL.IC.3.Infants Explores objects and engages in interactions with others.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

8-18 months

ATL.IC.3.Young_Toddlers

Explores objects in parallel with peers and engages simple pretend play based on familiar everyday activities (for example, pretending to feed a baby doll).

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

Objective 14b Engages in sociodramatic play

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

18-36 months

ATL.IC.3.Older_Toddlers

Engages in play with peers, including pretend play, physical play (for example, running, jumping, climbing), and constructive play (for example, building with blocks, playing in the sandbox).

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

36-48 months

ATL.IC.3.Pre-K3 Engages in more complex play with peers. Pretend play is more elaborate and may include both real and fantasy elements. Physical play and constructive play may include rules, joint planning, and extended engagement.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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



Domain

LANGUAGE AND LITERACY (L)

STRAND

Communicating and Speaking

STANDARD

Uses increasingly complex grammar to communicate.

8-18 months

L.CS.1.Young_Toddlers Communicates using simple words or signs, often accompanied by gestures.

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

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

18-36 months

L.CS.1.Older_Toddlers Puts words together into sentences or phrases of two or three words, with the correct use of some grammar rules such as pluralization of regular words, personal pronouns (I, you, he), and regular verb conjugations (for example, I build; he builds, she is building).

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

36-48 months

L.CS.1.Pre-K3 Uses more complex grammatical structures, such as sentences with multiple connected clauses, speaking about the past and future, and using contractions (for example, I'm, don't).

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

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

STRAND

Communicating and Speaking

STANDARD

Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.

0-8 months

L.CS.2.Infants Communicates wants and needs through vocalizations such as cooing and babbling, facial expressions, and gestures.

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

Objective 9a-2 Vocalizes and gestures to communicate

8-18 months

L.CS.2.Young_Toddlers Communicates interests, wants, and needs through a combination of gestures, signs, vocalizations, or single words.

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

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

18-36 months

L.CS.2.Older_Toddlers Combines words or signs into phrases of two or three words to express interests, wants, and needs. (A child who is learning more than one language may combine words across languages during this period.)

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

36-48 months

L.CS.2.Pre-K3 Uses sentences combining three or more words to express interests, wants, and needs. (A child who is learning more than one language may combine words across languages during this period.)

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

STRAND

Communicating and Speaking



STANDARD

Develops the capacity to speak or sign clearly.

8-18 months

L.CS.3.Young_Toddlers Says or signs at least a few words or approximation of words that familiar adults understand.

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

18-36 months

L.CS.3.Older_Toddlers Speaks or signs more clearly so that familiar adults understand most of the child's words, but speech may contain pronunciation errors.

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

36-48 months

L.CS.3.Pre-K3 Speaks or signs clearly enough that most words are free of errors and can be understood both by familiar and unfamiliar adults.

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



STRAND

Communicating and Speaking

STANDARD

Learns to engage in conversation.

0-8 months

L.CS.4.Infants Coos and babbles to an adult in response to spoken language, taking turns similar to a conversation.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

8-18 months

L.CS.4.Young_Toddlers Babbles and uses early vocabulary to respond to questions from adults.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

18-36 months

L.CS.4.Older_Toddlers Engages in conversations with multiple back and forth turns.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

36-48 months

L.CS.4.Pre-K3 Initiates, continues, or extends conversations with others, using meaningful and appropriate responses and questions.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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



STRAND

Early Literacy

STANDARD

Interacts with books, developing an understanding of book-handling behaviors and print conventions.

0-8 months

L.EL.1.Infants Demonstrates interest in exploring and looking at picture books with an adult.

GOLD® Objectives for Development and Learning

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

8-18 months**L.EL.1.Young_Toddlers**

Interacts with books or pictures by touching them or turning pages, or naming or pointing to familiar objects and people.

GOLD® Objectives for Development and Learning

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

18-36 months**L.EL.1.Older_Toddlers**

Demonstrates an understanding of book-handling behaviors such as speaking or signing while turning pages as if reading.

