

Alignment of



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



With

Minnesota Early Childhood Indicators of
Progress Birth - Kindergarten

(Ad. 2025)

Main Criteria: Minnesota Early Childhood Indicators of Progress Birth - Kindergarten

Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: 0-1 Year, 1-2 Years, 2-3 Years, 3-4 Years, 4-5 Years, Kindergarten, Birth to 6 Months, 6-15 Months, 15-24 Months

Adopted: 2025

Domain

Approaches to Learning (AL)

Component

Curiosity and Inquisitiveness

Subcomponent

Curiosity: Child expresses interest in novelty.

0-1 Year

AL1.1 Vocalizes or gestures in response to a new person, toy, or experience.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

AL1.2 Bangs, moves, throws, and dumps materials.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

1-2 Years

AL1.3 Turns objects around, upside down and inside out to examine characteristics.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

2-3 Years

AL1.4 Begins to ask "why" questions frequently.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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



Domain	Approaches to Learning (AL)
Component	Curiosity and Inquisitiveness
Subcomponent (CONT...)	Curiosity: Child expresses interest in novelty.

3-4 Years	4-5 Years	Kindergarten
<p>AL1.5 Expresses verbal and nonverbal interest when encountering novel objects or events.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 11d Shows curiosity and motivation Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas</p>	<p>AL1.6 Seeks out new experiences, objects, or materials for own enjoyment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 11d Shows curiosity and motivation Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas</p>	<p>0.1.2.3 Choose and read texts that explore personal identity and interests, with prompting and support. (2020 Minnesota K-12 Academic Standards in English Language Arts)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>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</p> <p>Objective 17a Uses and appreciates books and other texts Objective 17a-8 Uses various types of books for their intended purposes</p>

Component	Curiosity and Inquisitiveness
Subcomponent	Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things.

0-1 Year	1-2 Years	2-3 Years
<p>AL2.1 Shows interest in the environment primarily through looking, listening, and using their mouth to explore things.</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>AL2.3 Uses senses (touch, see, hear, smell, taste) to explore their environment.</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>AL2.5 Investigates new materials in the environment.</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>AL2.2 Responds to people by looking, kicking legs, vocalizing, reaching.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>No aligned objectives</p>	<p>AL2.4 Repeats actions until satisfied with effort.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 11b Persists Objective 11b-2 Repeats actions to obtain similar results</p>	

Component

Curiosity and Inquisitiveness

**Subcomponent
(CONT...)**

Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things.

3-4 Years**AL2.6** Investigates and experiments with materials with interest.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

AL2.7 Explores and combines various materials in innovative ways, either by initiating new combinations or by extending the use of materials.**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

AL2.8 Asks questions.**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

4-5 Years**AL2.9** Notices and communicates curiosity about new objects, materials, 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

AL2.10 Investigates new things and seeks novel experiences eagerly.**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

AL2.11 Asks focused questions about topics of interest.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

Kindergarten**0.3.2.1** Speak audibly and express thoughts, feelings, and ideas clearly. (2020 Minnesota K-12 Academic Standards in English Language Arts)**GOLD® Objectives for Development and Learning****Objective 9b Speaks clearly**

Objective 9b-10 Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups



Component

Attentiveness

Subcomponent

Focused Attention: Child focuses visual and auditory attention on aspects of the environment when presented with developmentally appropriate and engaging objects, people, or activities.

0-1 Year

AL3.1 Reaches, gestures, or moves toward an object or person that interests them or of their choice.

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

Objective 11a-2 Pays attention to sights and sounds

AL3.2 Repeats actions.

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

Objective 11a-2 Pays attention to sights and sounds

1-2 Years

AL3.3 Stays focused on sights, sounds, and actions for approximately one or two minutes.

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

Objective 11a-2 Pays attention to sights and sounds

AL3.4 Repeats actions to participate in tasks.

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

Objective 11b-2 Repeats actions to obtain similar results

2-3 Years

AL3.5 Maintains focused attention on sights, sounds, and actions for three to five minutes.

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

AL3.6 Repeats activities to complete tasks.

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

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

3-4 Years

AL3.7 Engages in play with peers for 5-8 minutes.

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

AL3.8 Maintains focused attention in a large group for short periods.

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

AL3.9 Works at a task despite distractions until the task is complete.

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

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

Objective 11a Attends and engages

Objective 11a-5 Emerging: Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

4-5 Years

AL3.10 Participates in large group activities led by a teacher for sustained periods.

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

AL3.11 Participates in large group activities and discussions.

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

AL3.12 Makes a plan to complete tasks.

GOLD® Objectives for Development and Learning

No aligned objectives



Component

Attentiveness

Subcomponent

Choice Making: Child makes choices from developmentally appropriate and engaging objects, people, or activities offered by caregivers.

0-1 Year**AL4.1** Shows preference for people, objects, and food.**GOLD® Objectives for Development and Learning**

No aligned objectives

1-2 Years**AL4.2** Makes choices between two options, sometimes with assistance from adults.**GOLD® Objectives for Development and Learning****Objective 11b Persists**

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

2-3 Years**AL4.3** Makes choices where appropriate without adult support (e.g., free choice activities or playing on playground equipment).**GOLD® Objectives for Development and Learning****Objective 11b Persists**

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

3-4 Years**AL4.4** Engages in self-initiated activities for up to five-minutes.**GOLD® Objectives for Development and Learning****Objective 11b Persists**

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

4-5 Years**AL4.5** Creates a plan to achieve a goal and follows through to completion with occasional adult support.**GOLD® Objectives for Development and Learning**

No aligned objectives

Kindergarten**3.0.3.6.1** Make a musical choice while singing, playing instruments, or moving to explore the effects of musical elements. (2018 Minnesota K-12 Academic Standards in Arts Education: Music)**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression****5.0.2.4.1 1** Identify choices made in one's original artwork. (2018 Minnesota K-12 Academic Standard in Arts Education: Visual Arts) 0.1.2.3 Choose and read texts that explore personal identity and interests, with prompting and support. (2020 Minnesota K-12 Academic Standards in English Language Arts)**GOLD® Objectives for Development and Learning****Objective 33 Explores the visual arts**

Component

Attentiveness

**Subcomponent
(CONT...)**

Choice Making: Child makes choices from developmentally appropriate and engaging objects, people, or activities offered by caregivers.

Kindergarten

0.1.2.3 Choose and read texts that explore personal identity and interests, with prompting and support. (2020 Minnesota K-12 Academic Standards in English Language Arts)

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 17a Uses and appreciates books and other texts

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

K.5.23.1 Create a personal representation of themselves, including their family and/or ancestors. Discuss the choices made, describing what is special and important, including strengths and assets. (2021 Minnesota K-12 Academic Standards in Social Studies)

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

Imagination

Subcomponent

Creative Play: Child demonstrates imagination in their play.

0-1 Year

AL5.1 Uses senses to engage with people and objects.

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

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

AL5.2 Makes cooing sounds, imitates facial expressions, reaches for objects.

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

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

1-2 Years

AL5.4 Explores and uses materials in new ways.

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

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

AL5.5 Engages in parallel play, where they play alongside other children without significant interaction.

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

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

2-3 Years

AL5.7 Initiates novel interaction or activity with others.

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

AL5.8 Engages in pretend play (e.g., pretends to cook, care for dolls, or takes on roles like a doctor or firefighter).

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



Component

Imagination

**Subcomponent
(CONT...)**

Creative Play: Child demonstrates imagination in their play.

1-2 Years**AL5.6** Imitates the actions of adults or older children (e.g., plays hide-and-seek, builds with blocks).**GOLD® Objectives for Development and Learning****Objective 11e Shows flexibility and inventiveness in thinking**

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

3-4 Years**AL5.9** Engages in cooperative play and collaborating with others in games and activities.**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

AL5.10 Experiments with new ways to combine materials.**GOLD® Objectives for Development and Learning****Objective 14a Thinks symbolically**

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

4-5 Years**AL5.11** Develops more elaborate imaginative play that includes complex scenarios and storylines.**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

AL5.12 Uses humor and laughter during play (e.g., tells a joke or a funny story).**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play**

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

Kindergarten**2.0.2.2.1** Develop ideas for media artworks using play and experimentation. (2018 Minnesota K-12 Academic Standards in Arts Education: Media Arts)**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play**

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

Objective 36 Explores drama through actions and language**4.0.2.2.1** Invent and inhabit an imaginary place in a dramatic play or a guided drama experience. (2018 Minnesota K-12 Academic Standards in Arts Education: Theater)**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play**

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

Objective 36 Explores drama through actions and language

Component	Imagination
Subcomponent (CONT...)	Creative Play: Child demonstrates imagination in their play.

4-5 Years

AL5.13 Uses a variety of voice inflections and facial expressions in play.
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

Kindergarten

4.0.3.5.2 Use body, voice and imagination during a guided drama experience. (2018 Minnesota K-12 Academic Standards in Arts Education: Theater)
GOLD® Objectives for Development and Learning
Objective 14b Engages in sociodramatic play
 Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days
Objective 36 Explores drama through actions and language

0.5.0.2.2.2 Explore artistic ideas through intentional play. (2018 Minnesota K-12 Academic Standards in Arts Education: Theater)
GOLD® Objectives for Development and Learning
Objective 14b Engages in sociodramatic play
 Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days
Objective 36 Explores drama through actions and language

Component	Imagination
Subcomponent	Symbolic Play: Child uses sounds, actions, objects, and materials (paint, clay, blocks, etc.) to express ideas and understanding as well as to make new connections.

0-1 Year

AL6.1 Makes noise by shaking, banging, and squeezing objects.
GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment

1-2 Years

AL6.2 Makes a sound to represent or stand for an object or event (e.g., sounds of animals).
GOLD® Objectives for Development and Learning
Objective 14a Thinks symbolically
 Objective 14a-2 Recognizes people, objects, and animals in pictures or photographs

2-3 Years

AL6.3 Acts out a sequence of related actions to recreate personal experiences (e.g., pretend to drink from an empty cup).
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

Component

Imagination

**Subcomponent
(CONT...)**

Symbolic Play: Child uses sounds, actions, objects, and materials (paint, clay, blocks, etc.) to express ideas and understanding as well as to make new connections.

3-4 Years

AL6.4 Uses one object to stand for another in play (e.g., lines up a row of chairs and communicates, "the bus is leaving").

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

4-5 Years

AL6.5 Begins to intentionally plan how to use materials to express an idea (e.g., setting up a pretend store).

GOLD® Objectives for Development and Learning

No aligned objectives

AL6.6 Notices written letters and words represent objects, people, or events, and begins to use written letters or words 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

Kindergarten

1.0.2.3.2 2 Express an idea, feeling, or image through movement. (2018 Minnesota K-12 Academic Standards in Arts Education: Dance)

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

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

Objective 36 Explores drama through actions and language

2.0.2.2.1 Develop ideas for media artworks using play and experimentation. (2018 Minnesota K-12 Academic Standards in Arts Education: Media Arts)

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

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

Objective 36 Explores drama through actions and language

Component

Imagination

Subcomponent

Originality: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original, and relevant.

0-1 Year

AL7.1 Shows excitement and pleasure when grasping, mouthing, and visually exploring objects.

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

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

1-2 Years

AL7.2 Begins to play more intentionally with objects and materials (e.g., scribbling with crayons, stacking 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

2-3 Years

AL7.3 Creates and produces own ideas for play (e.g., assigning roles in dramatic play).

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

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

3-4 Years

AL7.4 Engages in social, inventive play with materials.

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

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

4-5 Years

AL7.5 Explores different materials, tools, and processes to create unique products of their own choosing.

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

Kindergarten

4.0.2.3.2 Express original ideas in dramatic play or a guided drama experience. (2018 Minnesota K-12 Academic Standards in Arts Education: Theater)

GOLD® Objectives for Development and Learning

No aligned objectives

0P.3.2.2.1 Design and build a structure to reduce the warming effect of sunlight on Earth's surface. (2019 Minnesota K-12 Academic Standards in Science)

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 27 Demonstrates knowledge of Earth's environment

Component

Processing and Using Information

Subcomponent

Working Memory: Child stores and retrieves information to use it purposefully.

0-1 Year**AL8.1** Gazes between two objects or people.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

AL8.2 Understands that objects still exist when not visible (e.g., playing peek-a-boo, looking for an object under a cover).**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

1-2 Years**AL8.3** Uses some prior experiences to build new knowledge and solve problems (e.g., stacking objects, sorting shapes).**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

AL8.4 Recalls prior experiences to build new knowledge and solve problems.**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

2-3 Years**AL8.5** Recalls a sequence of events.**GOLD® Objectives for Development and Learning****Objective 12b Makes connections**

Objective 12b-3 Emerging: Remembers the sequence of personal routines and experiences with teacher support

Objective 12b Makes connections

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

AL8.6 Recites simple familiar songs, rhymes, or a short sequence of letters or numbers.**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

3-4 Years**AL8.7** Recalls and follows two-step directions.**GOLD® Objectives for Development and Learning****Objective 8b Follows directions**

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

AL8.8 Recites more complex songs or rhymes from start to end.**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

4-5 Years**AL8.9** Carries out the steps in daily routines on their own or with minimal support (e.g., putting toys away or brushing teeth).**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

AL8.10 Participates in and contributes to discussions about familiar topics.**GOLD® Objectives for Development and Learning****Objective 12a Recognizes and recalls**

Objective 12a-6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view



Component

Processing and Using Information

Subcomponent

Managing Attention: Child manages attention and thoughts.

0-1 Year

AL9.1 Pays brief attention to environmental stimuli (e.g., caregivers' scent, voice, face, touch).

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

Objective 11a-2 Pays attention to sights and sounds

AL9.2 Indicates a preference with physical or vocal response to caregivers.

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

1-2 Years

AL9.3 Focuses attention on preferred items and experiences.

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

Objective 11a-2 Pays attention to sights and sounds

AL9.4 Expresses thoughts, verbally or nonverbally, by responding to simple choices (e.g., points at preferred object/person).

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

AL9.5 Anticipates and follows simple routines provided by caregivers.

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

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

2-3 Years

AL9.6 Pays attention to both familiar and new objects and experiences.

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

AL9.7 Chooses from a few options within a familiar environment.

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

AL9.8 Accepts a familiar adult's offer of personalized support and/or redirection when facing difficult or unexpected situations.

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

Objective 1b-4 Accepts redirection from adults

3-4 Years

AL9.9 Attends for longer periods of time through a broad range of adult-directed and child-initiated activities.

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

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

Objective 11a Attends and engages

Objective 11a-5 Emerging: Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

AL9.10 Makes self-directed choices from a greater variety of options.

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

4-5 Years

AL9.12 Maintains focus and perseverance on a task of interest for a minimum of five minutes independently.

GOLD® Objectives for Development and Learning

No aligned objectives

AL9.13 Begins to develop ways to think about and solve problems, seeking adult support as needed.

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

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



Component

Processing and Using Information

**Subcomponent
(CONT...)**

Managing Attention: Child manages attention and thoughts.

3-4 Years

AL9.11 Shows increasing ability to remember and follow simple two-step directions.

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

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

Component

Processing and Using Information

Subcomponent

Flexible Thinking: Child considers more than one possible outcome to a problem or question.

0-1 Year

AL10.1 Begins to develop associations based on prior experience (e.g., sees bottle, anticipates feeding).

GOLD® Objectives for Development and Learning

No aligned objectives

AL10.2 Develops expectations based on prior experience. (e.g., expects to turn the page of a familiar book).

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

1-2 Years

AL10.3 Says the rule but does not necessarily follow it.

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

2-3 Years

AL10.4 Begins to understand that rules in different settings may be different (e.g., voice volume indoors versus outdoors).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

AL10.5 Tries an alternate solution if the first idea doesn't work.

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



Component

Processing and Using Information

**Subcomponent
(CONT...)**

Flexible Thinking: Child considers more than one possible outcome to a problem or question.

3-4 Years**AL10.6** Generates multiple answers to a prompt (e.g., helps make a list of things with wheels).**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

4-5 Years**AL10.7** Considers other points of view and may change opinion or idea when faced with new information.**GOLD® Objectives for Development and Learning**

No aligned objectives

Kindergarten**OP.2.1.1.1** Sort objects in terms of natural/human-made, color, size, shape, and texture, then communicate the reasoning for the sorting system. (2019 Minnesota K-12 Academic Standards in Science)**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

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

Component

Processing and Using Information

Subcomponent

Problem Solving: Child notices problems, finds solutions, and persists through frustration or boredom.

0-1 Year**AL11.1** Notices and pays attention to things that seem out of order (e.g., if a toy is blocking access to the giraffe, then they can push the toy aside).**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

1-2 Years**AL11.2** Examines objects that don't respond as usual; attempts to make objects work as expected (e.g., putting a circle-shaped object into a square hole).**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

2-3 Years**AL11.3** Attempts problem solving with toys and objects, not always successfully.**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

AL11.4 Tries repeatedly to solve problems.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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



Component

Processing and Using Information

**Subcomponent
(CONT...)**

Problem Solving: Child notices problems, finds solutions, and persists through frustration or boredom.

3-4 Years

AL11.5 Makes guesses about how a problem might be solved and persists until the problem is solved with support from a caregiver (e.g., suggests each child takes a turn with an object).

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

4-5 Years

AL11.6 Attempts to solve problems independently.

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

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

AL11.7 Explains the possible solutions of problems and outcomes.

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

Objective 11c-7 Emerging: Thinks problems through, considering several possibilities and analyzing results

Objective 11c Solves problems

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

Component

Processing and Using Information

Subcomponent

Cause and Effect: Child begins to create theories for why things happen; can recognize how one thing relates to or affects another thing.

0-1 Year

AL12.1 Recognizes that actions can cause specific responses (e.g., object makes noise when moved).

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

Objective 11b-2 Repeats actions to obtain similar results

1-2 Years

AL12.2 Notices similarities and differences.

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

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

AL12.3 Predicts what will happen next based on prior experience.

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

Objective 11b-2 Repeats actions to obtain similar results

2-3 Years

AL12.4 Makes guesses based on what is seen, heard, smelled, etc.

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



Component

Processing and Using Information

**Subcomponent
(CONT...)**

Cause and Effect: Child begins to create theories for why things happen; can recognize how one thing relates to or affects another thing.

2-3 Years**AL12.5** Identifies possibilities for why things happen.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

3-4 Years**AL12.6** Forms ideas about why things happen.**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

4-5 Years**AL12.7** Draws conclusions and explains thinking.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Kindergarten**0P.2.2.1.1** Identify and describe patterns that emerge from the effects of different strengths or different directions of pushes and pulls on the motion of an object. (2019 Minnesota K-12 Academic Standards in Science)**GOLD® Objectives for Development and Learning****Objective 12b Makes connections**

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

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

Domain	The Arts (A)
Component	Exploring the Arts
Subcomponent	Understanding Differences: Child distinguishes differences within and across artistic experiences.

0-1 Year

A1.1 Attends to differences (e.g., contrast of light/dark, loud/quiet).

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

1-2 Years

A1.2 Chooses to engage with a specific object, toy, or experience.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

2-3 Years

A1.3 Engages with a variety of artistic materials and experiences (e.g., gluing, drawing, or singing).

