

Alignment of



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



With

MS Early Learning Anchor Standards for
Classrooms Serving Infants Through
Four-Year-Old Children

(Ad. 2018)

Main Criteria: MS Early Learning Anchor Standards for Classrooms Serving Infants Through Four-Year-Old Children

Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: Birth to 9 months, 8 to 18 months, 16 to 36 months, 3 Years, 4 Years

Adopted: 2018

Domain

APPROACHES TO LEARNING (ATL)

Domain

EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Anchor Standard

Child manages feelings, emotions and support of familiar adults.

Birth to 9 months

8 to 18 months

16 to 36 months

ATL.1.1.1.Birth_to_9_months Interacts with familiar adults for calming and comfort, to focus attention and to share joy.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

ATL.1.1.1.8_to_18_months Seeks to be close to familiar adults for help with strong emotions by physical or eye contact.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

ATL.1.1.1.16_to_36_months Uses various strategies to help manage strong emotions, such as removing self from the situation, covering eyes or ears, or seeking support from a familiar adult.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Domain

EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Anchor Standard

Child manages actions and behavior with support of familiar adults.

Birth to 9 months

8 to 18 months

16 to 36 months

ATL.1.2.1.Birth_to_9_months Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

ATL.1.2.1.8_to_18_months Looks to familiar adults for assistance and guidance with actions and behavior.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

ATL.1.2.1.16_to_36_months Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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



Domain

EMOTIONAL AND BEHAVIORAL SELF-REGULATION

**Anchor Standard
(CONT...)**

Child manages actions and behavior with support of familiar adults.

8 to 18 months**ATL.1.2.2.8_to_18_months** May try to calm self by sucking on fingers or thumb when overly excited or distressed.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Domain

COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Anchor Standard

Child maintains focus and keeps attention with support.

Birth to 9 months**ATL.2.1.1.Birth_to_9_months** Develops, with support, some ability to filter out distracting sensory stimuli to focus on and attend to important people or objects in the environment with support.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

8 to 18 months**ATL.2.1.1.8_to_18_months** Shows increasing ability to attend to people.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

ATL.2.1.2.8_to_18_months Shows increasing ability to attend to objects and activities.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

16 to 36 months**ATL.2.1.1.16_to_36_months** Participates in activities and experiences with people, objects, or materials that require attention and common or shared focus.**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



Domain

COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

**Anchor Standard
(CONT...)**

Child maintains focus and keeps attention with support.

8 to 18 months**ATL.2.1.3.8_to_18_months** Shows increasing ability to extend or complete an activity.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

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

ATL.2.1.4.8_to_18_months Shows increasing ability to attend to or join others in a common or shared focus.**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

Domain

COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Anchor Standard

Child develops the ability to show persistence in actions and behavior.

Birth to 9 months**ATL.2.2.1.Birth_to_9_months** Shows increasing ability to continue interactions with familiar adults or toys for increasing amounts of time.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

8 to 18 months**ATL.2.2.1.8_to_18_months** Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

16 to 36 months**ATL.2.2.1.16_to_36_months** Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.**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



Domain

COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Anchor Standard

Child demonstrates the ability to be flexible in actions and behavior.

Birth to 9 months

ATL.2.3.1.Birth_to_9_months Shows repetitive patterns in actions or behaviors, but sometimes tries more than one way to solve a problem or interact with someone.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

8 to 18 months

ATL.2.3.1.8_to_18_months Shows ability to shift focus to attend to something else, participate in a new activity, or try a new approach to solving a problem.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

16 to 36 months

ATL.2.3.1.16_to_36_months Modifies actions or behaviors in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults



Domain

INITIATIVE AND CURIOSITY

Anchor Standard

Child demonstrates emerging initiative in interactions, experiences and explorations.

Birth to 9 months

ATL.3.1.1.Birth_to_9_months Initiates interactions with familiar adults through expressions, actions, sounds or behaviors.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

8 to 18 months

ATL.3.1.1.8_to_18_months Points to desired people, objects or places and initiates actions, such as looking for a favorite toy or bringing a book to a familiar adult to read.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

ATL.3.1.2.8_to_18_months Actively resists actions or items not wanted.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

16 to 36 months

ATL.3.1.1.16_to_36_months Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self



Domain

INITIATIVE AND CURIOSITY

Anchor Standard

Child shows interest in and curiosity about objects, materials, or events.

Birth to 9 months

ATL.3.2.1.Birth_to_9_months Shows excitement when engaged in learning, such as smiling at a familiar adult, laughing after batting at a mobile, kicking or moving arms and legs in an emphatic way or knocking over a toy.