GOLD® Objectives for Development and Learning

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

36-48 months

L.EL.1.Pre-K3 Demonstrates an understanding of basic print conventions and book handling behaviors, such as looking at the title of a book, orienting a book, and turning the pages in a single direction.

GOLD® Objectives for Development and Learning

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

STRAND

Early Literacy

STANDARD

Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.

0-8 months

L.EL.2.Infants Attends to books, pictures, or rhymes recited by an adult.

GOLD® Objectives for Development and Learning

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

8-18 months**L.EL.2.Young_Toddlers**

Participates actively in storytelling, reading, or singing by pointing at pictures and saying, signing, or repeating one or two of the words.

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

18-36 months

L.EL.2.Older_Toddlers Says or signs, with modeling and support, repetitive phrases or refrains from favorite stories, songs, or rhymes.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme
Objective 15a-2 Joins in rhyming songs and games

36-48 months

L.EL.2.Pre-K3 Says or signs a few familiar words, phrases, or repetitive refrains from favorite stories, songs, or rhymes, often imitating the intonation of adult readers or speakers.

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



STRAND

Early Literacy

STANDARD

Understands meaning communicated through stories, pictures, and informational books.

0-8 months

L.EL.3.Infants Attends to pictures and drawings while being read to by an adult.

GOLD® Objectives for Development and Learning

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

8-18 months**L.EL.3.Young_Toddlers**

Participates actively in storytelling, reading, or singing by pointing at pictures and saying, signing, or repeating one or two words.

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

18-36 months**L.EL.3.Older_Toddlers**

Demonstrates understanding of a book's meaning after reading. (May relate the book to something in their own life or use the new vocabulary learned from a book.)

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts
Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting

36-48 months

L.EL.3.Pre-K3 Retells, reenacts, or draws events from a story. Names, describes, plays, or creates art to demonstrate something learned in an informational text.

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

STRAND

Early Literacy

STANDARD

Understands that printed words, symbols, or pictures convey meaning and develops an increasing understanding of the meaning carried by each.

0-8 months

L.EL.4.Infants Attends to pictures and drawings in books while being read to by an adult.

GOLD® Objectives for Development and Learning

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

8-18 months

L.EL.4.Young_Toddlers Points at, says, or signs the names of familiar people, animals, or objects in a picture.

GOLD® Objectives for Development and Learning

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

18-36 months

L.EL.4.Older_Toddlers Shows some understanding of the distinction between pictures and text, words, or letters.

GOLD® Objectives for Development and Learning

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

36-48 months

L.EL.4.Pre-K3 Demonstrates understanding that letters or other linguistic characters (for example, Chinese hanzi) are a distinct kind of symbol that can be read to convey 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

STRAND

Early Literacy



STANDARD

Develops ability to recognize highly familiar text and a few letters.

18-36 months

L.EL.5.Older_Toddlers Recognizes, with modeling and support, highly familiar print in the environment (for example, their own name, product logos, STOP signs).

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

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

36-48 months

L.EL.5.Pre-K3 Names a few letters of the alphabet with adult modeling and support.

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

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



STRAND

Early Literacy

STANDARD

Develops an understanding of the sounds that make up words (phonological awareness).

36-48 months

L.EL.6.Pre-K3 Recognizes similarities in the sounds of words, such as noticing rhyming sounds or matching words that have the same first sound, with adult support.

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

Objective 15a-6 Decides whether two words rhyme

Objective 15b Notices and discriminates alliteration

Objective 15b-6 Matches beginning sounds of some words

STRAND

Early Literacy

STANDARD

Draws or writes marks with increasing control.

8-18 months

L.EL.7.Young_Toddlers Makes marks or uncontrolled scribbles on paper using a full-fist grasp.