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

3-4 Years

A1.4 Uses art-related vocabulary when discussing different artistic experiences (e.g., a stage, an easel, or a song).

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

Objective 9a Uses an expanding expressive vocabulary

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

4-5 Years

A1.5 Describes differences in artistic experiences using art-related vocabulary (e.g., "I paint with a paintbrush. I draw with a

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

Objective 9a Uses an expanding expressive vocabulary

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

Kindergarten

1.0.2.2.2 Demonstrate different locomotor and non-locomotor movements.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

1.0.4.7.1 Identify movements using dance terminology.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

1.0.4.8.1 Describe a movement that was observed in a dance.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

2.0.3.5.1 Identify different ways media artworks are presented.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 36 Explores drama through actions and language

Domain	The Arts (A)
Component	Exploring the Arts
Subcomponent (CONT...)	Understanding Differences: Child distinguishes differences within and across artistic experiences.

Kindergarten

2.0.4.7.1 Identify components (such as sound, lighting, sequence, mood) in media artworks.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 36 Explores drama through actions and language

3.0.3.6.1 Make a musical choice while singing, playing instruments, or moving to explore the effects of musical elements.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

3.0.4.7.1 Identify musical opposites while listening to and interacting with a variety of music.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

4.0.2.4.2 Identify different types of sounds and movements in a guided drama experience.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

4.0.2.4.3 Describe different design and technical choices for a guided drama experience.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language



Domain	The Arts (A)
Component	Exploring the Arts
Subcomponent (CONT...)	Understanding Differences: Child distinguishes differences within and across artistic experiences.

Kindergarten

4.0.3.5.2 Use body, voice and imagination during a guided drama experience.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language



Domain	The Arts (A)
Component	Exploring the Arts
Subcomponent (CONT...)	Understanding Differences: Child distinguishes differences within and across artistic experiences.

Kindergarten

5.0.4.8.1 Describe and distinguish between images and real objects.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-8 Represents objects, places, and ideas with increasingly abstract symbols

Component	Exploring the Arts
Subcomponent	Understanding Patterns: Child understands patterns in artistic media (e.g., repeating sounds, gestures, and materials).

0-1 Year

A2.1 Imitates sounds, motions, and gestures.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

1-2 Years

A2.2 Shows preference for familiar sounds, motions, and gestures.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

2-3 Years

A2.3 Copies artistic patterns (e.g., repeating sounds, gestures and materials), with support.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language



Component

Exploring the Arts

**Subcomponent
(CONT...)**

Understanding Patterns: Child understands patterns in artistic media (e.g., repeating sounds, gestures, and materials).

3-4 Years

A2.4 Adds onto their artistic patterns with sounds, music, motions, gestures, and materials.

GOLD® Objectives for Development and Learning**Objective 23 Demonstrates knowledge of patterns**

Objective 23-4 Copies simple repeating patterns

Objective 23 Demonstrates knowledge of patterns

Objective 23-5 Emerging: Extends and creates simple repeating patterns

Objective 33 Explores the visual arts**Objective 34 Explores musical concepts and expression****Objective 35 Explores dance and movement concepts****Objective 36 Explores drama through actions and language****4-5 Years**

A2.5 Creates their own artistic patterns while engaging in artistic experiences.

GOLD® Objectives for Development and Learning**Objective 23 Demonstrates knowledge of patterns**

Objective 23-6 Extends and creates simple repeating patterns

Objective 33 Explores the visual arts**Objective 34 Explores musical concepts and expression****Objective 35 Explores dance and movement concepts****Objective 36 Explores drama through actions and language****Kindergarten**

1.0.2.3.1 Improvise movement that starts and stops on cue.

GOLD® Objectives for Development and Learning**Objective 23 Demonstrates knowledge of patterns**

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

Objective 35 Explores dance and movement concepts

1.0.4.7.2 Identify dance movements from a specific dance.

GOLD® Objectives for Development and Learning**Objective 23 Demonstrates knowledge of patterns**

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

Objective 35 Explores dance and movement concepts

5.0.3.6.1 Identify artwork based on a theme or concept using artistic foundations.

GOLD® Objectives for Development and Learning**Objective 23 Demonstrates knowledge of patterns**

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

Objective 33 Explores the visual arts

Component

Using the Arts to Express Ideas and Emotions

Subcomponent

Artistic Choice-making: Child demonstrates engagement and choice in artistic experiences.

0-1 Year

A3.1 Engages in artistic experiences (e.g., through song, music, or movement) with support from an adult.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

1-2 Years

A3.2 Uses different materials in different ways to create art (e.g., painting with a brush versus painting with fingers).

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

2-3 Years

A3.3 Chooses to engage with artistic materials and experiences (e.g., paint, crayons, dramatic play, or music) when available.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language



Component

Using the Arts to Express Ideas and Emotions

**Subcomponent
(CONT...)**

Artistic Choice-making: Child demonstrates engagement and choice in artistic experiences.

3-4 Years

A3.4 Demonstrates preference in artistic choices and expressions (e.g., colors or songs).

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

4-5 Years

A3.5 Chooses to engage in artistic experiences with purpose (e.g., creating a picture for their caregiver) and describes artistic work when prompted.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language



Component

Using the Arts to Express Ideas and Emotions

Subcomponent

Self-Expression: Child uses art for innovation and self-expression within the context of their culture.

0-1 Year

A4.1 Responds physically or vocally (e.g., vocalization, facial expression, bouncing, or clapping) to an artistic experience (e.g., music, songs, rhythm, color, or storytelling), with or without caregiver support.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

1-2 Years

A4.2 Shows different reactions (e.g., smiling, laughing, bouncing, or clapping) when exposed to a variety of artistic experiences, with or without caregiver support.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

2-3 Years

A4.3 Expresses emotions while engaging in artistic experiences.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language



Component

Using the Arts to Express Ideas and Emotions

**Subcomponent
(CONT...)**

Self-Expression: Child uses art for innovation and self-expression within the context of their culture.

3-4 Years**A4.4** Shares thoughts, feelings, and knowledge while creating art and/or interacting with the arts.**GOLD® Objectives for Development and Learning****Objective 33** Explores the visual arts**Objective 34** Explores musical concepts and expression**Objective 35** Explores dance and movement concepts**Objective 36** Explores drama through actions and language**4-5 Years****A4.5** Creates artistic experiences that represent thoughts, feelings, experience, and knowledge.**GOLD® Objectives for Development and Learning****Objective 14a** Thinks symbolically

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

Objective 33 Explores the visual arts**Objective 34** Explores musical concepts and expression**Objective 35** Explores dance and movement concepts**Objective 36** Explores drama through actions and language**Component**

Using the Arts to Express Ideas and Emotions (These K standards come from the 2018 Minnesota K-12 Academic Standards in Arts Education unless otherwise noted.)

Subcomponent

Artistic Choice-making: Child demonstrates engagement and choice in artistic experiences.

Kindergarten**1.0.2.2.1** Respond in movement to a stimulus/stimuli.**GOLD® Objectives for Development and Learning****Objective 35** Explores dance and movement concepts**2.0.2.4.1** Make changes to the content of media artworks and share results.**GOLD® Objectives for Development and Learning****Objective 33** Explores the visual arts

Component

Using the Arts to Express Ideas and Emotions (These K standards come from the 2018 Minnesota K-12 Academic Standards in Arts Education unless otherwise noted.)

**Subcomponent
(CONT...)**

Artistic Choice-making: Child demonstrates engagement and choice in artistic experiences.

Kindergarten

3.0.3.6.1 Make a musical choice while singing, playing instruments, or moving to explore the effects of musical elements.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

3.0.4.8.1 Identify which of two contrasting musical selections is preferred and tell why.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

4.0.3.5.2 Use body, voice, and imagination during a guided drama experience.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language



Component

Using the Arts to Express Ideas and Emotions (These K standards come from the 2018 Minnesota K-12 Academic Standards in Arts Education unless otherwise noted.)

**Subcomponent
(CONT...)**

Artistic Choice-making: Child demonstrates engagement and choice in artistic experiences.

Kindergarten

5.0.2.2.2 Explore artistic ideas through intentional play.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

5.0.2.4.1 Identify choices made in one's original artwork.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

5.0.4.8.2 Select and explain reasons for personal preference.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Component

Using the Arts to Express Ideas and Emotions (These K standards come from the 2018 Minnesota K-12 Academic Standards in Arts Education unless otherwise noted.)

Subcomponent

Self-Expression: Child uses art for innovation and self-expression within the context of their culture.

Kindergarten

1.0.2.3.2 Express an idea, feeling, or image through movement.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

1.0.5.9.1 Make a personal connection to a dance or movement.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression



Component

Using the Arts to Express Ideas and Emotions (These K standards come from the 2018 Minnesota K-12 Academic Standards in Arts Education unless otherwise noted.)

**Subcomponent
(CONT...)**

Self-Expression: Child uses art for innovation and self-expression within the context of their culture.

Kindergarten

1.0.5.9.2 Describe how movement feels when dancing.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

2.0.5.9.1 Use personal experiences in creating media artworks.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

3.0.2.3.1 Choose a musical sound to share.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

3.0.3.6.1 1 Make a musical choice while singing, playing instruments, or moving to explore the effects of musical elements. For example: High/low; loud/soft; fast/slow.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression



Component

Using the Arts to Express Ideas and Emotions (These K standards come from the 2018 Minnesota K-12 Academic Standards in Arts Education unless otherwise noted.)

**Subcomponent
(CONT...)**

Self-Expression: Child uses art for innovation and self-expression within the context of their culture.

Kindergarten

4.0.2.3.2 Express original ideas in dramatic play or a guided drama experience.

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

4.0.4.7.1 Express an emotional response in dramatic play or a guided drama experience.

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-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

Objective 36 Explores drama through actions and language

5.0.2.2.2 Explore artistic ideas through intentional 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 14b Engages in sociodramatic play

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

Objective 36 Explores drama through actions and language

Component

Using the Arts to Express Ideas and Emotions (These K standards come from the 2018 Minnesota K-12 Academic Standards in Arts Education unless otherwise noted.)

**Subcomponent
(CONT...)**

Self-Expression: Child uses art for innovation and self-expression within the context of their culture.

Kindergarten

5.0.5.9.1 Create art that tells a story about a life experience.

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



Component

Using the Arts to Express Ideas and Emotions (These K standards come from the 2018 Minnesota K-12 Academic Standards in Arts Education unless otherwise noted.)

**Subcomponent
(CONT...)**

Self-Expression: Child uses art for innovation and self-expression within the context of their culture.

Kindergarten

5.0.5.10.1 Recognize that all humans make art.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Domain

Mathematics (M)

Component

Number Knowledge

Subcomponent

Counting in the Standard Order (this is often referred to as rote counting): The child communicates numbers in the correct standard order by memory (does not need to understand quantity).

0-1 Year

M1.1 Releases one item to reach for another.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

Objective 20b Quantifies

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

1-2 Years

M1.2 Says or signs at least one number.

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-1 Emerging: Verbally counts (not always in the correct order)

Objective 20a Counts

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

2-3 Years

M1.4 Says or signs number words, both in the correct sequence and out of sequence by memory.

GOLD® Objectives for Development and Learning

Objective 20a Counts

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



Domain	Mathematics (M)
Component	Number Knowledge
Subcomponent (CONT...)	Counting in the Standard Order (this is often referred to as rote counting): The child communicates numbers in the correct standard order by memory (does not need to understand quantity).

1-2 Years

M1.3 Imitates counting.

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-1 Emerging: Verbally counts (not always in the correct order)

Objective 20a Counts

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

2-3 Years

M1.5 Shows interest in counting or number-oriented play.

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

3-4 Years

M1.6 Says or signs numbers correctly up to 10, with or without objects.

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

M1.7 Notices numbers or numerals in the environment.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-2 Recognizes and names a few numerals

M1.8 Recognizes when others make errors while saying or signing a number sequence.

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

M1.9 Begins to make number-like forms, such as a line or circle.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-2 Recognizes and names a few numerals

4-5 Years

M1.10 Says or signs numbers forward up to at least 20, with some mistakes.

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

M1.11 Says or signs numbers backwards from 10.

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

M1.12 Names the next number for numbers up to 10 (e.g., using a number line, can answer the question, "What number comes after 4?").

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



Domain	Mathematics (M)
Component	Number Knowledge
Subcomponent (CONT...)	Counting in the Standard Order (this is often referred to as rote counting): The child communicates numbers in the correct standard order by memory (does not need to understand quantity).

4-5 Years

M1.13 Reads some numbers from 0 to 10, saying number words in the correct order, with some mistakes possible.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-5 Emerging: Identifies numerals to 10 by name and connects each to counted objects

Objective 20c Connects numerals with their quantities

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

M1.14 Names or says some numbers from 0 to 10, saying number words in the correct order, with some mistakes possible.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-5 Emerging: Identifies numerals to 10 by name and connects each to counted objects

Objective 20c Connects numerals with their quantities

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



Component

Number Knowledge

Subcomponent

Assigning Number Words and Numerals to Quantities (numeral is another word for a number symbol, such as "2"): The child assigns verbal or signed number words and numerals to quantities.

0-1 Year**M4.1** Understands that a number word identifies, "How many?"**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**Objective 20b-1 Emerging:
Demonstrates understanding of the concepts of one, two, and more**Objective 20b Quantifies**

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

1-2 Years**M4.2** Understands that a number word refers to a specific quantity without knowing the exact quantity.**GOLD® Objectives for Development and Learning****Objective 20c Connects numerals with their quantities**Objective 20c-1 Emerging:
Recognizes and names a few numerals**Objective 20c Connects numerals with their quantities**

Objective 20c-2 Recognizes and names a few numerals

3-4 Years**M4.4** Associates a quantity (e.g., two or three objects) with a number word or number (e.g., "two" or "three") up to four.**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

4-5 Years**M4.6** Associates numerals (e.g., three or four) with the correct number word or number (e.g., "three" or "four") 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



Component

Number Knowledge

**Subcomponent
(CONT...)**

Assigning Number Words and Numerals to Quantities (numeral is another word for a number symbol, such as "2"): The child assigns verbal or signed number words and numerals to quantities.

3-4 Years**M4.5** Names small sets quickly and accurately, labeling groups as "two" or "three," up to three. This skill is often referred to as "subitizing."**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

Objective 20b-3 Emerging: 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

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

4-5 Years**M4.7** Names small sets quickly and accurately, labeling groups as "four" or "five" (e.g., when a child sees five dots on a die, they know without counting that it is "five"). This skill is often referred to as "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

Component

Number Knowledge

Subcomponent

Comparing Numbers and Quantities: The child uses organizing strategies to know how many objects they have.

0-1 Year**M5.1** Grasps one object and reaches for another.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

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

Objective 20b Quantifies

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

1-2 Years**M5.2** Groups a few items into categories (e.g., color, size, shape).**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects

4-5 Years**M5.5** Estimates quantities verbally without counting, although inconsistently and sometimes with mistakes.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

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



Component

Number Knowledge

Subcomponent

Numerical Relations and Operations: The child creates a set or subset based on a rule and can combine or separate sets.

0-1 Year

M6.1 Uses signs like "more" to reference quantity.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

Objective 20b Quantifies

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

1-2 Years

M6.2 Uses signs or words like "more" to reference quantity.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

Objective 20b Quantifies

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

4-5 Years

M6.6 States the number that comes before or after (up to the number 10).

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-7 Emerging: Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

Objective 20a Counts

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

M6.7 Understands that a quantity changes (increases or decreases) when a set of objects (more than four and up to 10) are combined or separated.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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



Component

Number Knowledge

**Subcomponent
(CONT...)**

Numerical Relations and Operations: The child creates a set or subset based on a rule and can combine or separate sets.

4-5 Years

M6.8 Names the next number in a set of up to 10 items without recounting, even when the set isn't visible.

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

Objective 20a Counts

Objective 20a-7 Emerging: Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20



Component

Number Knowledge

**Subcomponent
(CONT...)**

Numerical Relations and Operations: The child creates a set or subset based on a rule and can combine or separate sets.

4-5 Years**M6.9** Produces different sets that equal a specific sum of up to 10 (e.g., both "two and three" and "one and four" equal five).**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

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

Component

Number Knowledge

Subcomponent

Cardinality: The child identifies the exact number of items in a set and understands that the last number said is the number of objects in the set.

1-2 Years**M3.1** Responds to requests to give a small quantity of items (e.g., one, two) with some mistakes.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

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

Objective 20b Quantifies

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

3-4 Years**M3.3** Identifies a correct quantity (e.g., three or four objects) with a number word (e.g., "three" or "four") up to four items.**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

4-5 Years**M3.5** Identifies a correct quantity (between four and 10 items) with a number word (e.g., or "four" or "six").**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

Objective 20b Quantifies

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



Component

Number Knowledge

**Subcomponent
(CONT...)**

Cardinality: The child identifies the exact number of items in a set and understands that the last number said is the number of objects in the set.

3-4 Years

M3.4 Gives the correct number of items consistently, when asked, up to four.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-3 Emerging: 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

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



Component

Number Knowledge

**Subcomponent
(CONT...)**

Cardinality: The child identifies the exact number of items in a set and understands that the last number said is the number of objects in the set.

4-5 Years

M3.6 Gives the correct number of items consistently when asked, for between four and 10 items.

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

Objective 20b Quantifies

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

M3.7 Identifies that the final number word used when counting out an item set represents the exact number of items in the set.

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

M3.8 Understands the number of objects in a set does not change and is the same regardless of the arrangement or order in which they were counted (e.g., when there are five different animals in a group, the quantity is the same whether they are in a circle or a line).

GOLD® Objectives for Development and Learning

No aligned objectives



Component

Number Knowledge

Subcomponent

Ordinality: Ordinality indicates the order or position of something in a series. The child matches verbal or signed number words and numerals to a position in a sequence.

1-2 Years

M7.1 Orders a few objects by size with assistance.

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

4-5 Years

M7.5 Recognizes that a number word can be used to represent a position in a sequence (e.g., puts a specific object first or second when making a pattern).

GOLD® Objectives for Development and Learning

Objective 22c Represents and analyzes data

Objective 22c-2 Knows a few ordinal numbers

Objective 22c Represents and analyzes data

Objective 22c-3 Emerging: Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings



Component

Number Knowledge

Subcomponent

One-to-One Counting (also referred to as one-to-one correspondence): The child uses counting to identify how many items are in a set and says, points to, or gestures to identify one number at a time (each item is counted once and only once).

2-3 Years

M2.1 Uses any number to signify "how many" while clearly not knowing what that number word means (e.g., when asked, "How many?" child replies "five" without counting, looking at, or knowing how to count to five).

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

Objective 20c-2 Recognizes and names a few numerals

3-4 Years

M2.2 Demonstrates and uses one-to-one counting to count up to four items (e.g., a child is asked to answer how many blocks are in the pile, and then touches each item once while counting).

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

4-5 Years

M2.3 Demonstrates and uses one-to-one counting to count with sets up to 10 items.