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

Objective 11a-2 Pays attention to sights and sounds

8 to 18 months

ATL.3.2.1.8_to_18_months Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.

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

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

16 to 36 months

ATL.3.2.1.16_to_36_months Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pine cones in the fall.

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

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

ATL.3.2.2.8_to_18_months Actively resists actions or items not wanted.

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

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

Domain

CREATIVITY

Anchor Standard

Child uses creativity to increase understanding and learning.

Birth to 9 months

ATL.4.1.1.Birth_to_9_months Uses a variety of ways to interact with other people. Changes expressions, actions, or behaviors based on responses of others.

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

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

8 to 18 months

ATL.4.1.1.8_to_18_months Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.

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

16 to 36 months

ATL.4.1.1.16_to_36_months Combines objects or materials in new and unexpected ways.

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

ATL.4.1.2.Birth_to_9_months Makes discoveries about self, others and the environment.

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

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

ATL.4.1.2.8_to_18_months Uses objects in new ways.

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

ATL.4.1.2.16_to_36_months Shows interest in and curiosity about the world around them such as exploring new areas of a room.

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

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



Domain

CREATIVITY

Anchor Standard
(CONT...)

Child uses creativity to increase understanding and learning.

16 to 36 months

ATL.4.1.3.16_to_36_months Seeks out new information and explores new play and tasks both independently and with adult support.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

ATL.4.1.4.16_to_36_months Shows delight in creating something new.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Domain

CREATIVITY

Anchor Standard

Child shows imagination in play and interactions with others.

8 to 18 months

ATL.4.2.1.8_to_18_months Uses sounds, gestures, signs, or words playfully through songs, fingerplays, or games.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

16 to 36 months

ATL.4.2.1.16_to_36_months Uses imagination to explore possible uses of objects and materials. Engages in make-believe play with other children.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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



Domain

PLAY

Anchor Standard

Engage in play.

3 Years

ATL.5.1.1.3_Years With guidance and support, cooperate with peers during play by taking turns, sharing materials and inviting others to play.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns

ATL.5.1.2.3_Years With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

ATL.5.1.3.3_Years With guidance and support, begin to exhibit creativity and imagination in a variety of forms.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

ATL.5.1.4.3_Years With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-3 Emerging: Uses successful strategies for entering groups

4 Years

ATL.5.1.1.4_Years Cooperate with peers during play by taking turns, sharing materials and inviting others to play.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns

ATL.5.1.2.4_Years Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

ATL.5.1.3.4_Years Exhibit creativity and imagination in a variety of forms (e.g., roles, props and language).

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

ATL.5.1.4.4_Years Demonstrate active engagement in play.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

Domain

CURIOSITY AND INITIATIVE

Anchor Standard

Demonstrate curiosity and initiative.

3 Years

ATL.6.1.1.3_Years Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments.

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 Years

ATL.6.1.1.4_Years Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments.

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



Domain

CURIOSITY AND INITIATIVE

**Anchor Standard
(CONT...)**

Demonstrate curiosity and initiative.

3 Years**ATL.6.1.2.3_Years** Begin to ask questions to seek new information.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

ATL.6.1.3.3_Years Demonstrate an increasing ability to make independent choices.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

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

ATL.6.1.4.3_Years With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.**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 Years**ATL.6.1.2.4_Years** Ask questions to seek new information.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

ATL.6.1.3.4_Years Make independent choices.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

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

ATL.6.1.4.4_Years Approach tasks and activities with flexibility, imagination and inventiveness.**GOLD® Objectives for Development and Learning****Objective 11e Shows flexibility and inventiveness in thinking**

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

Domain

PERSISTENCE AND ATTENTIVENESS

Anchor Standard

Demonstrate persistence and attentiveness.

3 Years**ATL.7.1.1.3_Years** With guidance and support, follow through to complete a task or activity.**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 Years**ATL.7.1.1.4_Years** Follow through to complete a task or activity.**GOLD® Objectives for Development and Learning****Objective 11b Persists**

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



Domain

PERSISTENCE AND ATTENTIVENESS

**Anchor Standard
(CONT...)**

Demonstrate persistence and attentiveness.

3 Years

ATL.7.1.2.3_Years With guidance and support, demonstrate the ability to remain engaged in an activity or experience.

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

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

ATL.7.1.3.3_Years With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

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 Years

ATL.7.1.2.4_Years Demonstrate the ability to remain engaged in an activity or experience.