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

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

18-36 months

L.EL.7.Older_Toddlers Scribbles with greater control and draws lines, circle-like shapes, or other deliberate marks. The child grasps the writing tool using all five fingers pointed downward toward the tip of the utensil and uses whole-arm movements.

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

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

36-48 months

L.EL.7.Pre-K3 Produces or copies lines or approximations of letters or characters. Their letters or characters may not be recognizable (for example, may appear as squiggles). With adult support, the child uses a modified three- or four-finger grasp near the tip of the writing tool and uses forearm movements.

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

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

Objective 19a Writes name

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



STRAND

Early Literacy

STANDARD

Makes marks or scribbles on paper with the intention to convey meaning.

18-36 months

L.EL.8.Older_Toddlers Makes marks intended to represent a person, object, concept, or letters/ numbers, even if the image produced is not recognizable to an adult.

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

36-48 months

L.EL.8.Pre-K3 Uses drawings and early attempts at writing alphabet letters along with an explanation to convey meaning, demonstrating an understanding of the difference between the drawings and letters.

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

STRAND

Listening and Understanding

STANDARD

Attends and responds to others and develops the ability to engage in joint attention with another person.

0-8 months

L.LU.1.Infants Develops the ability to follow adult gaze to look at objects of interest. Note that a child who is blind may follow other adult cues, such as sound or touch.

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

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

8-18 months

L.LU.1.Young_Toddlers Follows another person's gaze looking back and forth between a conversational partner and an object of shared attention. Uses own gesture and language skills to direct the gaze of others. Note that a child who is blind may follow other adult cues, such as sound or touch.

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

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

18-36 months

L.LU.1.Older_Toddlers Attends to an object described in a conversation between two other speakers and, through only listening, learns to express a new word.

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

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

36-48 months

L.LU.1.Pre-K3 Attends to what others say while interacting with them for an extended period of time, showing understanding by responding with words, phrases, or sentences over several back-and-forth exchanges or by doing a series of actions related to the conversation.

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

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

STRAND

Listening and Understanding

STANDARD

Understands and follows directions.

0-8 months

L.LU.2.Infants Shows understanding when someone says familiar words related to the immediate situation.

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

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

8-18 months

L.LU.2.Young_Toddlers Follows simple one-step instructions relating to the immediate environment.

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

18-36 months

L.LU.2.Older_Toddlers Understands simple instructions with more than one part.

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

36-48 months

L.LU.2.Pre-K3 Follows directions with several parts, even if some of the steps refer to something that isn't in the immediate environment.

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

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

STRAND

Listening and Understanding

STANDARD

Understands increasingly complex sentences and utterances.

0-8 months

L.LU.3.Infants Attends to speech, showing recognition of familiar words related to the immediate situation.

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

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

8-18 months

L.LU.3.Young_Toddlers Attends to longer and more complex speech, showing understanding of an increasing number of words.

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

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

18-36 months

L.LU.3.Older_Toddlers Comprehends simple sentences, phrases, and questions, which are demonstrated through words or actions.

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

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

36-48 months

L.LU.3.Pre-K3 Understands longer and more complex sentences and utterances such as wh- questions, short stories, or multiple sentences strung together.

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



STRAND

Vocabulary

STANDARD

Understands an increasing number and variety of words heard in familiar environments, play, and routines.

0-8 months

L.VO.1.Infants Understands a small number of words or signs for familiar people or objects, demonstrating understanding by looking at the person or object when named.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

8-18 months

L.VO.1.Young_Toddlers

Understands an increasing number of words that identify familiar people or objects used in conversation with others focused on the current place and time.

Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

18-36 months

L.VO.1.Older_Toddlers

Understands an increasing number of words used in simple sentences during conversation and play with others.

Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

36-48 months

L.VO.1.Pre-K3 Understands vocabulary words describing familiar actions, ideas, and emotions, as well as words used to categorize objects (such as fruits or animals).

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

L.VO.1a.Pre-K3 Understands increasingly longer sentences containing a variety of words. Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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



STRAND

Vocabulary

STANDARD

Uses an increasing number and variety of words when communicating with others.