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



Component

Measurement

Subcomponent

Measurement: Child recognizes and makes comparisons of measurable attributes (e.g., length, height, width, area, volume, physical distance, time duration).

0-1 Year

M8.1 Adjusts reaching behavior to distance of object.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

1-2 Years

M8.2 Experiments with "full" and "empty" (e.g., filling and emptying buckets/cups).

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

2-3 Years

M8.4 Brings objects closer together to compare them.

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects



Component

Measurement

**Subcomponent
(CONT...)**

Measurement: Child recognizes and makes comparisons of measurable attributes (e.g., length, height, width, area, volume, physical distance, time duration).

1-2 Years**M8.3** Orders a few objects by size with support.**GOLD® Objectives for Development and Learning****Objective 22a Measures objects**

Objective 22a-2 Makes simple comparisons between two objects

2-3 Years**M8.5** Imitates using an object to measure another object.**GOLD® Objectives for Development and Learning****Objective 22a Measures objects**

Objective 22a-2 Makes simple comparisons between two objects

3-4 Years**M8.7** Begins to understand the need to use standardized units, common and unconventional, to measure.**GOLD® Objectives for Development and Learning****Objective 22a Measures objects**

Objective 22a-5 Emerging: Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

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

4-5 Years**M8.9** Uses standardized units, common and unconventional, to measure.**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

Objective 22a Measures objects

Objective 22a-8 Uses measurement words and some standard measurement tools accurately

M8.8 Demonstrates understanding of measurement terms (e.g., "longer" and "shorter" or "farthest" and "closest") by saying or pointing.**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

M8.10 Compares and orders more than two items in some way (e.g., shortest to longest, smallest to biggest).**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



Component

Measurement

**Subcomponent
(CONT...)**

Measurement: Child recognizes and makes comparisons of measurable attributes (e.g., length, height, width, area, volume, physical distance, time duration).

4-5 Years

M8.11 Uses comparison vocabulary (e.g., "longer" and "shorter," "taller" and "shorter," and "farthest" and "closest") with both discrete sets (e.g., blocks, books) and continuous properties (e.g., water, sand, height).

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

Objective 22a Measures objects

Objective 22a-5 Emerging: Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

Component

Patterns

Subcomponent

Repeating Patterns: The child identifies, copies, creates, and describes sequences in objects, colors, numbers, or sounds with sequences that increase, decrease, and become more complex.

0-1 Year**M9.1** Anticipates familiar routines.**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-4 Copies simple repeating patterns

Objective 23 Demonstrates knowledge of patterns

Objective 23-5 Emerging: Extends and creates simple repeating patterns

1-2 Years**M9.3** Carries out steps of familiar routines (e.g., mealtime, handwashing).**GOLD® Objectives for Development and Learning****Objective 12b Makes connections**

Objective 12b-3 Emerging: Remembers the sequence of personal routines and experiences with teacher support

Objective 12b Makes connections

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

2-3 Years**M9.5** Participates in a new simple pattern that is modeled (e.g., sound, body, color, size, movement).**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-4 Copies simple repeating patterns

M9.4 Participates in familiar simple patterns (e.g., sound, body movement sequence with familiar songs).**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

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



Component

Patterns

**Subcomponent
(CONT...)**

Repeating Patterns: The child identifies, copies, creates, and describes sequences in objects, colors, numbers, or sounds with sequences that increase, decrease, and become more complex.

0-1 Year**M9.2** Notices changes in patterns (e.g., emotional reaction when preparation for feeding takes longer than usual).**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-1 Emerging: Shows interest in simple patterns in everyday life

Objective 23 Demonstrates knowledge of patterns

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

3-4 Years**M9.6** Recognizes repeating patterns.**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-4 Copies simple repeating patterns

M9.7 Copies simple existing patterns.**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-4 Copies simple repeating patterns

4-5 Years**M9.9** Uses words or pictures to describe a simple pattern.**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-4 Copies simple repeating patterns

Objective 23 Demonstrates knowledge of patterns

Objective 23-5 Emerging: Extends and creates simple repeating patterns



Component

Patterns

**Subcomponent
(CONT...)**

Repeating Patterns: The child identifies, copies, creates, and describes sequences in objects, colors, numbers, or sounds with sequences that increase, decrease, and become more complex.

3-4 Years

4-5 Years

M9.8 Extends a simple pattern.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-6 Extends and creates simple repeating patterns

M9.10 Applies a simple pattern rule to different materials or modes (sound, body, color, size, movement).

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-6 Extends and creates simple repeating patterns



Component

Patterns

**Subcomponent
(CONT...)**

Repeating Patterns: The child identifies, copies, creates, and describes sequences in objects, colors, numbers, or sounds with sequences that increase, decrease, and become more complex.

4-5 Years

M9.11 Copies an example of a complex pattern.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-7 Emerging: Recognizes, creates, and explains more complex repeating and simple growing patterns

Objective 23 Demonstrates knowledge of patterns

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



Component

Components Geometry and Spatial Thinking

Subcomponent

Knowledge and Visualization of Shapes: The child recognizes shapes, can describe two-dimensional (2D) and three-dimensional (3D) shapes, and can manipulate shapes with purpose.

0-1 Year

M10.1 Notices high contrast patterns, shapes, or lines (e.g., pays attention to black and white patterns or images on objects).

GOLD® Objectives for Development and Learning**Objective 23 Demonstrates knowledge of patterns**

Objective 23-1 Emerging: Shows interest in simple patterns in everyday life

Objective 23 Demonstrates knowledge of patterns

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



Component

Components Geometry and Spatial Thinking

Subcomponent

Transformations and Symmetry: The child locates and manipulates shapes in their environment.

0-1 Year**M11.1** Attends and responds to moving objects and sounds in their environment**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

Component

Components Geometry and Spatial Thinking

Subcomponent

Location, Spatial Relationships and Landmark Use: The child recognizes where a person or object is in relation to other people or objects.

0-1 Year**M12.1** Shows preference for familiar or novel toys, objects, and people.**GOLD® Objectives for Development and Learning**

No aligned objectives

Component

Data Analysis

Subcomponent

Sorting: The child recognizes that objects can be sorted by attributes (e.g., shape, color, texture, size).

0-1 Year**M13.1** Uses senses to interact with objects in their environment (e.g., mouthing a toy or object).**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

M13.2 Recognizes differences between familiar and unfamiliar (e.g., faces).**GOLD® Objectives for Development and Learning**

No aligned objectives

1-2 Years**M.13.3** Begins to recognize similarities or differences of novel objects.**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects

2-3 Years**M13.4** Matches items based on attributes meaningful to the child (e.g., sorting based on favorite color).**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects

M13.5 Imitates sorting.**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects



Component

Data Analysis

**Subcomponent
(CONT...)**

Sorting: The child recognizes that objects can be sorted by attributes (e.g., shape, color, texture, size).

3-4 Years**M13.6** Sorts objects based on an observable attribute, with or without assistance (e.g., shape, color, texture, size).**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)

M13.7 Demonstrates understanding that attributes are measurable (e.g., counting small objects of same color).**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)

4-5 Years**M13.8** Says or shows the attribute used for sorting or comparing objects.**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)

M13.9 Sorts objects by using flexible rules (e.g., sort first by color, then sort the same objects by size).**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-5 Emerging: Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

Objective 13 Uses classification skills

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

Component

Data Analysis

Subcomponent

Collects, Classifies, and Organizes Information: The child collects, classifies, and organizes data based on distinguishing characteristics (quantity, attributes).

3-4 Years**M14.1** Participates in simple data collection with support from a caregiver (e.g., watches caregiver chart answers to question of the day).**GOLD® Objectives for Development and Learning****Objective 22c Represents and analyzes data**

Objective 22c-3 Emerging: Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Objective 22c Represents and analyzes data

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

4-5 Years**M14.3** Helps to chart or graph information as part of group activity (e.g., writes X on chart to indicate choice between 2 items).**GOLD® Objectives for Development and Learning****Objective 22c Represents and analyzes data**

Objective 22c-3 Emerging: Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Objective 22c Represents and analyzes data

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



Component

Data Analysis

**Subcomponent
(CONT...)**

Collects, Classifies, and Organizes Information: The child collects, classifies, and organizes data based on distinguishing characteristics (quantity, attributes).

3-4 Years**M14.2** Collects information about one or more attributes (e.g., how many children like one food versus another).**GOLD® Objectives for Development and Learning****Objective 22c Represents and analyzes data**

Objective 22c-3 Emerging: Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Objective 22c Represents and analyzes data

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

4-5 Years**M14.4** Sorts information by one or more attributes with assistance from a caregiver (e.g., creates a chart of animals that are awake at night versus day).**GOLD® Objectives for Development and Learning****Objective 22c Represents and analyzes data**

Objective 22c-3 Emerging: Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Objective 22c Represents and analyzes data

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

M14.5 Collects and shares data independently (e.g., asks peers about preferences for group chart activity).**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

Component

Data Analysis

Subcomponent

Describes and Uses Data: The child describes data and uses it to solve problems or ask questions.

3-4 Years**M15.1** Identifies patterns, differences, or similarities of information displayed (e.g., on a chart).**GOLD® Objectives for Development and Learning****Objective 22c Represents and analyzes data**

Objective 22c-3 Emerging: Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Objective 22c Represents and analyzes data

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

4-5 Years**M15.3** Describes differences in data (e.g., more children like apples than bananas).**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



Component

Data Analysis

**Subcomponent
(CONT...)**

Describes and Uses Data: The child describes data and uses it to solve problems or ask questions.

3-4 Years**M15.2** Uses language words, pictures, or signs to describe those patterns, differences, or similarities of data.**GOLD® Objectives for Development and Learning****Objective 22c Represents and analyzes data**

Objective 22c-3 Emerging: Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Objective 22c Represents and analyzes data

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

4-5 Years**M15.4** Uses data to answer questions and solve problems (e.g., "If there are 10 name cards on the name chart, we need 10 chairs at the table").**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

Component

Geometry and Spatial Thinking

Subcomponent

Knowledge and Visualization of Shapes: The child recognizes shapes, can describe two-dimensional (2D) and three-dimensional (3D) shapes, and can manipulate shapes with purpose.

1-2 Years**M10.2** Shows interest in shapes and spatial relationships (e.g., rolling a ball, stacking small objects, attempting to fit pieces in puzzles).**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

2-3 Years**M10.3** Begins to recognize 2D and 3D shapes (e.g., circles, spheres, squares, and cubes) by naming or sorting objects.**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

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

3-4 Years**M10.5** Recognizes 2D and 3D shapes in the environment.**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

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

4-5 Years**M10.7** Begins to describe the attributes (round, straight, curved, etc.) that define 2D and 3D shapes, including sides and corners regardless of the shape's size or position (e.g., notices that "this block won't roll because it's not round").**GOLD® Objectives for Development and Learning**

No aligned objectives

Component

Geometry and Spatial Thinking

**Subcomponent
(CONT...)**

Knowledge and Visualization of Shapes: The child recognizes shapes, can describe two-dimensional (2D) and three-dimensional (3D) shapes, and can manipulate shapes with purpose.

2-3 Years

M10.4 Begins to recognize 2D and 3D shapes (circles, spheres, squares, and cubes) by fitting objects into spaces (e.g., puzzles).

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

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

3-4 Years

M10.6 Points to or names familiar 2D and 3D shapes (circles, spheres, squares, cubes, triangles) accurately when asked.

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

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

Objective 21b Understands shapes

Objective 21b-5 Emerging: Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

4-5 Years

M10.8 Puts together (composes) and takes apart (decomposes) shapes.

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

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

Component

Geometry and Spatial Thinking

Subcomponent

Transformations and Symmetry: The child locates and manipulates shapes in their environment.

1-2 Years

M11.2 Develops an increasing ability to change positions and move their body from place to place.

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

Objective 4-4 Experiments with different ways of moving

M11.3 Demonstrates awareness of differences between over and under, up and down, in and out.

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)

2-3 Years

M11.5 Adjusts position and movement of own body relative to objects (e.g., moves around objects).

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

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

M11.6 Explores how objects fit together in their environment.

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

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

M11.7 Rotates objects to accurately fit through holes and spaces.

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

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

3-4 Years

M11.8 Puts together (composes) and takes apart (decomposes) shapes to create new shapes.

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

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

Objective 21b Understands shapes

Objective 21b-5 Emerging: Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation



Component

Geometry and Spatial Thinking

**Subcomponent
(CONT...)**

Transformations and Symmetry: The child locates and manipulates shapes in their environment.

1-2 Years**M11.4** Rotates, flips, or turns an object when they realize the object doesn't fit in a defined space.**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

4-5 Years**M11.9** Recognizes and creates shapes that have symmetry.**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

Objective 21b Understands shapes

Objective 21b-7 Emerging: Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

M11.10 Recognizes that complex shapes need to be rotated, flipped, or turned around before objects fit together (e.g., puzzle pieces).**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

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

Kindergarten**0.2.4.4** Describe objects in the environment using names of shapes.**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

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



Component

Geometry and Spatial Thinking

Subcomponent

Location, Spatial Relationships and Landmark Use: The child recognizes where a person or object is in relation to other people or objects.

1-2 Years

M.12.2 Recognizes familiar objects from different perspectives

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)

3-4 Years

M12.4 Uses terms to explain distances and lengths (e.g., "Near" and "far," "under" and "above," and "front" and "back").

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

M12.5 Uses a simple map of a visible area to locate placement, with verbal cues.

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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

Objective 21a Understands spatial relationships

Objective 21a-7 Emerging: Uses and makes simple sketches, models, or pictorial maps to locate objects

4-5 Years

M12.6 Recognizes and describes the position of objects in their environment.

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

M12.7 Produces a simple map.

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-7 Emerging: Uses and makes simple sketches, models, or pictorial maps to locate objects

Objective 21

Objective 21-8

Kindergarten

0.2.4.4 Describe objects in the environment using names of shapes.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

Objective 21a Understands spatial relationships

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

Component

Geometry and Spatial Thinking

Subcomponent

Knowledge and Visualization of Shapes: The child recognizes shapes, can describe two-dimensional (2D) and three-dimensional (3D) shapes, and can manipulate shapes with purpose. (These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Kindergarten

0.2.4.2 Identify and compare two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders, and spheres using informal language to describe their similarities, differences, parts and other attributes. (MP2) 0.2.4.3.

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

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

0.2.4.3 Compose, decompose and name simple shapes. Recognize shapes regardless of their overall size and orientation. (MP1, MP2)

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

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

Component

Cardinality: The child identifies the exact number of items in a set and understands that the last number said is the number of objects in the set.

2-3 Years

M3.2 Gives one to two and only one to two items upon request.

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

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



Component

Cardinality: The child identifies the exact number of items in a set and understands that the last number said is the number of objects in the set.

Subcomponent

Assigning Number Words and Numerals to Quantities (numeral is another word for a number symbol, such as "2"): The child assigns verbal or signed number words and numerals to quantities.

2-3 Years

M4.3 Associates a small quantity (e.g., one or two objects) with a number word or number (e.g., "one" or "two") up to two.

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

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



Component

Cardinality: The child identifies the exact number of items in a set and understands that the last number said is the number of objects in the set.

Subcomponent

Comparing Numbers and Quantities: The child uses organizing strategies to know how many objects they have.

2-3 Years

M5.3 Compares two sets of up to four objects accurately using terms like "more" and "less" or "a little" and "a lot."

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

Objective 20b-3 Emerging: 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

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

Component

Cardinality: The child identifies the exact number of items in a set and understands that the last number said is the number of objects in the set.

Subcomponent

Numerical Relations and Operations: The child creates a set or subset based on a rule and can combine or separate sets.

2-3 Years

M6.3 Notices when the quantity of a set of up to four objects has increased or decreased.

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

Objective 20b-3 Emerging: 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

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

Component

Cardinality: The child identifies the exact number of items in a set and understands that the last number said is the number of objects in the set.

Subcomponent

Ordinality: Ordinality indicates the order or position of something in a series. The child matches verbal or signed number words and numerals to a position in a sequence.

2-3 Years

M7.2 Identifies the first or second item in a sequence upon request.

GOLD® Objectives for Development and Learning**Objective 22c Represents and analyzes data**

Objective 22c-2 Knows a few ordinal numbers



Component

Location, Spatial Relationships and Landmark Use: The child recognizes where a person or object is in relation to other people or objects.

2-3 Years

M12.3 Begins to understand personal location relative to landmarks or another person's location.

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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

Component

Comparing Numbers and Quantities: The child uses organizing strategies to know how many objects they have.

3-4 Years

M5.4 Uses terms like "more" and "less," "bigger" and "smaller," and "a little bit" and "a lot" to refer to approximate quantities.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

Component

Numerical Relations and Operations: The child creates a set or subset based on a rule and can combine or separate sets.

3-4 Years

M6.4 Combines or separates items (or sets of objects) to make another number.

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

M6.5 States the number that comes before or after (up to the number five).

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



Component

Ordinality: Ordinality indicates the order or position of something in a series. The child matches verbal or signed number words and numerals to a position in a sequence.

3-4 Years

M7.3 Uses ordinal position sequencing terms (e.g., "first," "most," "last," "before").

GOLD® Objectives for Development and Learning**Objective 22c Represents and analyzes data**

Objective 22c-2 Knows a few ordinal numbers

Component

Number Knowledge(These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

Counting in the Standard Order (this is often referred to as rote counting): The child communicates numbers in the correct standard order by memory (does not need to understand quantity).

Kindergarten

0.3.5.4 Count forward, with and without objects, to at least 31. Count backward from 20. (MP6)

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

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

Objective 20a Counts

Objective 20a-9 Emerging: Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20

0.3.5.2 Count collections of objects up to 31 by grouping in 10s using ten-frames, cups, or other tools. (MP6, MP7)

GOLD® Objectives for Development and Learning**Objective 20d Understands and uses place value and base ten**

Objective 20d-2 Indicates base-ten equivalents for numbers 11-19 using objects and drawings; may use simple equations

Objective 20d Understands and uses place value and base ten

Objective 20d-3 Emerging: Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)



Component

Number Knowledge(These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

One-to-One Counting (also referred to as one-to-one correspondence): The child uses counting to identify how many items are in a set and says, points to, or gestures to identify one number at a time (each item is counted once and only once).

Kindergarten

0.3.5.3 Read, write, compare, order, and represent whole numbers from 0 to at least 31 (with 0 representing the count of no objects) to answer the question, "how many?"

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

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

Objective 20a Counts

Objective 20a-9 Emerging: Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20

Objective 20c Connects numerals with their quantities

Objective 20c-8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

Objective 20c Connects numerals with their quantities

Objective 20c-9 Emerging: Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers

Objective 20d Understands and uses place value and base ten

Objective 20d-2 Indicates base-ten equivalents for numbers 11-19 using objects and drawings; may use simple equations



Component

Number Knowledge(These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

Cardinality: The child identifies the exact number of items in a set and understands that the last number said is the number of objects in the set.

Kindergarten

0.3.5.1 Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence.