0-8 months

L.VO.2.Infants Babbles with combinations of consonant and vowel sounds, mimicking the sounds of the language or languages the child experiences in the environment.

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

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

8-18 months

L.VO.2.Young_Toddlers Says or signs a few words to communicate about familiar objects or people.

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

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

18-36 months

L.VO.2.Older_Toddlers Uses an increasing number of words or signs to convey thoughts, feelings, or information, and occasionally speaks about personal past.

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

Objective 9d-2 Makes simple statements about recent events and familiar people and objects that are not present

36-48 months

L.VO.2.Pre-K3 Speaks or signs in multi-word phrases or sentences, using nouns, verbs, and adjectives.

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

STRAND

Vocabulary

STANDARD

Uses an increasing number of words to describe people and objects in the environment.

0-8 months

L.VO.3.Infants Babbles with combinations of consonant and vowel sounds, mimicking the sounds of the language or languages the child experiences in the environment.

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

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

8-18 months

L.VO.3.Young_Toddlers Uses single words to refer to objects or people in the environment, often using a word they already know to refer to a similar object.

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

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

18-36 months

L.VO.3.Older_Toddlers Uses simple descriptive words to talk about the characteristics of people or objects, such as size or color.

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

36-48 months

L.VO.3.Pre-K3 Uses an increasingly wide variety of words to describe, with greater specificity, different characteristics of people or objects (for example, tall, long, hard, soft, fast, slow).

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



Domain

EARLY COGNITION AND STEAM (C)

STRAND

Arts

STANDARD

Demonstrates interest in and increasing capacity to create visual art.

0-8 months

C.A.1.Infants Shows interest in visual art such as pictures, photographs, or sculptures. Explores sensory materials related to visual art.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

8-18 months

C.A.1.Young_Toddlers Creates marks and textures* through experimentation with a variety of visual art materials.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

18-36 months

C.A.1.Older_Toddlers Creates drawings and paintings and experiments with three-dimensional art (for example, collages, sculptures) using a variety of materials. Sometimes creates with the intention to represent objects, people, or scenes, although their representations may not be recognizable.

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

36-48 months

C.A.1.Pre-K3 Creates drawings and paintings using controlled lines and three-dimensional forms using a variety of materials. Demonstrates the ability to create a few basic representations of objects, people, or scenes.

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



STRAND	Arts
STANDARD	Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music.

0-8 months	8-18 months	18-36 months	36-48 months
<p>C.A.2.Infants Attends to a variety of sounds, vocalizations, and vibrations.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression</p>	<p>C.A.2.Young_Toddlers Experiments with a variety of sounds, vocalizations, and vibrations using objects, instruments, or voices.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression</p>	<p>C.A.2.Older_Toddlers Engages in extended exploration of vocal and instrumental music, responding to tempo (speed) and dynamics (loudness).</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression</p>	<p>C.A.2.Pre-K3 Demonstrates increased vocal and physical control when exploring and responding to rhythm, tempo (speed), and dynamics (loudness). Produce simple rhythms and short tunes using objects, instruments, or voices.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression</p>

STRAND	Arts
STANDARD	Develops the ability to engage in role-play.

18-36 months	36-48 months
<p>C.A.3.Older_Toddlers Engages in simple pretend play by themselves or with others.</p> <p><u>GOLD® Objectives for Development and Learning</u> 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</p>	<p>C.A.3.Pre-K3 Engages in role-play, acting out characters or scenes by themselves or with others using a few simple gestures, expressions, and props to convey emotions or characteristics.</p> <p><u>GOLD® Objectives for Development and Learning</u> 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</p>

STRAND	General Cognitive Development
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STANDARD

Develops the ability to store, recall, and share information about people, objects, and previous experiences.