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

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

Objective 20a Counts

Objective 20a-9 Emerging: Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20

Objective 20c Connects numerals with their quantities

Objective 20c-8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

Objective 20c Connects numerals with their quantities

Objective 20c-9 Emerging: Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers

Objective 22c Represents and analyzes data

Objective 22c-2 Knows a few ordinal numbers



Component

Number Knowledge(These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

Assigning Number Words and Numerals to Quantities (numeral is another word for a number symbol, such as "2"): The child assigns verbal or signed number words and numerals to quantities.

Kindergarten

0.3.5.1 Recognize that a number can be used to represent how many objects are in a set. (MP1, MP6)

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

Objective 20c-8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

Objective 20c Connects numerals with their quantities

Objective 20c-9 Emerging: Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers



Component

Number Knowledge(These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

Comparing Numbers and Quantities: The child uses organizing strategies to know how many objects they have.

Kindergarten

0.3.5.2 Count collections of objects up to 31 by grouping in 10s using ten frames, cups, or other tools. (MP6, MP7)

GOLD® Objectives for Development and Learning**Objective 20d Understands and uses place value and base ten**

Objective 20d-2 Indicates base-ten equivalents for numbers 11-19 using objects and drawings; may use simple equations

0.3.5.5 Find a number that is 1 more or 1 less than a given number. (MP7, MP8)

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

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

0.3.5.6 Solve and represent a variety of addition and subtraction contextual situation types using objects, drawings, mental images or equations within 10. (MP4, MP5)

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



Component

Number Knowledge(These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

Numerical Relations and Operations: The child creates a set or subset based on a rule and can combine or separate sets.

Kindergarten

0.3.5.7 Compose and decompose numbers less than or equal to 10 into pairs in more than one way with objects and pictures. Record each decomposition with a drawing or equation. (MP7)

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

0.3.5.8 Fluently add and subtract within 5. (MP2)

GOLD® Objectives for Development and Learning**Objective 20f Applies number combinations and mental number strategies in mathematical operations**

Objective 20f-2 Adds and subtracts whole numbers fluently within five



Component

Number Knowledge(These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

Ordinality: Ordinality indicates the order or position of something in a series. The child matches verbal or signed number words and numerals to a position in a sequence.

Kindergarten

0.3.5.1 Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence.

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

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

Objective 20a Counts

Objective 20a-9 Emerging: Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20

Objective 20c Connects numerals with their quantities

Objective 20c-8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

Objective 20c Connects numerals with their quantities

Objective 20c-9 Emerging: Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers

Objective 22c Represents and analyzes data

Objective 22c-2 Knows a few ordinal numbers



Component

Measurement (These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

Measurement: Child recognizes and makes comparisons of measurable attributes (e.g., length, height, width, area, volume, physical distance, time duration).

Kindergarten

0.2.3.1 Compare objects with a measurable attribute in common, to see which object has "more of," "less of" or the "same as" the attribute and explain the reasoning. (MP3, MP5)

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

0.2.3.2 Describe several measurable attributes of objects such as length and weight. (MP4, MP6)

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



Component

Patterns (These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

Repeating Patterns: The child identifies, copies, creates, and describes sequences in objects, colors, numbers, or sounds with sequences that increase, decrease, and become more complex.

Kindergarten

0.3.7.1 Recognize, create, complete, and extend simple patterns using shape, color, size, number, sounds, and movements. Patterns may be repeating, growing or shrinking. (MP1, MP7) #

GOLD® Objectives for Development and Learning**Objective 23 Demonstrates knowledge of patterns**

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

0.3.7.2 Recognize patterns in counting. Skip count by 10s starting at zero up to 100. (MP7)

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

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

Objective 23 Demonstrates knowledge of patterns

Objective 23-10 Notices more complex patterns in numbers; identifies the core unit of patterns; represents patterns using numerical and letter symbols



Component

Data Analysis(These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

Sorting: The child recognizes that objects can be sorted by attributes (e.g., shape, color, texture, size).

Kindergarten

0.2.4.1 Sorts objects using characteristics such as shape, size, color and thickness. (MP1, MP6)

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)

Component

Data Analysis(These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

Collects, Classifies, and Organizes Information: The child collects, classifies, and organizes data based on distinguishing characteristics (quantity, attributes).

Kindergarten

0.1.1.2 Organize objects, draw pictures, or use tally marks to represent data and communicate observations. (MP3, MP6) #

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

Component

Data Analysis(These K standards come from the 2022 Minnesota K-12 Academic Standards in Mathematics.)

Subcomponent

Describes and Uses Data: The child describes data and uses it to solve problems or ask questions.

Kindergarten

0.1.1.1 Notice and describe patterns in data-rich situations. (MP1, MP7) #

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

0.1.1.2 Organize objects, draw pictures, or use tally marks to represent data and communicate observations. (MP3, MP6) #

GOLD® Objectives for Development and Learning

No aligned objectives



Domain

Physical Movement and Development (P)

Component

Gross Motor

Subcomponent

Reflexive Movements: Child moves involuntarily, not purposefully initiating movement.

0-1 Year

P1.1 Responds physically to stimuli (e.g., is startled by a sound).

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

P1.2 Turns head side to side when lying on their stomach.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment



Component

Gross Motor

Subcomponent

Movements: Child moves voluntarily.

0-1 Year

P2.1 Holds head up unassisted while lying on their stomach.

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

P2.2 Moves limbs to explore or engage with the environment in a supported position (e.g., kicks, bats, or reaches).

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

P2.3 Maintains head control to view or scan the environment (e.g., looking around while lying down, while seated with support, or while held by a caregiver).

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment



Component

Gross Motor

Subcomponent

Movement In and Out of Position: Child moves voluntarily and

0-1 Year

P3.1 Changes and holds positions independently for play (e.g., rolls to the side lying or rolls completely over and stays in the new position).

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

Component

Gross Motor

Subcomponent

Locomotion: Child moves their body through a space from one place to another

0-1 Year

P4.1 Crawls by at least one method, examples include but are not limited to: -On tummy using arms/legs (commando) -Two straight arms and one bent leg (3-point) -Scoots instead of crawls: from a seated position by -pushing forward with legs (bend and straighten)/arm assist. -Creeping using two arms and two legs.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

P4.2 Pulls their body upright to explore their environment.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

1-2 Years

P4.5 Moves body over changes in surface types/levels (e.g., curbs, stairs, grass to sidewalk, inclines, floor to carpet).

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

P4.6 Moves body independently through their environment while maintaining trunk and head control.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

2-3 Years

P4.8 Moves body independently up three to five stairs.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

P4.9 Walks up and down a few stairs with adult support or holding handrail (e.g., steps up on stair, then brings next foot to same stair).

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

P4.10 Moves whole body quickly through their environment while in play.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving



Component

Gross Motor

**Subcomponent
(CONT...)**

Locomotion: Child moves their body through a space from one place to another

0-1 Year

P4.3 Uses a stable item in their environment (e.g., a person, a chair, a table) to maintain balance while moving along.

GOLD® Objectives for Development and Learning**Objective 5 Demonstrates balancing skills**

Objective 5-2 Balances while exploring immediate environment

P4.4 Moves their body to a new location with support while maintaining trunk and head control (e.g., walking with hand held, taking steps with a push toy or walker, moving a wheelchair or floor wheeled device with their trunk and head upright).

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

Objective 4-2 Moves to explore immediate environment

1-2 Years

P4.7 Moves body quickly through their environment while maintaining trunk and head control (e.g., running, using a mobility device to go faster than their usual speed).

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

Objective 4-4 Experiments with different ways of moving

2-3 Years

P4.11 Climbs onto/off stable items in their environment (e.g., a chair or a table).

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 5-6 Sustains balance during simple movement experiences

P4.12 Jumps up and down with two feet.

GOLD® Objectives for Development and Learning**Objective 5 Demonstrates balancing skills**

Objective 5-6 Sustains balance during simple movement experiences

3-4 Years

P4.13 Moves under and around three or more objects (e.g., in an obstacle course or on a playground).

GOLD® Objectives for Development and Learning**Objective 5 Demonstrates balancing skills**

Objective 5-6 Sustains balance during simple movement experiences

P4.14 Balances while walking across an object (e.g., a curb) with some assistance.

GOLD® Objectives for Development and Learning

No aligned objectives

4-5 Years

P4.19 Balances independently while walking across an object (e.g., walking along a line on ground).

GOLD® Objectives for Development and Learning**Objective 5 Demonstrates balancing skills**

Objective 5-6 Sustains balance during simple movement experiences

P4.20 Walks up and down stairs using alternating feet independently while holding the handrail.

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

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



Component

Gross Motor

**Subcomponent
(CONT...)**

Locomotion: Child moves their body through a space from one place to another

3-4 Years

P4.15 Walks up and down a few stairs with adult support or holding handrail using alternating feet (e.g., step up on a stair one foot, then use other foot to go to the next stair).

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

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

P4.16 Explores on play equipment.

GOLD® Objectives for Development and Learning**Objective 5 Demonstrates balancing skills**

Objective 5-6 Sustains balance during simple movement experiences

P4.17 Jumps on one foot a few times.

GOLD® Objectives for Development and Learning**Objective 5 Demonstrates balancing skills**

Objective 5-6 Sustains balance during simple movement experiences

P4.18 Jumps with two feet over, on top, and off of spaces or objects on floor (e.g., over a rope, onto or off of a short step).

GOLD® Objectives for Development and Learning**Objective 5 Demonstrates balancing skills**

Objective 5-6 Sustains balance during simple movement experiences

4-5 Years

P4.21 Jumps alternating between each foot and both feet (e.g., playing hopscotch or dancing).

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

Objective 4-7 Emerging: Coordinates increasingly complex movements in play and games

Objective 4 Demonstrates traveling skills

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

P4.22 Jumps off variable heights using a one-foot lead or with two feet.

P4.23. Gallops freely or in a game (one foot step-hop, with one foot leading).

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

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

Objective 4 Demonstrates traveling skills

Objective 4-7 Emerging: Coordinates increasingly complex movements in play and games

Objective 5 Demonstrates balancing skills

Objective 5-7 Emerging: Sustains balance during complex movement experiences

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

P4.24 Avoids obstacles and people while moving.

GOLD® Objectives for Development and Learning

No aligned objectives



Component

Gross Motor

Subcomponent

Object Control: Child manipulates objects to propel or receive.

0-1 Year

P5.1 Holds and or moves objects with hands (grabs, shakes, bangs, brings objects to mouth).

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

1-2 Years

P5.2 Pushes and pulls objects while moving the body independently through their environment.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-4 Manipulates balls or similar objects with stiff body movements

P5.3 Throws objects as a part of play (e.g., small balls).

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-4 Manipulates balls or similar objects with stiff body movements

2-3 Years

P5.4 Pushes a ball forward with foot.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-4 Manipulates balls or similar objects with stiff body movements

P5.5 Rolls a ball toward a target.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-4 Manipulates balls or similar objects with stiff body movements

P5.6 Throws a ball towards a target.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-4 Manipulates balls or similar objects with stiff body movements

P5.7 Pushes with legs while sitting on an object with wheels (e.g., scooter or riding toy).

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-4 Manipulates balls or similar objects with stiff body movements

3-4 Years

P5.8 Kicks a ball.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

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

4-5 Years

P5.12 Kicks a ball close to a wide target.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

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

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-7 Emerging: Manipulates balls or similar objects with a full range of motion

Component

Gross Motor

**Subcomponent
(CONT...)**

Object Control: Child manipulates objects to propel or receive.

3-4 Years**P5.9** Throws a ball with one or two hands.**GOLD® Objectives for Development and Learning****Objective 6 Demonstrates gross motor manipulative skills**

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

P5.10 Catches by cradling in arms toward the body.**GOLD® Objectives for Development and Learning****Objective 6 Demonstrates gross motor manipulative skills**

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

P5.11 Pedals an object with wheels (e.g., a tricycle or riding toys).**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

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

4-5 Years**P5.13** Throws a ball with some accuracy to a target or person.**GOLD® Objectives for Development and Learning****Objective 6 Demonstrates gross motor manipulative skills**

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

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-7 Emerging: Manipulates balls or similar objects with a full range of motion

P5.14 Catches a ball using two hands.**GOLD® Objectives for Development and Learning****Objective 6 Demonstrates gross motor manipulative skills**

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

P5.15 Bounces and catches a ball a few times using two hands.**GOLD® Objectives for Development and Learning****Objective 6 Demonstrates gross motor manipulative skills**

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



Component

Gross Motor

Subcomponent

Dexterity: Child coordinates and controls movement of hands and fingers to grasp (hold with fist), hold (pinch finger and thumb), and manipulate objects.

0-1 Year

P6.1 Reaches for an object with one or both hands, grasps it and holds it.

GOLD® Objectives for Development and Learning

No aligned objectives

P6.2 Releases a grasped object.

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

Objective 6-2 Reaches, grasps, and releases objects

P6.3 Uses finger and thumb to hold small objects (e.g., food).

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

1-2 Years

P6.6 Grasps objects to release into an open container.

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

P6.7 Dumps out objects from an open container.

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

Objective 6-4 Manipulates balls or similar objects with stiff body movements

P6.8 Uses finger and thumb to hold and manipulate objects (e.g., page of a board book, piece of paper).

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

P6.9 Grasps a small item of around a one-inch diameter in a fistful grip (e.g., crayon).

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

Objective 7b-2 Grasps drawing and writing tools, jabbing at paper

3-4 Years

P6.14 Uses fingers and thumb to hold objects and matches them in a boundary area (e.g., shape sorters).

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

Objective 7a-6 Uses refined wrist and finger movements

P6.15 Uses two hands together to complete tasks (e.g., ripping paper, stringing beads, lacing shoestrings, stacking smaller items).

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

Objective 7a-6 Uses refined wrist and finger movements

P6.16 Crosses the midline of their body with or without an object (e.g., moving toy, drawing freely across paper with a crayon, touching shoulder with opposite hand).

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

Objective 7a-6 Uses refined wrist and finger movements

4-5 Years

P6.17 Uses fingers and thumb to hold small objects and matches them in a boundary area repeatedly and with more accuracy (e.g., puzzle pieces).

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

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

P6.18 Draws with intention and detail (e.g., writing letters or drawing shapes, lines, and stick people).

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

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

P6.19 Uses each hand to complete a task (e.g., one hand holds the sheet of paper while the other hand moves crayon across it).

GOLD® Objectives for Development and Learning

No aligned objectives

Component

Gross Motor

**Subcomponent
(CONT...)**

Dexterity: Child coordinates and controls movement of hands and fingers to grasp (hold with fist), hold (pinch finger and thumb), and manipulate objects.

1-2 Years**P6.10** Stacks two objects on top of each other (e.g., blocks or cups).**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



Component

Gross Motor

Subcomponent

Self-Care: Child participates in culturally specific daily care routines for feeding, dressing, and personal hygiene.

0-1 Year

P7.1 Moves in response to being dressed by lifting arms or legs, pushing arms or legs through clothing.

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

P7.2 Feeds self with hands (when given opportunity) by reaching and grabbing for food items, then bringing it to their mouth.

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

Objective 1c-4 Seeks to do things for self

P7.3 Begins to drink from a cup with assistance from a caregiver.

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

Objective 1c-4 Seeks to do things for self

1-2 Years

P7.4 Assists with putting on or taking off some clothes, while being dressed or undressed (e.g., pulling up pants, pulling their own head through a shirt, or putting a foot in a shoe).

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

Objective 1c-4 Seeks to do things for self

P7.5 Feeds self (e.g., uses hands or a feeding utensil).

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

Objective 1c-4 Seeks to do things for self

P7.6 Drinks from an open cup with minimal spilling.

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

Objective 1c-4 Seeks to do things for self

3-4 Years

P7.12 Assists with putting footwear on and taking them off.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

P7.13 Demonstrates increasing independence with toileting.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

4-5 Years

P7.14 Dresses with near independence.

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

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

P7.15 Puts their footwear on and takes them off. May need help with ties and fasteners.

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

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

P7.16 Puts on and takes off their indoor and outdoor clothes independently.

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

Objective 1c-6 Demonstrates confidence in meeting own needs



Component

Gross Motor

**Subcomponent
(CONT...)**

Self-Care: Child participates in culturally specific daily care routines for feeding, dressing, and personal hygiene.

1-2 Years**P7.7** Helps clean up (e.g., toys, food, garbage, clothing).**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

P7.8 Participates in self-care or family routines such as reaching hands for hand washing, participating in mealtime, and putting away objects.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

Component

Fine Motor and Self-Care

Subcomponent

Dexterity: Child coordinates and controls movement of hands and fingers to grasp (hold with fist), hold (pinch finger and thumb), and manipulate objects.

2-3 Years**P6.11** Uses fingers and thumb to hold and manipulate objects repeatedly (e.g., turns the page of a book, opens or closes scissors).**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

P6.12 Grasps and uses items (e.g., a crayon on paper or a stick in sand) in a fist grip to scribble.**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

P6.13 Stacks four objects on top of each other (e.g., blocks or cups).**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements



Component

Fine Motor and Self-Care

Subcomponent

Self-Care: Child participates in culturally specific daily care routines for feeding, dressing, and personal hygiene.

2-3 Years

P7.9 Attempts to dress self for indoors and outdoors with support (e.g., putting on their own top or bottom, putting on coat).

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

Objective 1c-4 Seeks to do things for self

P7.10 Cleans up a few materials when prompted (e.g., toys, food, garbage).

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

Objective 1c-4 Seeks to do things for self

P7.11 Recognizes the need to go to the bathroom and communicates this to a trusted caregiver.

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

Objective 1c-4 Seeks to do things for self

Component

Gross Motor (These K standards come from 2018 Minnesota K-12 Academic Standards in Physical Education unless otherwise noted.)

Subcomponent

Locomotion: Child moves their body through a space from one place to another

Kindergarten

0.1.1.1 Hop, gallop, slide, skip, and run while maintaining balance.

GOLD® Objectives for Development and Learning**Objective 5 Demonstrates balancing skills**

Objective 5-8 Sustains balance during complex movement experiences

0.1.1.2 Jump and land in the horizontal plane while maintaining balance.

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



Component

Gross Motor (These K standards come from 2018 Minnesota K-12 Academic Standards in Physical Education unless otherwise noted.)

**Subcomponent
(CONT...)**

Locomotion: Child moves their body through a space from one place to another

Kindergarten

0.1.1.3 Jump and land in the vertical plane while maintaining balance.

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

0.1.1.4 Perform locomotor skills in educational dance while maintaining balance.

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

0.1.3.16 Jump a single jump with a self-turned rope.

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

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

0.1.3.17 Jump a long rope with teacher-assisted turning.

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

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

0.2.1.3 Travel using slow and fast speeds.

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

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

0.4.5.1 Move safely in personal space with minimal reminders.

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

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



Component

Gross Motor (These K standards come from 2018 Minnesota K-12 Academic Standards in Physical Education unless otherwise noted.)

Subcomponent

Object Control: Child manipulates objects to propel or receive.