0-8 months

C.GCD.1.Infants Recognizes differences between familiar and unfamiliar people and objects. Shows emerging awareness that familiar people and objects exist even when they are no longer physically present.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

8-18 months

C.GCD.1.Young_Toddlers Remembers information about recent events or interactions with people. Remembers how to use objects from a previous experience.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

18-36 months

C.GCD.1.Older_Toddlers Remembers information over an extended period of time with more detail.

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

36-48 months

C.GCD.1.Pre-K3 Communicates about past experiences. Uses time-related vocabulary (for example, before, yesterday, morning) when trying to describe when things happen.

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



STRAND

General Cognitive Development

STANDARD

Uses memories to anticipate what will happen and engages in more complex actions.

0-8 months

C.GCD.2.Infants Anticipates simple and familiar actions or routines.

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

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

8-18 months**C.GCD.2.Young_Toddlers**

Anticipates parts of more complicated routines (and may take action that follows the routine).

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

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

18-36 months**C.GCD.2.Older_Toddlers**

Anticipates a series of steps in a routine and remembers how to complete all steps of the routine.

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

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

36-48 months

C.GCD.2.Pre-K3 Recreates a series of steps from a familiar activity or routine, or even from books or stories.

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

STRAND

General Cognitive Development

STANDARD

Observes people and imitates their behaviors, sounds, or words.

0-8 months

C.GCD.3.Infants Observes people and occasionally mimics their emotional expressions, simple gestures, and other subtle behaviors.

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

Objective 11a-2 Pays attention to sights and sounds

8-18 months**C.GCD.3.Young_Toddlers**

Attends to the actions of other people and imitates some simple actions, words, or sounds.

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

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

18-36 months**C.GCD.3.Older_Toddlers**

Imitates actions involving multiple parts. Imitates words or gestures in order to communicate.

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

36-48 months

C.GCD.3.Pre-K3 Imitates complex actions and behaviors involving multiple steps to solve problems and achieve goals.

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

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

STRAND

General Cognitive Development

STANDARD

Develops an understanding that certain objects, actions, or symbols can represent other objects or actions.

0-8 months

C.GCD.4.Infants Becomes familiar with objects and actions through exploration.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

8-18 months

C.GCD.4.Young_Toddlers Uses objects to represent actions with other objects.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

18-36 months

C.GCD.4.Older_Toddlers

Engages in pretend play involving several ordered steps and assigned roles. Uses objects flexibly so that one object can represent multiple other objects (for example, a block becomes a car, then a cookie). Engages in pretend play by imagining an object without needing any concrete object present (for example, pretending to hold an invisible phone).

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

36-48 months

C.GCD.4.Pre-K3 Develops an understanding of symbols and how they can be used to represent objects, actions, or ideas.

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



STRAND	Mathematics
STANDARD	Develops a sense of numbers and demonstrates some basic knowledge of counting.

0-8 months	8-18 months	18-36 months	36-48 months
<p>C.MT.1.Infants Explores objects and attends to quantity.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 20b Quantifies Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more</p>	<p>C.MT.1.Young_Toddlers Attends to changes in quantity when interacting with objects and uses gestures and/or basic words to refer to quantity (for example, more, all gone).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 20b Quantifies Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more</p>	<p>C.MT.1.Older_Toddlers Uses number words to refer to numbers or quantity. Recites part of the number list or count small sets of objects but frequently makes mistakes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 20a Counts Objective 20a-2 Verbally counts (not always in the correct order)</p>	<p>C.MT.1.Pre-K3 Recites the number list to ten with increasing accuracy. Shows an emerging understanding that numbers represent "how many," and uses one-to-one correspondence to count small sets.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 20a Counts Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>

STRAND	Mathematics
STANDARD	Develops spatial understanding and explores how objects and their own bodies move and fit in space.