Kindergarten

0.1.3.1 Roll and throw underhand with opposite foot forward.

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

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

0.1.3.2 Throw overhand while maintaining balance.

GOLD® Objectives for Development and Learning**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

0.1.3.4 Drop and catch a ball before it bounces twice.

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

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

0.1.3.5 Dribble with one hand, attempting a second contact.

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

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

0.1.3.6 Dribble with the inside of the foot, attempting a second contact.

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

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

0.1.3.7 Pass with the feet, while maintaining balance.

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

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



Component

Gross Motor (These K standards come from 2018 Minnesota K-12 Academic Standards in Physical Education unless otherwise noted.)

Subcomponent

Object Control: Child manipulates objects to propel or receive.

Kindergarten

0.1.3.11 Volley individually using various body parts, attempting a second hit.

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

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

Component

Gross Motor (These K standards come from 2018 Minnesota K-12 Academic Standards in Physical Education unless otherwise noted.)

Subcomponent

Dexterity: Child coordinates and controls movement of hands and fingers to grasp (hold with fist), hold (pinch finger and thumb), and manipulate objects.

Kindergarten

0.2.1.0 Print many uppercase and lowercase letters. (2020 Minnesota K-12 Academic Standards in English Language Arts)

GOLD® Objectives for Development and Learning**Objective 19c Writes using conventions**

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

Component

Gross Motor (These K standards come from 2018 Minnesota K-12 Academic Standards in Physical Education unless otherwise noted.)

Subcomponent

Self-Care: Child participates in culturally specific daily care routines for feeding, dressing, and personal hygiene.

Kindergarten

0.3.5.1 Recognize that food provides energy for physical activity.

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

Component

Gross Motor (These K standards come from 2018 Minnesota K-12 Academic Standards in Physical Education unless otherwise noted.)

**Subcomponent
(CONT...)**

Self-Care: Child participates in culturally specific daily care routines for feeding, dressing, and personal hygiene.

Kindergarten

0.5.1.1 Recognize that physical activity is important for good health.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

K.1.2.1 Identify that healthy behaviors affect personal health. (National Health Standards)

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Domain

Scientific Thinking and Exploring (ST)

Component

Explore

Subcomponent

Observe and Question: Child demonstrates awareness of and engagement with materials and environment.

0-1 Year

ST1.1 Observes and responds to external stimuli (e.g., sounds, lights, smells, or other environmental aspects).

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

ST1.2 Indicates surprise, curiosity, or hesitancy when presented with unfamiliar items, people, or situations.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

1-2 Years

ST1.3 Indicates interest by looking, pointing, or verbalizing.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

2-3 Years

ST1.4 Explores or asks questions about new materials or the environment.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

ST1.5 Notices (verbally or nonverbally) differences or similarities among materials, objects, and phenomena.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



Domain	Scientific Thinking and Exploring (ST)
Component	Explore
Subcomponent (CONT...)	Observe and Question: Child demonstrates awareness of and engagement with materials and environment.

3-4 Years

ST1.6 Uses past experiences to generate new questions.
GOLD® Objectives for Development and Learning
Objective 24 Uses scientific inquiry skills

4-5 Years

ST1.7 Describes differences and similarities.
GOLD® Objectives for Development and Learning
Objective 24 Uses scientific inquiry skills

ST1.8 Expresses curiosity and/or makes predictions after observing something that occurs repeatedly.
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

Component	Explore
Subcomponent	Investigate: Child actively demonstrates curiosity about self, others, and surroundings.

0-1 Year

ST2.1 Uses senses to become aware of immediate surroundings (e.g., looking at a mobile, turning their head towards a sound, or touching different textures).
GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment

1-2 Years

ST2.2 Touches, feels, and manipulates objects to gain understanding.
GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment

ST2.3 Seeks out and explores objects and items.
GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment

2-3 Years

ST2.5 Plays with objects of interest (whether familiar or new) for extended periods of time.
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

ST2.6 Identifies and uses some tools for their intended purpose.
GOLD® Objectives for Development and Learning
Objective 24 Uses scientific inquiry skills
Objective 28 Uses tools and other technology to perform tasks

Component

Explore

**Subcomponent
(CONT...)**

Investigate: Child actively demonstrates curiosity about self, others, and surroundings.

1-2 Years**ST2.4** Begins using objects as tools (e.g., using a block as a hammer or a phone).**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

Objective 28 Uses tools and other technology to perform tasks**3-4 Years****ST2.7** Seeks to gain additional knowledge in areas of interest using trial and error and/or asking for caregiver help.**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**ST2.8** Explores and notices properties in objects.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

Objective 24 Uses scientific inquiry skills**ST2.9** Uses many tools as intended (e.g., scissors or magnifying glass).**GOLD® Objectives for Development and Learning****Objective 28 Uses tools and other technology to perform tasks****4-5 Years****ST2.10** Starts with a useful, general approach to investigation even if details may be lacking.**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**ST2.11** Explores objects with the intention of finding out something specific.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

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**Kindergarten****0E.2.1.1.2** Make daily and seasonal observations of local weather conditions to describe patterns over time.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****0L.2.1.1.3** Record and use observations to describe patterns of what plants and animals (including humans) need to survive.**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things**

Component

Explore

Subcomponent
(CONT...)

Investigate: Child actively demonstrates curiosity about self, others, and surroundings.

4-5 Years

ST2.12 Uses tools in new and creative ways.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 28 Uses tools and other technology to perform tasks

Component

Explore

Subcomponent

Observe and Question: Child demonstrates awareness of and engagement with materials and environment.(These K standards come from 2019 Minnesota K-12 Academic Standards in Science unless otherwise noted.)

Kindergarten

0E.1.1.1.1 Ask questions to obtain information from weather forecasts to prepare for and respond to severe weather.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

0L.1.2.1.2 Make observations of plants and animals to compare the diversity of life in different habitats.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things



Component

Discover

Subcomponent

Experiment: Child develops and completes a task based on a question, interest, or anticipated outcome, when provided with opportunities from caregivers within environments.

0-1 Year**ST3.1** Demonstrates recognition of familiar items, people, and situations.**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

1-2 Years**ST3.3** Demonstrates willingness to try new things.**GOLD® Objectives for Development and Learning****Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

Objective 24 Uses scientific inquiry skills**2-3 Years****ST3.6** Approaches situations with intent to achieve a simple outcome.**GOLD® Objectives for Development and Learning****Objective 11b Persists**

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



Component

Discover

**Subcomponent
(CONT...)**

Experiment: Child develops and completes a task based on a question, interest, or anticipated outcome, when provided with opportunities from caregivers within environments.

0-1 Year**ST3.2** Persists in looking for missing object(s).**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

1-2 Years**ST3.4** Uses simple strategies to carry out ideas.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Objective 24 Uses scientific inquiry skills**ST3.5** Persists in actions or attempts to affect the environment or objects.**GOLD® Objectives for Development and Learning****Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

Objective 24 Uses scientific inquiry skills**2-3 Years****ST3.7** Uses a variety of strategies to carry out ideas.**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 24 Uses scientific inquiry skills**ST3.8** Demonstrates ability to focus on one element of a situation.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

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

Objective 24 Uses scientific inquiry skills**ST3.9** Persists with a trial-and-error process through play and experimentation.**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 24 Uses scientific inquiry skills

Component

Discover

Subcomponent

Experiment: Child develops and completes a task based on a question, interest, or anticipated outcome, when provided with opportunities from caregivers within environments.

3-4 Years

ST3.10 Makes a simple plan to see what will happen.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Objective 24 Uses scientific inquiry skills

4-5 Years

ST3.14 Makes a plan in advance with an intended outcome.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Objective 24 Uses scientific inquiry skills



Component

Discover

**Subcomponent
(CONT...)**

Experiment: Child develops and completes a task based on a question, interest, or anticipated outcome, when provided with opportunities from caregivers within environments.

3-4 Years**ST3.11** Uses a greater variety of strategies to carry out ideas.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Objective 24 Uses scientific inquiry skills**ST3.12** Demonstrates ability to focus on multiple elements of a situation.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Objective 24 Uses scientific inquiry skills**ST3.13** Makes a prediction when prompted.**GOLD® Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills****4-5 Years****ST3.15** Demonstrates awareness that different materials and variables impact strategies and outcomes.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Objective 24 Uses scientific inquiry skills**ST3.16** Makes a logical prediction of an expected outcome.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Objective 24 Uses scientific inquiry skills**ST3.17** Changes a plan or actions when the outcome is not as expected.**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

Objective 24 Uses scientific inquiry skills

Component

Discover

Subcomponent

Evaluate: Child studies, questions, plays, and engages in problem solving to gain understanding.

0-1 Year

ST4.1 Shows a preference for certain materials, people, or situations.

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

1-2 Years

ST4.3 Groups objects that belong together.

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-2 Matches similar objects

Objective 24 Uses scientific inquiry skills

2-3 Years

ST4.5 Makes guesses at possible explanations.

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



Component

Discover

**Subcomponent
(CONT...)**

Evaluate: Child studies, questions, plays, and engages in problem solving to gain understanding.

0-1 Year**ST4.2** Indicates surprise when outcome is not as expected.**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

1-2 Years**ST4.4** Recognizes differences among similar objects.**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects

Objective 24 Uses scientific inquiry skills**2-3 Years****ST4.6** Communicates simple questions or observations after experimenting with objects or materials.**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**3-4 Years****ST4.7** Describes items by comparing, sorting, classifying, and/or organizing.**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

Objective 24 Uses scientific inquiry skills**4-5 Years****ST4.9** Offers detailed observations of why the result occurred.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

Objective 24 Uses scientific inquiry skills**Kindergarten****0P.4.1.1.1** Construct an argument supported by evidence for whether a design solution works as intended to change the speed or direction of an object with a push or a pull.**GOLD® Objectives for Development and Learning****Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

Component

Discover

**Subcomponent
(CONT...)**

Evaluate: Child studies, questions, plays, and engages in problem solving to gain understanding.

3-4 Years

ST4.8 Begins to rely on or expect information, based on things seen or experienced directly.

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

4-5 Years

ST4.10 Is open to more than one solution or answer to a problem.

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



Component

Discover

**Subcomponent
(CONT...)**

Evaluate: Child studies, questions, plays, and engages in problem solving to gain understanding.

4-5 Years

ST4.11 Reflects on results and develops understanding when guided by an adult.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Objective 24 Uses scientific inquiry skills

Component

Discover

Subcomponent

Experiment: Child develops and completes a task based on a question, interest, or anticipated outcome, when provided with opportunities from caregivers within environments.(These K standards come from 2019 Minnesota K-12 Academic Standards in Science unless otherwise noted.)

Kindergarten

0P.2.2.1.1 Identify and describe patterns that emerge from the effects of different strengths or different directions of pushes and pulls on the motion of an object.

GOLD® Objectives for Development and Learning

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



Component

Discover

**Subcomponent
(CONT...)**

Experiment: Child develops and completes a task based on a question, interest, or anticipated outcome, when provided with opportunities from caregivers within environments.(These K standards come from 2019 Minnesota K-12 Academic Standards in Science unless otherwise noted.)

Kindergarten

0P.3.2.2.1 Design and build a structure to reduce the warming effect of sunlight on Earth's surface.

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 27 Demonstrates knowledge of Earth's environment



Component

Explain

Subcomponent

Inquiry: Child observes and collects information to develop questions (verbal or non-verbal), make predictions and explanations.

0-1 Year

ST5.1 Observes interactions and materials in the environment.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

ST5.2 Begins to explore materials 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

1-2 Years

ST5.3 Experiments with materials in the environment (e.g., stacking items) and notices what happens.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

Objective 24 Uses scientific inquiry skills

2-3 Years

ST 5.4 Uses vocabulary to describe materials.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

ST5.5 Begins to experiment with cause and effect.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills



Component

Explain

Subcomponent

Inquiry: Child observes and collects information to develop questions (verbal or non-verbal), make predictions and explanations.

3-4 Years

ST5.6 Expresses ideas about materials or results, verbally or nonverbally.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Objective 24 Uses scientific inquiry skills

ST5.7 Communicates possible explanations for an outcome.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Objective 24 Uses scientific inquiry skills

4-5 Years

ST5.9 Retells or describes own actions when experimenting.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Objective 24 Uses scientific inquiry skills

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

ST5.10 Communicates with others about questions, actions, ideas, observations, or results.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Objective 24 Uses scientific inquiry skills

Objective 9a Uses an expanding expressive vocabulary

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



Component

Explain

Subcomponent

Apply: Child uses prior knowledge in a new situation.

0-1 Year

ST6.1 Chooses familiar people and objects.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

1-2 Years

ST6.2 Remembers and builds on past experiences.

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

Objective 24 Uses scientific inquiry skills

2-3 Years

ST6.3 Applies knowledge gained from one situation to another.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

Objective 12b Makes connections

Objective 12b-5 Emerging: Draws on everyday experiences and applies this knowledge to a similar situation

Objective 24 Uses scientific inquiry skills

3-4 Years

ST6.4 Recognizes different qualities to inform the development of a rule.

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 24 Uses scientific inquiry skills

4-5 Years

ST6.6 Develops and applies rules.

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 12b Makes connections

Objective 12b-7 Emerging: Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Objective 24 Uses scientific inquiry skills

Kindergarten

OP.2.1.1.1 Sort objects in terms of natural/human-made, color, size, shape, and texture, then communicate the reasoning for the sorting system.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

Objective 13 Uses classification skills

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

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

ST6.5 Recalls information and communicates how they will use it in new or different 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 24 Uses scientific inquiry skills

ST6.7 Uses previous experience to solve problems.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-7 Emerging: Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Objective 12b Makes connections

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

Objective 24 Uses scientific inquiry skills



Component

Explain

Subcomponent
(CONT...)

Apply: Child uses prior knowledge in a new situation.

4-5 Years

Kindergarten

ST6.8 Compares findings to predictions or expected results and notices patterns in the findings.

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 12b Makes connections

Objective 12b-7 Emerging: Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Objective 24 Uses scientific inquiry skills

0P.2.2.1.1 Identify and describe patterns that emerge from the effects of different strengths or different directions of pushes and pulls on the motion of an object.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

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

Component

Explain

Subcomponent

Inquiry: Child observes and collects information to develop questions (verbal or non-verbal), make predictions and explanations.(These K standards come from 2019 Minnesota K-12 Academic Standards in Science unless otherwise noted.)

Kindergarten

0P.4.2.1.1 Communicate design ideas for a structure that reduces the warming effect of sunlight on Earth's surface.

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 27 Demonstrates knowledge of Earth's environment



Domain	Social and Emotional Development (SE)
Component	Self and Emotional Awareness
Subcomponent	Security and Safety: Child demonstrates security ("I have learned to trust adults; I have learned to trust myself. I have learned to tolerate mistakes from others and myself").

0-1 Year

SE1.1 Signals caregiver (e.g., cries) to meet basic needs.
GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

1-2 Years

SE1.3 Attempts new challenges or activities with support/initiation from safe/secure individuals.
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

2-3 Years

SE1.5 Demonstrates or describes personal skills, likes, and/or dislikes.
GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-6 Demonstrates confidence in meeting own needs
Objective 1c Takes care of own needs appropriately
 Objective 1c-8 Takes responsibility for own well-being
Objective 29 Demonstrates knowledge about self



Domain	Social and Emotional Development (SE)
Component	Self and Emotional Awareness
Subcomponent (CONT...)	Security and Safety: Child demonstrates security ("I have learned to trust adults; I have learned to trust myself. I have learned to tolerate mistakes from others and myself").

0-1 Year

SE1.2 Communicates comfort, discomfort, enjoyment, and displeasure through signals (e.g., crying, screaming, physical gestures, laughter, eye contact, or looking away). Signals will often be specific to families and cultures.

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

1-2 Years

SE1.4 Seeks out and accepts support from trusted adults and caregivers, purposefully.

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

2-3 Years

SE1.6 Seeks help from trusted adults and caregivers to solve problems.

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 2a Forms relationships with adults

Objective 2a-5 Emerging: Manages separations without distress and engages with trusted adults

SE1.7 Uses existing secure relationships to become familiar with and use social-emotional resources (e.g., books or singing).

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 2a Forms relationships with adults

Objective 2a-5 Emerging: Manages separations without distress and engages with trusted adults



Domain	Social and Emotional Development (SE)
Component	Self and Emotional Awareness
Subcomponent	Security and Safety: Child demonstrates security ("I have learned to trust adults; I have learned to trust myself. I have learned to tolerate mistakes from others and myself").

3-4 Years

SE1.8 Attempts new tasks and persists despite mistakes in familiar settings with predictable caregivers.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-6 Demonstrates confidence in meeting own needs

SE1.9 Demonstrates preferred social-emotional resources, such as adults, peers, or comfort objects, and uses them with increasing regularity for regulation needs.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-6 Demonstrates confidence in meeting own needs

4-5 Years

SE1.10 Demonstrates increasing security in ability to communicate opinions, feelings, and ideas.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 1c Takes care of own needs appropriately
Objective 1c-8 Takes responsibility for own well-being

SE1.11 Engages in extended group-based activities and self-directed activities, when appropriate.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 1c Takes care of own needs appropriately
Objective 1c-8 Takes responsibility for own well-being

SE1.12 Tolerates corrective feedback, manages setbacks, and seeks adult support when needed.

GOLD® Objectives for Development and Learning

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

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

Kindergarten

0.4.2.1 Use feedback from the teacher. (2018 Minnesota K-12 Academic Standards in Physical Education)

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

0.4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed. (National Health Standard)

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



Component

Self and Emotional Awareness

Subcomponent

Self-Awareness: Child demonstrates a positive sense of self-identity and self-awareness in family, community, culture, and the world.

0-1 Year

SE2.1 Explores their environment and how things work with the support of familiar adults and caregivers.

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

1-2 Years

SE2.2 Demonstrates awareness of self as separate from others in relationships with caregiving adults.

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

2-3 Years

SE2.3 Identifies self as part of a family, ethnicity, culture, community, or group.

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

SE2.4 Begins to describe self, using labels such as physical characteristics (e.g., eye color, hair, or gender).

GOLD® Objectives for Development and Learning**Objective 29 Demonstrates knowledge about self****3-4 Years**

SE2.5 Demonstrates knowledge of family/caregiver celebrations, traditions, and expectations (e.g., verbally describes, reenacts in play, etc.).

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**4-5 Years**

SE2.6 Demonstrates increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 1c Takes care of own needs appropriately

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

Objective 29 Demonstrates knowledge about self**Kindergarten**

0.3.2.1 Speak audibly and express thoughts, feelings and ideas clearly. (2020 Minnesota K-12 Academic Standards in English Language Arts)

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

Objective 9b-10 Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups



Component

Self and Emotional Awareness

**Subcomponent
(CONT...)**

Self-Awareness: Child demonstrates a positive sense of self-identity and self-awareness in family, community, culture, and the world.

4-5 Years**SE2.7** Expresses understanding of and interest in similarities and differences between self and others.**GOLD® Objectives for Development and Learning****Objective 29** Demonstrates knowledge about self**Objective 30** Shows basic understanding of people and how they live**Component**

Self and Emotional Awareness

Subcomponent

Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions leading to reactions and behaviors.

0-1 Year**SE3.1** Expresses emotions through facial expressions, sounds, and behaviors (e.g., crying, looking away, or startling).**GOLD® Objectives for Development and Learning****Objective 1a** Manages feelings

Objective 1a-2 Uses adult support to calm self

SE3.2 Notices and responds to emotions displayed by caregivers.**GOLD® Objectives for Development and Learning****Objective 2b** Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

1-2 Years**SE3.3** Expresses feelings, needs, and wants with nonverbal communication and/or vocalizations to caregivers.**GOLD® Objectives for Development and Learning****Objective 1a** Manages feelings

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

SE3.4 Understands that emotions can be demonstrated using words, signs, and expressions.**GOLD® Objectives for Development and Learning****Objective 2b** Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

2-3 Years**SE3.5** Recognizes and names some of their own emotions.**GOLD® Objectives for Development and Learning****Objective 1a** Manages feelings

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

SE3.6 Shows some understanding of others' emotional expressions.**GOLD® Objectives for Development and Learning****Objective 2b** Responds to emotional cues

Objective 2b-3 Emerging: Demonstrates concern about the feelings of others

Objective 2b Responds to emotional cues

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



Component

Self and Emotional Awareness

**Subcomponent
(CONT...)**

Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions leading to reactions and behaviors.

3-4 Years**SE3.7** Uses words/signs to express and describe emotions common in their home culture.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

SE3.8 Recognizes, describes, and responds to others' emotional expressions.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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

4-5 Years**SE3.9** Demonstrates or describes an increasing understanding of cause and effect around their own emotional reactions.**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 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

SE3.10 Understands and anticipates emotional reactions of others based on their personal experiences and their own emotional reactions.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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

Objective 2b Responds to emotional cues

Objective 2b-7 Emerging: Recognizes that others' feelings about a situation might be different from their own

Component

Self-Regulation

Subcomponent

Regulating Emotions and Behaviors: Child learns to express feelings and needs and regulate emotions with assistance from others and independently.

0-1 Year**SE4.1** Uses sounds, facial expressions, sign language, or gestures to gain adult attention to reduce discomfort or distress.**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

1-2 Years**SE4.3** Seeks comfort from familiar caregivers actively, using sounds, facial expressions, sign language, gestures, or some words.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

2-3 Years**SE4.6** Uses a variety of coping/calming skills when heavily supported by caregivers and sometimes independently when in a safe and consistent environment.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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



Component

Self-Regulation

**Subcomponent
(CONT...)**

Regulating Emotions and Behaviors: Child learns to express feelings and needs and regulate emotions with assistance from others and independently.

0-1 Year**SE4.2** Responds to a familiar caregiver's efforts to calm or soothe.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

Objective 1a-2 Uses adult support to calm self

1-2 Years**SE4.4** Uses existing safe relationships and the environment to cope with difficult situations or discomfort (e.g., cuddling, adult labeling emotions).**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

2-3 Years**SE4.7** Follows basic expectations to manage emotions and behaviors, with reminders or assistance.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

SE4.8 Waits briefly to obtain a preferred item.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Objective 1a Manages feelings

Objective 1a-5 Emerging: Is able to look at a situation differently or delay gratification

3-4 Years**SE4.9** Accepts caregiver guidance and assistance when feeling strong emotions or discomfort.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

4-5 Years**SE4.12** Expresses feelings, needs, opinions, and desires more frequently through preferred communication methods.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 1c Takes care of own needs appropriately

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

Kindergarten**4.2.1** Demonstrate healthy ways to express needs, wants and feelings (National Health Standard)**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

SE4.10 Follows increasing expectations to regulate feelings and behaviors with necessary reminders or assistance.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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



Component	Self-Regulation
Subcomponent (CONT...)	Regulating Emotions and Behaviors: Child learns to express feelings and needs and regulate emotions with assistance from others and independently.

3-4 Years

4-5 Years

SE4.11 Demonstrates the ability to delay gratification for longer periods of time.
GOLD® Objectives for Development and Learning
Objective 1a Manages feelings
 Objective 1a-6 Is able to look at a situation differently or delay gratification

SE4.13 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, or grocery store).
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 1b Follows limits and expectations
 Objective 1b-8 Applies basic rules in new but similar situations

SE4.14 Shows ability to manage challenging feelings and behaviors, with caregiver 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
Objective 1a Manages feelings
 Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Component	Self-Regulation
Subcomponent	Adaptability: Child adapts to change and transitions.

0-1 Year

1-2 Years

2-3 Years

SE5.1 Exhibits strong emotions in response to abrupt or unanticipated changes in activities (e.g., extended crying).
GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

SE5.2 Exhibits, at times, strong emotions in response to changes in activities (e.g., temper tantrums).
GOLD® Objectives for Development and Learning
Objective 1a Manages feelings
 Objective 1a-4 Comforts self by seeking out special object or person

SE5.3 Participates during changes in activities, with caregiver support.
GOLD® Objectives for Development and Learning
Objective 1b Follows limits and expectations
 Objective 1b-4 Accepts redirection from adults

Component

Self-Regulation

**Subcomponent
(CONT...)**

Adaptability: Child adapts to change and transitions.

3-4 Years**SE5.4** Copes with change, then persists and moves ahead.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

SE5.5 Approaches new tasks with confidence.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

4-5 Years**SE5.6** Anticipates changes and demonstrates the ability to adjust to changes.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

Component

Social Understanding and Relationships

Subcomponent

Social Responsiveness: Child notices and responds to others and their emotions with empathy.

0-1 Year**SE6.1** Shows interest or reacts to others' emotions (e.g., responding to a familiar caregiver's voice or touch).**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

SE6.2 Responds to others' emotional tone and actions (e.g., smiles when someone smiles at them).**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

1-2 Years**SE6.3** Imitates others' emotions and expressions (e.g., laughing when others are laughing).**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

SE6.4 Demonstrates individual responses to others' emotional tone or demeanor (e.g., reacts to a loud environment by crying, covering their ears, or getting excited).**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

2-3 Years**SE6.5** Identifies others' basic emotional cues (e.g., learns when a peer is sad versus happy).**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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

SE6.6 Shows concern for others through efforts to help or comfort (e.g., brings something or someone to a child that is upset).**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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



Component

Social Understanding and Relationships

**Subcomponent
(CONT...)**

Social Responsiveness: Child notices and responds to others and their emotions with empathy.

3-4 Years

SE6.7 Shows understanding, empathy, and compassion for others through words/signs or gestures (e.g., patting on the back, hugging, or sitting near a peer).

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

SE6.8 Labels others' emotions (e.g., tells the caregiver they look happy).

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

4-5 Years

SE6.9 Attempts to label increasingly complex emotions in others (e.g., pride, embarrassment, or jealousy).

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

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

Objective 2b Responds to emotional cues

Objective 2b-7 Emerging: Recognizes that others' feelings about a situation might be different from their own

SE6.10 Acknowledges others' emotions (e.g., responds to peers' complex emotions).

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

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

Objective 2b Responds to emotional cues

Objective 2b-7 Emerging: Recognizes that others' feelings about a situation might be different from their own

SE6.11 Expresses curiosity and interest in others' perspectives when presented with different viewpoints.

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

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



Component

Social Understanding and Relationships

Subcomponent

Building Relationships: Child establishes and sustains relationships with others.

0-1 Year**SE7.1** Shows a preference for a familiar caregiver.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

1-2 Years**SE7.4** Shows preferences for one or more caregivers or children.**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

2-3 Years**SE7.6** Seeks out familiar caregivers and children for conversation and play.**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

Objective 2a Forms relationships with adults

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

SE7.7 Manages routine separations with decreasing amount of distress.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

SE7.8 Uses familiar caregivers for support across settings (e.g., in the classroom or outside).**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

3-4 Years**SE7.9** Participates, verbally and nonverbally, in activities and conversations with caregivers and peers.**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

Objective 2a Forms relationships with adults

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

4-5 Years**SE7.10** Builds friendships/peer connections through play, learning activities, and conversation with peers.**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

Kindergarten**0.5.3.1** Express enjoyment when being physically active individually and with others. (2018 Minnesota K-12 Academic Standards in Physical Education)**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

Component

Social Understanding and Relationships

Subcomponent

Social Skills: Child responds to and interacts with others in a meaningful way.

0-1 Year

SE8.1 Responds to caregiver interactions (e.g., cooing and making eye contact).

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

SE8.2 Responds to caregivers' interactions in increasingly connected ways (e.g., taking turns babbling and listening).

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

1-2 Years

SE8.3 Practices taking turns with familiar adults or peers (e.g., rolling a ball back and forth or handing a book to someone).

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

SE8.4 Plays alongside others. This skill is often referred to as "parallel play."

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

2-3 Years

SE8.5 Seeks a preferred playmate.

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

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

SE8.6 Enters play groups using various strategies (e.g., asks to join with adult/caregiver support).

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

SE8.7 Recognizes similarities and differences between own preferences and others'.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

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



Component

Social Understanding and Relationships

**Subcomponent
(CONT...)**

Social Skills: Child responds to and interacts with others in a meaningful way.

3-4 Years**SE8.8** Initiates and joins cooperative play and conversations with others.**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

Objective 3a Balances needs and rights of self and others

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

SE8.9 Shows concern, respect, care, and appreciation for others and the environment.**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

SE8.10 Takes turns with adult support.**GOLD® Objectives for Development and Learning****Objective 3a Balances needs and rights of self and others**

Objective 3a-4 Takes turns

4-5 Years**SE8.11** Shows flexibility in roles during play.**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 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

SE8.12 Shows increasing ability to initiate, engage in, and sustain positive interactions with peers and adults.**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

SE8.13 Takes turns without adult support.**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

Kindergarten**0.4.3.1** Share equipment and space with others. (2018 Minnesota K-12 Academic Standards in Physical Education)**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

0.5.3.1 Express enjoyment when being physically active individually and with others. (2018 Minnesota K-12 Academic Standards in Physical Education)**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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



Domain

Social Systems (Soc)

Component

Self-Identity, Family, and Community

Subcomponent

Self-Identity in the Community: Develops a sense of self-identity and belonging, and an understanding of how people and communities vary.

0-1 Year

Soc1.1 Shows a preference for familiar adults (e.g., looks at the caregiver, moves or makes sounds to get or keep the caregiver's attention).

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

1-2 Years

Soc1.3 Selects preferred items.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

2-3 Years

Soc1.5 Explores personal characteristics and preferences and how they are similar or different from others.

GOLD® Objectives for Development and Learning

No aligned objectives



Domain	Social Systems (Soc)
Component	Self-Identity, Family, and Community
Subcomponent (CONT...)	Self-Identity in the Community: Develops a sense of self-identity and belonging, and an understanding of how people and communities vary.

0-1 Year

Soc1.2 Expresses feelings and emotions through gestures, facial expressions, and sounds.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

1-2 Years

Soc1.4 Notices personal characteristics (e.g., recognizes self in mirror).

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

2-3 Years

Soc1.6 Notices age and size differences between self and others.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Soc1.7 Asks questions about similarities and differences in other people, families, and communities.

GOLD® Objectives for Development and Learning

No aligned objectives

3-4 Years

Soc1.8 Explores the physical characteristics that make individuals, families, and communities similar and different.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live

Soc1.9 Describes their role(s) within the family, routines, familiar environments, 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

4-5 Years

Soc1.10 Describes similarities and differences in people.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live

Soc1.11 Identifies the ways an individual belongs to a family, community, and culture.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live



Domain	Social Systems (Soc)
Component	Self-Identity, Family, and Community
Subcomponent (CONT...)	Self-Identity in the Community: Develops a sense of self-identity and belonging, and an understanding of how people and communities vary.

4-5 Years

Soc1.12 Understands that families and communities have similarities and differences.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live



Component

Self-Identity, Family, and Community

Subcomponent

Citizenship: Child develops an understanding of how to participate in routines and help in a group setting.

0-1 Year

Soc2.1 Makes wants and needs known.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

1-2 Years

Soc2.2 Develops an expectation and understanding of routines within a familiar environment.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

Soc2.3 Notices a few steps of a daily routine (e.g., different mealtimes or a bedtime).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

2-3 Years

Soc2.4 Participates in daily routines and shows awareness of the order in a routine (e.g., washing hands before a meal).

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-1 Emerging: Knows usual sequence of basic daily events

Objective 22b Measures time and money

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



Component

Self-Identity, Family, and Community

**Subcomponent
(CONT...)**

Citizenship: Child develops an understanding of how to participate in routines and help in a group setting.

3-4 Years

Soc2.5 Follows the daily rules and routines, with modeling and support from a caregiver.

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

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

Soc2.6 Explains and practices ways that they can help others.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****4-5 Years**

Soc2.7 Demonstrates an understanding of community agreements (e.g., rules), and the consequences when rules are not followed.

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

Soc2.8 Provides help to the caregiver in the early childhood environment.

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



Component

Concept of Time

Subcomponent

Personal and Family History: Child explores the concepts of past, present and future in relation to important personal events, with caregiver support as needed.

0-1 Year

Soc3.1 Shows awareness of repeated events (e.g., reactions to separation from caregivers, feeding time).

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

Soc3.2 Reacts to familiar and unfamiliar events and people (e.g., stranger anxiety in older infants).

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

1-2 Years

Soc3.3 Begins to use language and other forms of communication (sign language, assistive technology device) to talk about experiences.

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

Objective 9d-1 Emerging: Makes simple statements about recent events and familiar people and objects that are not present

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

2-3 Years

Soc3.5 Begins to use language that refers to time, accurately or inaccurately (e.g., using "tomorrow" or "yesterday").

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

Objective 9d-1 Emerging: Makes simple statements about recent events and familiar people and objects that are not present

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

Objective 31 Explores change related to familiar people or places



Component

Concept of Time

**Subcomponent
(CONT...)**

Personal and Family History: Child explores the concepts of past, present and future in relation to important personal events, with caregiver support as needed.

1-2 Years**Soc3.4** Engages in imitative play interactions based on prior experience and interactions (e.g., imitating familiar dance).**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play**

Objective 14b-1 Emerging: Imitates actions of others during play; uses real objects as props

Objective 14b Engages in sociodramatic play

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

2-3 Years**Soc3.6** Imitates others (e.g., caregiver behavior during play).**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play**

Objective 14b-1 Emerging: Imitates actions of others during play; uses real objects as props

Objective 14b Engages in sociodramatic play

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

Soc3.7 Recognizes their role or position in the family (e.g., pointing out they are no longer the baby but the older child).**GOLD® Objectives for Development and Learning****Objective 31 Explores change related to familiar people or places****3-4 Years****Soc3.8** Uses common language expressions when recalling and communicating about past events (e.g., saying, "yesterday," "when I was a baby," or "last time").**GOLD® Objectives for Development and Learning****Objective 31 Explores change related to familiar people or places****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

Soc3.9 Demonstrates an understanding of chronological order concepts in reference to a specific event (e.g., recalling an event such as the birth of a sibling).**GOLD® Objectives for Development and Learning****Objective 31 Explores change related to familiar people or places****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

4-5 Years**Soc3.11** Uses language to recall and anticipate events in time with increasing understanding and accuracy.**GOLD® Objectives for Development and Learning****Objective 12b Makes connections**

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

Objective 22b Measures time and money

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

Objective 31 Explores change related to familiar people or places**Soc3.12** Compares self to older and younger family members and friends with specific examples.**GOLD® Objectives for Development and Learning****Objective 31 Explores change related to familiar people or places****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



Component

Concept of Time

**Subcomponent
(CONT...)**

Personal and Family History: Child explores the concepts of past, present and future in relation to important personal events, with caregiver support as needed.

3-4 Years**Soc3.10** Talks about recent family or friend events and their impact on themselves.**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

4-5 Years**Soc3.13** Describes a chronological order in a series of familiar 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

Soc3.14 Reflects on the impact of past, present, and some future events on self and family.**GOLD® Objectives for Development and Learning****Objective 31 Explores change related to familiar people or places****Component**

Concept of Time

Subcomponent

Community Stories and Traditions: Child has an awareness and appreciation of family and cultural stories and traditions.

0-1 Year**Soc4.1** Explores with familiar people and objects in their environment.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

1-2 Years**Soc4.2** Recognizes and names their family members by their respective titles (e.g., mom, dad, grandpa, aunt, uncle, sister, or brother).**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

2-3 Years**Soc4.3** Shows interest in books, photographs, stories, and games about families, cultures, and a variety of traditions.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live****Soc4.4** Asks questions about family and culture (e.g., "Why?").**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live**

Component

Concept of Time

**Subcomponent
(CONT...)**

Community Stories and Traditions: Child has an awareness and appreciation of family and cultural stories and traditions.

3-4 Years**Soc4.5** Tells stories about family, culture, and traditions.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****Soc4.6** Asks deeper questions about families and culture to build their understanding.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live****4-5 Years****Soc4.7** Compares their own cultural traditions with others' to understand similarities and differences.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live****Component**

Environment, Geography, and Our Role in Society

Subcomponent

Conservation: Child understands the responsibility of belonging to a community and that some environmental resources

0-1 Year**Soc5.1** Explores the environment with a caregiver, communicates basic needs, and develops a nurturing bond.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

1-2 Years**Soc5.2** Helps to clean up (e.g., puts away play items or picks up trash).**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

2-3 Years**Soc5.3** Explores conservation concepts such as reducing, reusing, and recycling, with modeling and support from a caregiver (e.g., sorting cans and plastics).**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment**

Component

Environment, Geography, and Our Role in Society

**Subcomponent
(CONT...)**

Conservation: Child understands the responsibility of belonging to a community and that some environmental resources

3-4 Years**4-5 Years****Soc5.4** Practices conservation concepts such as reducing, reusing, and recycling (e.g., turning off running water when using the sink).**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****Soc5.5** Participates in community conservation activities that help manage, preserve, and protect the environment (e.g., planting a tree).**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****Component**

Environment, Geography, and Our Role in Society

Subcomponent

Physical Environment: Child identifies important physical features in their environment.

0-1 Year**1-2 Years****2-3 Years****Soc6.1** Begins to explore the environment with a caregiver.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

Soc6.3 Plays with items in their environment (e.g., toys, rocks, spoons, and other objects).**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

Soc6.4 Identifies and labels significant objects and places in familiar environments.**GOLD® Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge****Soc6.2** Begins to play with items in their environment (e.g., blocks, leaves, and other objects).**GOLD® Objectives for Development and Learning**

No aligned objectives

3-4 Years**4-5 Years****Kindergarten****Soc6.5** Explores and describes differences in physical environments where people live, work, and play (e.g., playground equipment at a park).**GOLD® Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge****Soc6.6** Begins to use geographic and spatial language to identify features of familiar environments (e.g., Identifies hills, ponds, rivers, and uses words like "near," "far," or "over").**GOLD® Objectives for Development and Learning****Objective 21**

Objective 21-8

Objective 32 Demonstrates simple geographic knowledge**K.3.13.1** Explain or show routes between locations using both fixed and dynamic maps from local to global scales.**GOLD® Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge**

Component

Environment, Geography, and Our Role in Society

**Subcomponent
(CONT...)**

Physical Environment: Child identifies important physical features in their environment.