0-8 months	8-18 months	18-36 months	36-48 months
<p>C.MT.2.Infants Explores the movement of their own body and objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment</p>	<p>C.MT.2.Young_Toddlers Explores how objects fit together in space.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 11d Shows curiosity and motivation Objective 11d-4 Explores and investigates ways to make something happen</p>	<p>C.MT.2.Older_Toddlers Understands and uses some spatial vocabulary to describe the position (for example, under, in, on) or direction (for example, up, down) of an object. Predicts how objects interact or move through space.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 21a Understands spatial relationships Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)</p>	<p>C.MT.2.Pre-K3 Demonstrates increased understanding of spatial vocabulary to describe the relative position of objects and people in space (for example, above, below, next to, behind). Follows spatial directions involving their own body.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 21a Understands spatial relationships Objective 21a-4 Follows simple directions related to proximity (beside, between, next to)</p>



STRAND	Mathematics
STANDARD	Identifies and recognizes a few basic shapes.

0-8 months	8-18 months	18-36 months	36-48 months
<p>C.MT.3.Infants Explores the shape of objects.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment</p>	<p>C.MT.3.Young_Toddlers Explores how objects of different shapes fit or do not fit together.</p> <p><u>GOLD® Objectives for Development and Learning</u> No aligned objectives</p>	<p>C.MT.3.Older_Toddlers Recognizes and matches simple shapes (for example, circles, squares, triangles) especially if they are the same size.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 21b Understands shapes Objective 21b-2 Matches two identical shapes</p>	<p>C.MT.3.Pre-K3 Recognizes, matches, and names simple shapes varying in size (for example, circles, squares, triangles).</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 21b Understands shapes Objective 21b-4 Identifies a few basic shapes (circle, square, triangle)</p>

STRAND	Mathematics
STANDARD	Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects.

0-8 months	8-18 months	18-36 months	36-48 months
<p>C.MT.4.Infants Explores objects and notices similarities and differences between objects.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment</p>	<p>C.MT.4.Young_Toddlers Matches two objects that are the same and/or selects objects with similar visual properties (for example, shape, color, size, material).</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 13 Uses classification skills Objective 13-2 Matches similar objects</p>	<p>C.MT.4.Older_Toddlers Sorts objects into two or more groups based on one property such as shape, color, size, or their function, though sometimes inaccurately.</p> <p><u>GOLD® Objectives for Development and Learning</u> 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)</p>	<p>C.MT.4.Pre-K3 Sorts objects into two or more groups based on one property such as shape, color, size, or their function with increasing accuracy. Notices and creates simple patterns.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 13 Uses classification skills Objective 13-4 Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape) Objective 23 Demonstrates knowledge of patterns Objective 23-4 Copies simple repeating patterns</p>



STRAND

Mathematics

STANDARD

Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.

0-8 months

C.MT.5.Infants Explores objects and attends to the most noticeable properties of objects (for example, size).

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

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

8-18 months**C.MT.5.Young_Toddlers**

Explores objects and notices how they differ by size and other properties (for example, length, weight).

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

Objective 22a-2 Makes simple comparisons between two objects

18-36 months**C.MT.5.Older_Toddlers**

Understands and uses some words to describe the measurable properties of objects such as size and length (for example, big, little, long).

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

Objective 22a-2 Makes simple comparisons between two objects

36-48 months

C.MT.5.Pre-K3 Understands and uses words to describe differences in size, length, or weight of objects (for example, bigger, longer, heavier). With adult support, compares and orders objects by size or length.

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

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

STRAND

Science, Technology and Engineering

STANDARD

Demonstrates curiosity about the world through exploration and investigation of physical objects and materials.

0-8 months

C.STE.1.Infants Focuses attention on things that happen in the environment and explores objects through the senses and a variety of simple actions.

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

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

8-18 months**C.STE.1.Young_Toddlers**

Explores and learns about objects and events in their environment through repeated intentional actions.

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

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

18-36 months

C.STE.1.Older_Toddlers Seeks information through explorations with objects, observations, and by asking others. Uses trial and error to investigate objects and events.

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**36-48 months**

C.STE.1.Pre-K3 Asks simple questions, makes predictions, and engages in sustained explorations and investigations of objects and events. Explains or describes observations.

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

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

Objective 24 Uses scientific inquiry skills

STRAND

Science, Technology and Engineering

STANDARD

Develops an understanding of the causes and effects of actions and events.

0-8 months

C.STE.2.Infants Focuses attention on the effects of their actions on objects and repeats simple actions to make things happen.

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

Objective 11b-2 Repeats actions to obtain similar results

8-18 months**C.STE.2.Young_Toddlers**

Interacts purposefully with objects to explore cause and effect.

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

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

18-36 months**C.STE.2.Older_Toddlers**

Predicts outcomes of actions or events and identifies what caused something to happen.

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

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

36-48 months

C.STE.2.Pre-K3 Asks questions about why things happen.

Explains the impact of specific actions on objects and events.

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

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

Objective 24 Uses scientific inquiry skills**STRAND**

Science, Technology and Engineering

STANDARD

Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky.

0-8 months

C.STE.3.Infants Focuses attention on the sounds, light, movements, and earth materials in their environment. Notices and explores their own body.

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

Objective 11a-2 Pays attention to sights and sounds

8-18 months**C.STE.3.Young_Toddlers**

Explores the characteristics of living things (plants and animals) and the physical properties of materials.

GOLD® Objectives for Development and Learning**Objective 25 Demonstrates knowledge of the characteristics of living things****Objective 26 Demonstrates knowledge of the physical properties of objects and materials****18-36 months****C.STE.3.Older_Toddlers**

Explores and makes observations about familiar objects, living things (plants and animals), and materials. Makes observations about the weather and about objects in the sky (sun, moon, stars, and clouds).

GOLD® Objectives for Development and Learning**Objective 25 Demonstrates knowledge of the characteristics of living things****36-48 months**

C.STE.3.Pre-K3 Describes the needs of living things and how living things (plants and animals) change over time, the properties of materials and objects, and how the weather and objects in the sky (sun, moon, stars, and clouds) appear to move and change.

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

STRAND

Science, Technology and Engineering

STANDARD

Takes action, uses tools, and carries out solutions to achieve goals or solve problems.

0-8 months

C.STE.4.Infants Uses own actions and movements to achieve an immediate goal or solve simple problems that involve their body or objects.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

8-18 months

C.STE.4.Young_Toddlers Uses repeated, intentional actions to achieve goals or solve everyday problems. Uses objects as tools, watches others for possible solutions, or gestures or vocalizes for others to help.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

18-36 months

C.STE.4.Older_Toddlers Uses prior experience with a situation to reach goals or solve problems that are increasingly challenging. Uses tools and asks for help when needed.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Objective 28 Uses tools and other technology to perform tasks

36-48 months

C.STE.4.Pre-K3 With adult support, designs and tests solutions for solving a problem or reaching a goal using a sequence of multiple steps and a variety of tools. Collaborates with peers and adults to plan and carry out solutions.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills



Domain

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT (P)

STRAND

Fine Motor

STANDARD

Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects.

0-8 months

P.FM.1.Infants Grasps and holds onto objects to explore their properties.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

8-18 months

P.FM.1.Young_Toddlers

Manipulates objects with increased precision and coordinates both hands at the same time to perform various simple actions on an object.

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

18-36 months

P.FM.1.Older_Toddlers

Coordinates both hands to act on objects in complex ways to accomplish a variety of everyday activities (for example, eating, building, painting, or making crafts).

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

36-48 months

P.FM.1.Pre-K3 Demonstrates highly precise, refined, and coordinated use of fingers to accomplish everyday activities.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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



STRAND

Fine Motor

STANDARD

Uses tools as a way to extend the abilities of their body and accomplish goals more efficiently.