4-5 Years**Kindergarten****Soc6.7** Uses objects (e.g., drawing materials or building blocks) to recreate a familiar environment (e.g., the park or the zoo).**GOLD® Objectives for Development and Learning****Objective 21**

Objective 21-8

Objective 32 Demonstrates simple geographic knowledge**K.3.14.1** Identify physical and human characteristics and find examples in the local community and within stories.**GOLD® Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge****K.3.17.1** Create a representation of a favorite place. Explain why it is important to them and how it makes them feel.**GOLD® Objectives for Development and Learning****Objective 21**

Objective 21-8

Component

Environment, Geography, and Our Role in Society

Subcomponent

Conservation: Child understands the responsibility of belonging to a community and that some environmental resources(These K standards come from the 2021 Minnesota K-12 Academic Standards in Social Studies unless otherwise noted.)

Kindergarten**K.5.25.1** Describe the importance of first peoples'/ Indigenous peoples' relationships to land, water, and the non-human world.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****Objective 30 Shows basic understanding of people and how they live**

Component

Economics: Wants, Needs, and Choices

Subcomponent

Economic Reasoning: Child begins to have an understanding of wants, needs, choice, costs, incentives, rules, trade, and future outcomes.

0-1 Year

Soc7.1 Communicates needs and wants with caregiver (e.g., reaches to grab objects or food).

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

Soc7.2 Explores cause and effect.

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

Objective 11b-2 Repeats actions to obtain similar results

1-2 Years

Soc7.3 Begins the back-and-forth exchange of imitating adult behavior.

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

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

Soc7.4 Begins to understand the "first/then" concept (e.g., "First we put on our PJs, then we can read a book").

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

Objective 1b-4 Accepts redirection from adults

Soc7.5 Begins to recognize ownership of items and with support, returns items to their owner (e.g., returning a pacifier to a friend).

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

Objective 3a-1 Emerging: Responds appropriately to others' expressions of wants

Objective 3a Balances needs and rights of self and others

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

2-3 Years

Soc7.6 Participates in turn-taking activities with support.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****Objective 3a Balances needs and rights of self and others**

Objective 3a-4 Takes turns

Soc7.7 Asks for needs to be met.

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

Soc7.8 Trades an undesired item for a desired item.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 30 Shows basic understanding of people and how they live

Soc7.9 Explores with caregivers the meaning of goods and exchanges in the community.

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

Component

Economics: Wants, Needs, and Choices

Subcomponent

Economic Reasoning: Child begins to have an understanding of wants, needs, choice, costs, incentives, rules, trade, and future outcomes.

3-4 Years**Soc7.10** Participates in turn taking with increasing independence.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****Soc7.11** Describes basic needs for living things (e.g., food, water, shelter).**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live****Soc7.12** Begins to understand the use of trade or money to obtain goods and services (e.g., during dramatic play children trade pretend money for goods such as groceries).**GOLD® Objectives for Development and Learning**

No aligned objectives

4-5 Years**Soc7.13** Negotiates and shares with other children during play.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****Objective 3a Balances needs and rights of self and others**

Objective 3a-5 Emerging: Initiates the sharing of materials in the classroom and outdoors

Objective 3a Balances needs and rights of self and others

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

Soc7.14 Labels individual needs and wants with support.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live****Soc7.15** Asks for items that they need or would like (e.g., a toy or a favorite food at the store).**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

Objective 29 Demonstrates knowledge about self**Component**

Economics: Wants, Needs, and Choices

Subcomponent

Economic Reasoning: Child begins to have an understanding of wants, needs, choice, costs, incentives, rules, trade, and future outcomes. (These K standards come from the 2021 Minnesota K-12 Academic Standards in Social Studies unless otherwise noted.)

Kindergarten**K.2.9.1** Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****K.2.10.1** Distinguish between goods (objects that can be seen or touched) and services (actions or activities). Identify goods and services that could satisfy a specific need or want.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****K.2.12.1** Explain why people agree to trade.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

Component

Technology

Subcomponent

Using Technology: Child engages with a variety of forms of technology. Screen usage is recommended with caregiver support and supervision.*Technology includes videos, music, computers, tablets, television, smart phones, toys with lights and sounds, voice assistance, etc.

0-1 Year

Soc8.1 Shows an initial awareness of technology (e.g., turns towards mobile device when the device is activated).

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

Objective 11a-2 Pays attention to sights and sounds

1-2 Years

Soc8.2 Engages with technology using non-verbal communications (e.g., eye contact and facial expressions), as well as verbal, including labeling familiar items seen on screen.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

2-3 Years

Soc8.3 Engages with technology to connect socially to familiar people through video chats, recorded videos, and photos with a caregiver.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

Soc8.4 Explores properties and functions of objects with a caregiver.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

Soc8.5 Substitutes one object for another (e.g., uses an object to imitate talking on a phone).

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

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

3-4 Years

Soc8.6 Begins to understand that the content in digital media is used for specific purposes.

GOLD® Objectives for Development and Learning

No aligned objectives

4-5 Years

Soc8.8 Knows when, how, and why to use a variety of digital and nondigital tools for learning (e.g., knows that a key opens a lock or a passcode unlocks a mobile device).

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



Component

Technology

**Subcomponent
(CONT...)**

Using Technology: Child engages with a variety of forms of technology. Screen usage is recommended with caregiver support and supervision.*Technology includes videos, music, computers, tablets, television, smart phones, toys with lights and sounds, voice assistance, etc.

3-4 Years

Soc8.7 Explores all tools, including technology, to enhance learning with support from a caregiver.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

Component

Technology

Subcomponent

Digital Safety and Well-Being: Child has the ability to choose and use some digital technology appropriately. *Digital technology includes videos, music, computers, tablets, television, smart phones, voice assistance, etc.

0-1 Year

Soc9.1 Observes caregiver's use of technology.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

1-2 Years

Soc9.2 Responds to limits on technology and is able to engage with other objects.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

2-3 Years

Soc9.3 Engages with technology, when guided by a caregiver.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

3-4 Years

Soc9.4 Uses technology as one option for play.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

4-5 Years

Soc9.6 Engages in developmentally appropriate use of all tools, including technology, with support from a caregiver.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

Kindergarten

2.2.3 Describe how the media can influence health behaviors. (National Health Standard)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Component

Technology

**Subcomponent
(CONT...)**

Digital Safety and Well-Being: Child has the ability to choose and use some digital technology appropriately.*Digital technology includes videos, music, computers, tablets, television, smart phones, voice assistance, etc.

3-4 Years**4-5 Years****Soc9.5** Transitions to another activity after technology use, with adult support.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

Objective 28 Uses tools and other technology to perform tasks**Soc9.7** Transitions to another activity after technology use.**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 28 Uses tools and other technology to perform tasks**Component**

Technology

Subcomponent

Using Technology: Child engages with a variety of forms of technology. Screen usage is recommended with caregiver support and supervision.*Technology includes videos, music, computers, tablets, television, smart phones, toys with lights and sounds, voice assistance, etc. (These K standards come from the 2021 Minnesota K-12 Academic Standards in Social Studies unless otherwise noted.)

Kindergarten**03.3.1** Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support. (2020 Minnesota K-12 Academic Standards in English Language Arts, Computer Science)**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

Objective 28 Uses tools and other technology to perform tasks**0.3.3.2** With prompting and support, create an individual or shared multimedia work for a specific purpose (ex. to share lived or imagined experiences, to present information, to entertain, or as artistic expression), considering digital footprint. (2020 Minnesota K12 Academic Standards in English Language Arts, Computer Science)**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

Objective 28 Uses tools and other technology to perform tasks**Component**

Self-Identity, Family, and Community(These K standards come from the 2021 Minnesota K-12 Academic Standards in Social Studies unless otherwise noted.)



Subcomponent

Self-Identity in the Community: Develops a sense of self-identity and belonging, and an understanding of how people and communities vary.

Kindergarten

K5.23.1 Create a personal representation of themselves, including their family and/or ancestors. Discuss the choices made, describing what is special and important, including strengths and assets.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live

0.2.2.2 Share personal perspective, identity and voice, verbally or visually. (2020 Minnesota K-12 Academic Standards in English Language Arts)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 29 Demonstrates knowledge about self

K.1.2.1 Consider and describe ways group members show they belong to the group.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Component

Self-Identity, Family, and Community(These K standards come from the 2021 Minnesota K-12 Academic Standards in Social Studies unless otherwise noted.)

Subcomponent

Citizenship: Child develops an understanding of how to participate in routines and help in a group setting.

Kindergarten

K.1.4.1 Identify examples of rules in the school and neighborhood community and explain why they exist. Describe incentives for following rules and consequences for breaking rules.

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

Objective 1b-10 Understands and explains reasons for rules

Objective 30 Shows basic understanding of people and how they live

K.5.24.1 Retell a story about an unfair experience that conveys a power imbalance (A personal experience or one from a story). Share what can be learned from this story.

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

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

Component

Concept of Time(These K standards come from the 2021 Minnesota K-12 Academic Standards in Social Studies unless otherwise noted.)

Subcomponent

Personal and Family History: Child explores the concepts of past, present and future in relation to important personal events, with caregiver support as needed.

Kindergarten

K.4.18.1 Ask historical questions about a past event in an individual's family, school or local community.

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

K.4.21.1 Use a variety of words to reference time in the past, present and the future; identify beginning, middle and end of historical stories.

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

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

Objective 22b Measures time and money

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

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

Component

Concept of Time(These K standards come from the 2021 Minnesota K-12 Academic Standards in Social Studies unless otherwise noted.)



Subcomponent

Community Stories and Traditions: Child has an awareness and appreciation of family and cultural stories and traditions.

Kindergarten

K.4.19.1 Identify how different families and communities celebrate or commemorate events and engage in respectful conversation about traditions within an individual's family/community and those of other families/ communities.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

K.4.20.1 Describe how people learn about the past by identifying different types of historical sources and asking what can be learned from those sources.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Objective 31 Explores change related to familiar people or places



Component

Concept of Time(These K standards come from the 2021 Minnesota K-12 Academic Standards in Social Studies unless otherwise noted.)

**Subcomponent
(CONT...)**

Community Stories and Traditions: Child has an awareness and appreciation of family and cultural stories and traditions.

Kindergarten

K.4.22.1 Retell and discuss a story about diverse individuals or groups in the past that illustrates honesty, courage, friendship, respect and/or responsibility.

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

Domain

Language, Literacy, and Communications (LLC)

Component

Receptive Language (Listening and Understanding)

Subcomponent

Language Comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate or follow directions effectively (expressive).

Birth to 6 Months**LLC1.1** Turns towards and focuses on a nearby caregiver who is communicating.**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

6-15 Months**LLC1.3** Responds to nonverbal and verbal cues (e.g., cooing or babbling in response to caregiver).**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

15-24 Months**LLC1.5** Understands and follows a one-step direction.**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

2-3 Years**LLC1.7** Shows understanding of questions and statements about people, objects, ideas, and feelings.**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

LLC1.8 Shows understanding of in/out, under/over, top/bottom, when requested (e.g., points to place or object when asked).**GOLD® Objectives for Development and Learning**

No aligned objectives



Domain	Language, Literacy, and Communications (LLC)
Component	Receptive Language (Listening and Understanding)
Subcomponent (CONT...)	Language Comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate or follow directions effectively (expressive).

6-15 Months	15-24 Months
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LLC1.4 Responds to conversation, questions, and one-word requests (e.g., caregiver asks, "Where's the object?" and the child looks or points toward the object).

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

LLC1.6 Responds to descriptive language about objects, actions, and concepts.

GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
 Objective 8a-4 Identifies familiar people, animals, and objects when prompted

3-4 Years	4-5 Years	Kindergarten
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LLC1.9 Responds to direct questions and follows two-step directions.

GOLD® Objectives for Development and Learning
Objective 8b Follows directions
 Objective 8b-6 Follows directions of two or more steps that relate to familiar objects and experiences

LLC1. 10 Shows understanding of vocabulary that indicates the location of person or thing (e.g., "Above" or "below") by communicating or pointing to objects based on verbal cues.

GOLD® Objectives for Development and Learning
Objective 21a Understands spatial relationships
 Objective 21a-4 Follows simple directions related to proximity (beside, between, next to)

LLC1.11 Follows directions that involve three or more steps.

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

LLC1.12 Responds to increasingly complex vocabulary that indicates location, such as "besides," "around," and "next to."

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

0.3.1.1. (C) Follow sequence of a story or discussion or steps in a process.

GOLD® Objectives for Development and Learning
Objective 8b Follows directions
 Objective 8b-8 Follows detailed, instructional, multistep directions

Domain	Language, Literacy, and Communications (LLC)
Component	Receptive Language (Listening and Understanding)
Subcomponent (CONT...)	Language Comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate or follow directions effectively (expressive).

4-5 Years

LLC1.13 Responds appropriately to "wh-" questions or understands a question has been asked.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

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

Kindergarten

0.3.1.2 Confirm understanding of a text read aloud or information presented orally or through other media (ex. poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.

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

Component	Expressive Language (Communicating and Speaking)
Subcomponent	Social Conversation: Child communicates with others to express feelings, wants, and ideas to caregivers.

Birth to 6 Months

LLC2.1 Imitates and responds to facial expressions and caregiver sounds.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

6-15 Months

LLC2.3 Initiates shared attention to an object or an event.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

15-24 Months

LLC2.6 Uses real or made-up words, signs, or gestures to express basic wants and needs (e.g., signs for "more").

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

LLC2.2 Initiates social interaction through vocalization (e.g., babbling, crying), facial expressions, (e.g., smiles) or body movements (e.g., flapping their arms).

GOLD® Objectives for Development and Learning

No aligned objectives

Component

Expressive Language (Communicating and Speaking)

**Subcomponent
(CONT...)**

Social Conversation: Child communicates with others to express feelings, wants, and ideas to caregivers.

6-15 Months

LLC2.4 Uses sounds, gestures, or actions to intentionally communicate and express needs and wants.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate



Component

Expressive Language (Communicating and Speaking)

**Subcomponent
(CONT...)**

Social Conversation: Child communicates with others to express feelings, wants, and ideas to caregivers.

6-15 Months**LLC2.5** Shows reactions to objects, people, or activities (e.g., seeks comfort from a familiar adult in the presence of a stranger).**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

15-24 Months**LLC2.7** Responds with gestures, sounds, or words to extend interactions with others.**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

2-3 Years**LLC2.8** Uses an increased number of descriptive sounds, signs, words, or phrases to express desires and interests to others.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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

3-4 Years**LLC2.11** Initiates or extends conversations with varied comments or questions.**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

4-5 Years**LLC2.13** Uses verbal or nonverbal communication to understand and solve problems with adults or other children.**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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



Component

Expressive Language (Communicating and Speaking)

**Subcomponent
(CONT...)**

Social Conversation: Child communicates with others to express feelings, wants, and ideas to caregivers.

2-3 Years**LLC2.9** Begins to ask "why" questions.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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

LLC2.10 Initiates and responds to conversations with others.**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

Objective 10a-4 Initiates and attends to brief conversations

3-4 Years**LLC2.12** Communicates clearly enough to be understood by the majority of those who speak the same language.**GOLD® Objectives for Development and Learning**

No aligned objectives

4-5 Years**LLC2.14** Asks and answers questions to seek help or get information.**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

Component

Expressive Language (Communicating and Speaking)

Subcomponent

Vocabulary and Syntax: The child understands vocabulary and culturally-specific ways for putting words together in their home language and/or English.

Birth to 6 Months**LLC3.1** Coos and gurgles, makes some vocal sounds.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

6-15 Months**LLC3.3** Uses vocalizations, signs, and gestures to represent concepts (e.g., signing for more milk).**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

15-24 Months**LLC3.6** Constructs two-word sentences (object and action).**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

Component

Expressive Language (Communicating and Speaking)

**Subcomponent
(CONT...)**

Vocabulary and Syntax: The child understands vocabulary and culturally-specific ways for putting words together in their home language and/or English.

Birth to 6 Months**LLC3.2** Practices producing and combining sounds or signs (e.g., babbling).**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

6-15 Months**LLC3.4** Names a few objects, animals, people, or activities with words or signs (e.g., first word).**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

15-24 Months**LLC3.7** Shows rapid growth in quantity of words or signs used in conversation or play.**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

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

LLC3.5 Imitates familiar or environmental sounds (e.g., animal sounds).**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate



Component

Expressive Language (Communicating and Speaking)

**Subcomponent
(CONT...)**

Vocabulary and Syntax: The child understands vocabulary and culturally-specific ways for putting words together in their home language and/or English.

2-3 Years

LLC3.8 Uses increasingly complex and varied vocabulary.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

3-4 Years

LLC3.11 Uses increasingly longer sentences to share information about experiences with people, places, or things.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

4-5 Years

LLC3.14 Uses increasingly complex sentences to describe relationships between two or more things or events.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

Objective 9c Uses conventional grammar

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



Component

Expressive Language (Communicating and Speaking)

**Subcomponent
(CONT...)**

Vocabulary and Syntax: The child understands vocabulary and culturally-specific ways for putting words together in their home language and/or English.

2-3 Years**LLC3.9** Constructs simple sentences with more than two words (e.g., "I want water").**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-3 Emerging: Names familiar people, animals, and objects

Objective 9c Uses conventional grammar

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

LLC3.10 Begins or increases use of verbs or action words in everyday conversation.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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

3-4 Years**LLC3.12** Uses more new words that more precisely name and describe 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

LLC3.13 Applies language rules to words or sentences, accurately or inaccurately (e.g., "We goed to the store").**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

4-5 Years**LLC3.15** Uses increasingly specific and precise words to name objects and their features and functions.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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

Objective 9a Uses an expanding expressive vocabulary

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

LLC3.16 Uses words and longer sentences to describe events in sequence (e.g., storytelling).**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



Component

Emergent Reading

Subcomponent

Engagement: Child participates and has sustained attention for interactions that involve print.

Birth to 6 Months

LLC4.1 Maintains some shared attention while being read to and/or looking at pictures.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

6-15 Months

LLC4.2 Makes sounds while looking at text or images.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

LLC4.3 Engages with books and other print materials (e.g., child brings book to caregiver for reading).

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

15-24 Months

LLC4.4 Points to a few pictures in print on their own or in response to a question from a caregiver.

GOLD® Objectives for Development and Learning

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

Objective 18a-1 Emerging: Contributes particular language from the book at the appropriate time

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

Objective 18a-2 Contributes particular language from the book at the appropriate time

LC4.5 Imitates reading.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books



Component

Emergent Reading

Subcomponent

Engagement: Child participates and has sustained attention for interactions that involve print.

2-3 Years

LLC4.6 Makes a connection between an object in print and an object in real life.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

3-4 Years

LLC4.9 Points to both pictures and text when engaging with print books (e.g., points to letters in their name).

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

4-5 Years

LLC4.12 Actively participates in reading activities with enjoyment and purpose.

GOLD® Objectives for Development and Learning

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

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

Objective 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



Component

Emergent Reading

**Subcomponent
(CONT...)**

Engagement: Child participates and has sustained attention for interactions that involve print.