0-8 months

P.FM.2.Infants Explores objects and learns about their properties.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

8-18 months

P.FM.2.Young_Toddlers

Explores using objects as a way to more efficiently complete tasks.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

18-36 months

P.FM.2.Older_Toddlers Adapts to using a wider variety of tools (for example, a fork, a bucket, a shovel) to complete tasks with more precision.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

Objective 28 Uses tools and other technology to perform tasks

36-48 months

P.FM.2.Pre-K3 Uses tools to attempt to accomplish tasks that require careful attention to detail.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Objective 28 Uses tools and other technology to perform tasks



STRAND

Gross Motor

STANDARD

Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms).

0-8 months

P.GM.1.Infants Controls head, arms, trunk, and legs, and maintains or changes their physical position.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

8-18 months

P.GM.1.Young_Toddlers Coordinates whole body movement to locomote (for example, crawling through a fabric tunnel, walking).

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

18-36 months

P.GM.1.Older_Toddlers Coordinates and controls large muscles to move and explore in a greater variety of ways.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

36-48 months

P.GM.1.Pre-K3 Moves with ease and has greater balance and coordination of large muscles to accomplish complex movements.

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



STRAND

Gross Motor

STANDARD

Use large muscles and whole-body movements to explore their environment and interact with others.

0-8 months

P.GM.2.Infants Controls their head, arms, trunk, and legs to interact with objects and people.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

8-18 months

P.GM.2.Young_Toddlers

Coordinates their whole body to move to and from people, places, and objects.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

18-36 months

P.GM.2.Older_Toddlers

Combines a variety of whole-body movements to initiate play with others.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

36-48 months

P.GM.2.Pre-K3 Coordinates a variety of complex whole-body movements as part of play and interactions with others (for example, dancing) and in navigating more challenging environments.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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



STRAND

Perception and Sensory Integration

STANDARD

Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions.

0-8 months

P.PS.1.Infants Uses the senses to learn about objects and people in the environment.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

8-18 months

P.PS.1.Young_Toddlers Uses sensory and perceptual information to adapt their movement and actions.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

18-36 months

P.PS.1.Older_Toddlers

Coordinates information across senses and adjusts their interactions with objects and materials to successfully accomplish a goal in play or daily routines.

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

36-48 months

P.PS.1.Pre-K3 Integrates information across all the senses and uses perceptual information about objects and their own body in space to problem-solve and accomplish increasingly complex behaviors.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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



STRAND

Daily Routines, Health & Nutrition

STANDARD

Develops increasing independence around daily routines and self-care.

0-8 months

P.RH.1.Infants Depends on adults for help with the majority of daily activities but is responsive during personal care routines.

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

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

8-18 months

P.RH.1.Young_Toddlers Occasionally shows signs of autonomy and ability to cooperate during daily routines and wants to help others.

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

Objective 1c-4 Seeks to do things for self

18-36 months

P.RH.1.Older_Toddlers Consistently demonstrates some autonomy and ability to cooperate during self-care and needs less help during daily routines.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

36-48 months

P.RH.1.Pre-K3 Engages in routine self-care, such as trips to the bathroom, dressing and undressing, and toothbrushing, with limited help.

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

Objective 1c-6 Demonstrates confidence in meeting own needs



STRAND

Daily Routines, Health & Nutrition

STANDARD

Shows an interest in healthy eating habits and nutritious food.

0-8 months

P.RH.2.Infants Eats a variety of solid foods, including self-feeding small, soft 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

8-18 months

P.RH.2.Young_Toddlers Shows increased ability to feed self, using a spoon to bring food to their mouth, and chewing foods of a variety of textures.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

18-36 months

P.RH.2.Older_Toddlers Shows food preferences, including favorite foods, and picks between two foods when offered. Note that children may refuse to eat certain foods, even if they have eaten those foods in the past.

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

36-48 months

P.RH.2.Pre-K3 Eats a variety of foods and demonstrates understanding that eating different types of food will help their body grow and be healthy.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