2-3 Years**LLC4.7** Asks for or picks out favorite texts.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

LLC4.8 Focuses on a book while listening to the reader.**GOLD® Objectives for Development and Learning****Objective 18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a-1 Emerging: Contributes particular language from the book at the appropriate time

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

Objective 18a-2 Contributes particular language from the book at the appropriate time

3-4 Years**LLC4.10** Shows persistence with longer and more complex narratives and informational text (e.g., maintains attention throughout read aloud).**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

LLC4.11 Offers a personal response to stories read aloud.**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

4-5 Years**LLC4.13** Retells familiar stories using a book as a guide.**GOLD® Objectives for Development and Learning****Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-5 Emerging: Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

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

LLC4.14 Initiates shared and solitary book use.**GOLD® Objectives for Development and Learning**

No aligned objectives



Component

Emergent Reading

Subcomponent

Engagement: Child participates and has sustained attention for interactions that involve print.

4-5 Years

LLC4.15 Requests information and access to new literacy materials.

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 17a Uses and appreciates books and other texts

Objective 17a-7 Emerging: Uses various types of books for their intended purposes

Objective 17a Uses and appreciates books and other texts

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

LLC4.16 Notices environmental print (e.g., classroom or building signs, food logos) and finds meaning behind it.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

Component

Emergent Reading

Subcomponent

Phonological Awareness: Child hears (as able) and understands the separate sounds that make up language.

Birth to 6 Months

LLC5.1 Looks at the caregiver's lips and face when the caregiver is speaking.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

LLC5.2 Demonstrates awareness of sounds in the environment and spoken language from caregivers (e.g., turns head when phone rings).

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

6-15 Months

LLC5.3 Shows interest in songs, rhymes, chants, and stories.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

LLC5.4 Notices and listens to sounds and words from home language and if different, the language of care.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

15-24 Months

LLC5.6 Identifies and produces sounds heard in the environment.

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

LLC5.7 Participates in songs, rhymes, chants, and stories.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

2-3 Years

LLC5.8 Repeats different sounds in familiar words or rhymes (e.g., sings words in familiar songs).

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

LLC5.9 Distinguishes between spoken language and environmental sounds.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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



LLC5.5 Imitates sounds heard 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

LLC5.10 Recalls previously heard words, songs, and rhymes (e.g., sings familiar song while playing).

GOLD® Objectives for Development and Learning

No aligned objectives



Component

Emergent Reading

**Subcomponent
(CONT...)**

Phonological Awareness: Child hears (as able) and understands the separate sounds that make up language.

3-4 Years

LLC5.11 Shows interest in and associates sounds with words (e.g., child shows reaction when hearing the first letter of their name).

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

Objective 15d-1 Emerging: Shows understanding that a specific sequence of letters represents a spoken word

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

LLC5.12 Plays with sounds, words, and language (e.g., rhyming and matching first sounds in words) with or without attention to meaning.

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

Objective 15a-2 Joins in rhyming songs and games

4-5 Years

LLC5.13 Identifies and continues sound patterns in 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 15b Notices and discriminates alliteration

Objective 15b-6 Matches beginning sounds of some words

Objective 15c Notices and discriminates discrete units of sound

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

LLC5.14 Produces rhyming words or words with the same beginning sound, when prompted.

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

Objective 15a-7 Emerging: Generates a group of rhyming words when given a word

Objective 15a Notices and discriminates rhyme

Objective 15a-8 Generates a group of rhyming words when given a word

Objective 15b Notices and discriminates alliteration

Objective 15b-6 Matches beginning sounds of some words

Kindergarten

0.1.1.1 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

0.1.1.2 Know and apply grade-level phonics and word analysis skills in decoding words.

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

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

Component

Emergent Reading

**Subcomponent
(CONT...)**

Phonological Awareness: Child hears (as able) and understands the separate sounds that make up language.

Kindergarten

0.1.1.3 Read decodable texts accurately, with guidance and support.

GOLD® Objectives for Development and Learning

Objective 18d Uses context clues to read and comprehend texts

Objective 18d-2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)

Objective 18e Reads fluently

Objective 18e-2 Reads and comprehends emergent reader texts and other print materials



Component

Emergent Reading

**Subcomponent
(CONT...)**

Phonological Awareness: Child hears (as able) and understands the separate sounds that make up language.

4-5 Years

LLC5.15 Identifies individual sounds or segments (parts) of words when prompted (e.g., Identifying first part of the word "cupcake").

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

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-7 Emerging: Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

Kindergarten

0.1.8.1 Recognize rhythm, alliteration and repeated lines in a story, poem or song read aloud.

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

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

0.2.1.2 Demonstrate one-to-one letter-sound correspondence.

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



Component

Emergent Reading

Subcomponent

Letter Recognition: Child recognizes the shapes of letters and recalls the names of letters.

Birth to 6 Months**LLC6.1** Pays attention to familiar objects, images or people.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

6-15 Months**LLC6.2** Shows interest in familiar objects, images, or people.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

15-24 Months**LLC6.3** Recognizes and attempts to label familiar objects, images, or people.**GOLD® Objectives for Development and Learning****Objective 12a Recognizes and recalls**

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

2-3 Years**LLC6.4** Names familiar colors, shapes, and objects.**GOLD® Objectives for Development and Learning****Objective 12a Recognizes and recalls**

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



Component

Emergent Reading

**Subcomponent
(CONT...)**

Letter Recognition: Child recognizes the shapes of letters and recalls the names of letters.

3-4 Years

LLC6.5 Points to or names some shapes, colors, letters, and other familiar symbols (e.g., first letter in child's name).

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

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

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

4-5 Years

LLC6.6 Names familiar letters (e.g., letters in child's name) and produces letter sound (e.g., "ef" for F).

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

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

Objective 16a Identifies and names letters

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

Objective 16b Identifies letter-sound correspondences

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

Objective 16b Identifies letter-sound correspondences

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

Kindergarten

0.1.1.0 Demonstrate understanding of the basic features of 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

0.2.1.0 Print many uppercase and lowercase letters.

GOLD® Objectives for Development and Learning**Objective 19c Writes using conventions**

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



Component

Emergent Reading

Subcomponent

Letter Recognition: Child recognizes the shapes of letters and recalls the names of letters.

4-5 Years

LLC6.7 Recognizes (verbally or nonverbally) the difference between letters and other symbols (e.g., a square versus the letter "T").

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

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

Objective 16a Identifies and names letters

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

Objective 20c Connects numerals with their quantities

Objective 20c-2 Recognizes and names a few numerals



Component

Emergent Reading

**Subcomponent
(CONT...)**

Letter Recognition: Child recognizes the shapes of letters and recalls the names of letters.

4-5 Years

LLC6.8 Names some objects, shapes, colors, letters, numbers, and symbols with increasing fluency.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Objective 14a Thinks symbolically

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

Objective 20c Connects numerals with their quantities

Objective 20c-2 Recognizes and names a few numerals

Objective 21b Understands shapes

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



Component

Emergent Reading

Subcomponent

Concepts of Print: Child understands the fundamentals of print, such as orientation, organization, and features of print in the child's home language and/or English.

Birth to 6 Months

LLC7.1 Explores books and other print materials (e.g., grasping and bringing a book to mouth to suck and chew).

GOLD® Objectives for Development and Learning

No aligned objectives

6-15 Months

LLC7.2 Attempts to hold print materials (e.g., a book) with both hands.

GOLD® Objectives for Development and Learning

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

LLC7.3 Turns the pages of print materials (e.g., board books).

GOLD® Objectives for Development and Learning

No aligned objectives

15-24 Months

LLC7.4 Turns the print materials right side up.

GOLD® Objectives for Development and Learning

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

2-3 Years

LLC7.5 Identifies the front and back of a print material.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts
Objective 17a-3 Emerging: 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-4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers



Component

Emergent Reading

**Subcomponent
(CONT...)**

Concepts of Print: Child understands the fundamentals of print, such as orientation, organization, and features of print in the child's home language and/or English.

2-3 Years**LLC7.6** Begins to understand that print has meaning (e.g., asks "what does this say?").**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

3-4 Years**LLC7.7** Looks at and shares books and other print materials with others from front to back.**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

4-5 Years**LLC7.8** Names some parts of a print material (e.g., cover and pages of a book).**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

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

Kindergarten**0.1.1.0. (A)** Demonstrates understanding of the organization and basic features of print.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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



Component

Emergent Reading

**Subcomponent
(CONT...)**

Concepts of Print: Child understands the fundamentals of print, such as orientation, organization, and features of print in the child's home language and/or English.

4-5 Years

LLC7.9 Demonstrates knowledge and understanding of print orientation in English (e.g., left to right and top to bottom) and/or languages that are used in the home or community.

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

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

LLC7.10 Points to words or symbols and attempts to read.

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

Objective 18b-6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

Kindergarten

0.1.5.1 Recognize orientation (front cover, back cover, title) of print text and navigation of digital text.

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

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

0.1.6.1 Define the role of an author and illustrator in telling a story.

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

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



Component

Emergent Reading

**Subcomponent
(CONT...)**

Concepts of Print: Child understands the fundamentals of print, such as orientation, organization, and features of print in the child's home language and/or English.

Kindergarten

0.1.6.3. R ecognize common types of text (e.g., storybooks, informational, poems), through listening or reading.

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)



Component

Emergent Reading

Subcomponent

Comprehension of Text: Child understands the events and order of events in a story or text in one or more languages.

Birth to 6 Months

LLC8.1 Demonstrates response to face and voice interactions from others (e.g., moves head and follows gaze).

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

6-15 Months

LLC8.2 Shows interest in stories read out loud (e.g., cooing, babbling).

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

Objective 17a-2 Shows interest in books

15-24 Months

LLC8.4 Demonstrates understanding (e.g., focused attention), when stories and texts are read or told.

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

Objective 18a-1 Emerging: Contributes particular language from the book at the appropriate time

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

Objective 18a-2 Contributes particular language from the book at the appropriate time

2-3 Years

LLC8.7 Asks and answers questions during reading or storytelling.

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

LLC8.8 Acts out, draws, or describes parts of a story or text.

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



Component

Emergent Reading

**Subcomponent
(CONT...)**

Comprehension of Text: Child understands the events and order of events in a story or text in one or more languages.

15-24 Months

LLC8.5 Communicates (verbally or nonverbally) about characters and events during reading or storytelling.

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

Objective 18a-1 Emerging: Contributes particular language from the book at the appropriate time

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

Objective 18a-2 Contributes particular language from the book at the appropriate time

2-3 Years

LLC8.9 Identifies and describes basic information from the text of a print material (e.g., characters, objects, and events).

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



Component

Emergent Reading

Subcomponent

Comprehension of Text: Child understands the events and order of events in a story or text in one or more languages.

15-24 Months

LLC8.6 Relates objects in stories or texts to objects in the real world.

GOLD® Objectives for Development and Learning

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

Objective 18a-1 Emerging: Contributes particular language from the book at the appropriate time

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

Objective 18a-2 Contributes particular language from the book at the appropriate time



Component

Emergent Reading

**Subcomponent
(CONT...)**

Comprehension of Text: Child understands the events and order of events in a story or text in one or more languages.

3-4 Years**LLC8.10** Retells important information from a story or 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

LLC8.11 Tells simple stories and experiences from their own life.**GOLD® Objectives for Development and Learning****Objective 9d Tells about another time or place**

Objective 9d-5 Emerging: Tells stories about other times and places that have a logical order and that include major details

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

4-5 Years**LLC8.13** Predicts what will happen next in a story using language or drawings.**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

LLC8.14 Retells a story or events from text using a variety of media, materials, and props (e.g., acts out the story using dress-up).**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

Kindergarten**0.1.2.1** With guidance and support, read and monitor understanding of grade-level text, self-correcting as needed, using strategies including, but not limited to, decoding, asking questions and making connections.**GOLD® Objectives for Development and Learning****Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)

Objective 18e Reads fluently

Objective 18e-2 Reads and comprehends emergent reader texts and other print materials



Component

Emergent Reading

Subcomponent

Comprehension of Text: Child understands the events and order of events in a story or text in one or more languages.

3-4 Years

LLC8.12 Uses vocabulary related to key concepts and central themes from a story or 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

Kindergarten

0.1.4.1 Ask and answer questions about key details in a text, with prompting 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

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



Component

Emergent Reading

**Subcomponent
(CONT...)**

Comprehension of Text: Child understands the events and order of events in a story or text in one or more languages.

Kindergarten

0.1.4.2 Identify the topic of a text, with prompting 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

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



Component

Emergent Reading

Subcomponent

Comprehension of Text: Child understands the events and order of events in a story or text in one or more languages.

Kindergarten

0.1.4.3 Identify characters and settings in a literary text, with prompting and support.

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

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



Component

Emergent Reading

**Subcomponent
(CONT...)**

Comprehension of Text: Child understands the events and order of events in a story or text in one or more languages.

Kindergarten

0.1.5.2 Recognize the difference between literary and informational text, through listening or reading.

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)

0.2.6.2 Correctly order beginning, middle and end of a story, with support and guidance.

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



Component

Emergent Reading

Subcomponent

Engagement: Child participates and has sustained attention for interactions that involve print.(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

Kindergarten

0.1.1.0 Demonstrate understanding of the basic features of 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

Objective 17b Uses print concepts

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



Component

Emergent Reading

Subcomponent

Engagement: Child participates and has sustained attention for interactions that involve print.(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

Kindergarten

0.1.2.3 Choose and read texts that explore personal identity and interests, with prompting and support.

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 17a Uses and appreciates books and other texts

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

0.1.4.1 Ask and answer questions about key details in a text, with prompting 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

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

0.1.4.2 Identify the topic of a text, with prompting 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

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

0.1.4.3 Identify characters and setting, in a literary text, with prompting and support.

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

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



Component

Emergent Reading

Subcomponent

Engagement: Child participates and has sustained attention for interactions that involve print.(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

Kindergarten

0.1.4.4 Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support.

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



Component

Emergent Reading

**Subcomponent
(CONT...)**

Engagement: Child participates and has sustained attention for interactions that involve print.(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

Kindergarten

0.1.5.2 Recognize the difference between literary and informational text, through listening or reading.

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)

0.1.5.3 Recognize the connection between illustrations and text.

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

0.1.6.3 Recognize common types of text (e.g., storybooks, informational, poems) through listening or reading.

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)



Component

Writing

Subcomponent

Writing Conventions: Child understands that words can be written, and that writing has meaning.

Birth to 6 Months**LLC9.1** Grasps and squeezes a toy or object.**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

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

15-24 Months**LLC9.4** Uses small muscle movements to do simple tasks (e.g., picking up small items).**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

2-3 Years**LLC9.6** Uses scribbles, shapes, or pictures to represent thoughts and ideas.**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

LLC9.5 Uses writing tools (e.g., crayons or drawing boards).**GOLD® Objectives for Development and Learning****Objective 7b Uses writing and drawing tools**

Objective 7b-2 Grasps drawing and writing tools, jabbing at paper

3-4 Years**LLC9.8** Uses letter-like symbols to make letters or words in home language and/or English.**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

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

4-5 Years**LLC9.10** Writes own name and words about familiar and interesting things.**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-10 Writes partially accurate first name

Objective 19a Writes name

Objective 19a-12 Writes accurate first name

Objective 19b Writes to convey ideas and information

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

LLC9.11 Understands the different purposes for writing (e.g., stories, lists, or labels).**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



Component

Writing

**Subcomponent
(CONT...)**

Writing Conventions: Child understands that words can be written, and that writing has meaning.

4-5 Years

LLC9.12 Uses invented spelling (e.g., chooses incorrect or unusual letters to spell words).

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



Component

Writing

Subcomponent
(CONT...)

Writing Conventions: Child understands that words can be written, and that writing has meaning.

4-5 Years

LLC9.13 Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or to create original stories.

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

Component

Writing

Subcomponent

Writing Conventions: Child understands that words can be written, and that writing has meaning. (These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

Kindergarten

0.2.1.1 Recognize that words are represented in written language by specific sequences of letters, which are separated by spaces, and put in a specific order to create a sentence.

GOLD® Objectives for Development and Learning

Objective 19c Writes using conventions

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



Component

Writing

Subcomponent
(CONT...)

Writing Conventions: Child understands that words can be written, and that writing has meaning.(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

Kindergarten

0.2.2.1 Write routinely (may include a combination of drawing, dictating and writing), with support and guidance.

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

0.2.3.1 Plan and draft writing (may include a combination of drawing, dictating, and writing) and revise to strengthen writing in a shared setting.

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



Component

Expressive Language (Communicating and Speaking)(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

Subcomponent

Social Conversation: Child communicates with others to express feelings, wants, and ideas to caregivers.

Kindergarten

0.2.2.2 Share personal perspective, identity and voice, verbally or visually.

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

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

0.2.4.1 State of personal opinion for the purpose of sharing, verbally, visually or in written form, with support and guidance.

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

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

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



Component

Expressive Language (Communicating and Speaking)(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

Subcomponent

Social Conversation: Child communicates with others to express feelings, wants, and ideas to caregivers.

Kindergarten

0.2.5.1 Make a statement about a topic and offer one or two details about the topic, verbally, visually or in written form, with support and guidance.

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

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

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

0.2.5.2 Verbally or visually respond to a story, with support and guidance.

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

0.2.6.1 Tell a story about a personal experience or that of a character, verbally, visually or in written form.

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

Objective 9d-8 Tells elaborate stories that refer to other times and places

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

0.2.7.1 Ask questions to participate in shared research and writing projects.

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

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

Objective 19b Writes to convey ideas and information

Objective 19b-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



Component

Expressive Language (Communicating and Speaking)(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

Subcomponent

Social Conversation: Child communicates with others to express feelings, wants, and ideas to caregivers.

Kindergarten

0.3.1.1 (A and B) a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, and continue exchange of ideas through multiple exchanges.

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-10 Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions)



Component

Expressive Language (Communicating and Speaking)(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

**Subcomponent
(CONT...)**

Social Conversation: Child communicates with others to express feelings, wants, and ideas to caregivers.

Kindergarten

0.3.2.1 Speak audibly and express thoughts, feelings and ideas clearly.

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

Objective 9b-10 Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups

Component

Expressive Language (Communicating and Speaking)(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

Subcomponent

Vocabulary and Syntax: The child understands vocabulary and culturally-specific ways for putting words together in their home language and/or English.

Kindergarten

0.1.4.4 Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support.

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



Component

Expressive Language (Communicating and Speaking)(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

**Subcomponent
(CONT...)**

Vocabulary and Syntax: The child understands vocabulary and culturally-specific ways for putting words together in their home language and/or English.

Kindergarten

0.1.8.2 Ask and answer questions about unfamiliar vocabulary in informational text read aloud.

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

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



Component

Expressive Language (Communicating and Speaking)(These K standards come from the 2020 Minnesota K-12 Academic Standards in English Language Arts.)

**Subcomponent
(CONT...)**

Vocabulary and Syntax: The child understands vocabulary and culturally-specific ways for putting words together in their home language and/or English.

Kindergarten

0.2.6.2 Correctly order beginning, middle and end of a story, with support and guidance.

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

0.3.2.1 Speak audibly and express thoughts, feelings and ideas clearly.

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

Objective 9b-10 Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups