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

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

ATL.7.1.3.4_Years Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

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



Domain

PROBLEM-SOLVING SKILLS

Anchor Standard

Demonstrate problem-solving skills.

3 Years

ATL.8.1.1.3_Years With guidance and support, identify a problem or ask a question.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

ATL.8.1.2.3_Years With guidance and support, begin to use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error).

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 Years

ATL.8.1.1.4_Years Identify a problem or ask a question.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

ATL.8.1.2.4_Years Use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error).

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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



Domain

PROBLEM-SOLVING SKILLS

**Anchor Standard
(CONT...)**

Demonstrate problem-solving skills.

3 Years

ATL.8.1.3.3_Years With guidance and support, apply prior learning and experiences to build new knowledge.

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 Years

ATL.8.1.3.4_Years Apply prior learning and experiences to build new knowledge.

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



Domain

SOCIAL AND EMOTIONAL DEVELOPMENT (SED)

Domain

RELATIONSHIPS WITH ADULTS

Anchor Standard

Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.

Birth to 9 months**SED.1.1.1.Birth_to_9_months** Interacts in predictable ways with familiar adults.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

SED.1.1.2.Birth_to_9_months Responds positively to familiar adults' age appropriate efforts to help with stressful moments.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

8 to 18 months**SED.1.1.1.8_to_18_months** Seeks familiar adults for emotional support and encouragement.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

SED.1.1.2.8_to_18_months Reacts or may become distressed when separated from familiar adults.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

16 to 36 months**SED.1.1.1.16_to_36_months** Engages in positive interactions in a wide variety of situations with familiar adults.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

SED.1.1.2.16_to_36_months Seeks familiar adults for comfort when distressed or tired.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

Domain

RELATIONSHIPS WITH ADULTS

Anchor Standard

Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.

Birth to 9 months**SED.1.2.1.Birth_to_9_months** Recognizes familiar adults.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

SED.1.2.2.Birth_to_9_months May avoid or withdraw from unfamiliar adults.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

8 to 18 months**SED.1.2.1.8_to_18_months** Makes eye contact, moves, or stays close to familiar adults for emotional comfort when an unfamiliar adult approaches.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

16 to 36 months**SED.1.2.1.16_to_36_months** Often watches from a distance or waits for reassurance from a familiar adult before approaching someone new.**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

SED.1.2.2.16_to_36_months May engage in positive interactions when meeting new people, such as sharing a book with a visitor.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

Domain

RELATIONSHIPS WITH ADULTS

Anchor Standard

Child learns to use familiar adults as a resource to meet needs.

Birth to 9 months

SED.1.3.1.Birth_to_9_months Communicates needs to familiar adults by using a variety of behaviors.

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

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

8 to 18 months

SED.1.3.1.8_to_18_months Looks to or seeks help from familiar adults.

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

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

16 to 36 months

SED.1.3.1.16_to_36_months Asks a familiar adult for help or assistance when encountering difficult tasks or situations.

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

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

Domain

RELATIONSHIPS WITH OTHER CHILDREN

Anchor Standard

Child shows interest in, interacts with and develops personal relationships with other children.

Birth to 9 months

SED.2.1.1.Birth_to_9_months Looks at attentively, touches or explores another child's face.

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

Objective 2c-1 Emerging: Plays near other children; uses similar materials or actions

8 to 18 months

SED.2.1.1.8_to_18_months Participates in simple back-and-forth interactions with another child.

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

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

16 to 36 months

SED.2.1.1.16_to_36_months Seeks out other children for social interactions including initiating contact and responding to others.

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

Objective 2c-3 Emerging: Uses successful strategies for entering groups

SED.2.1.2.Birth_to_9_months Show recognition for familiar children through actions or behaviors.

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

Objective 2c-1 Emerging: Plays near other children; uses similar materials or actions

SED.2.1.2.8_to_18_months Interacts with a few children on a regular basis.

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

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

SED.2.1.2.16_to_36_months Develops friendships and engages in more elaborate play with friends.

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

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



Domain

RELATIONSHIPS WITH OTHER CHILDREN

Anchor Standard

Child imitates and engages in play with other children.

Birth to 9 months

SED.2.2.1.Birth_to_9_months Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-1 Emerging: Plays near other children; uses similar materials or actions

8 to 18 months

SED.2.2.1.8_to_18_months Participates in simple imitation games, such as making similar sounds or running after another child.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

16 to 36 months

SED.2.2.1.16_to_36_months Joins in play with other children by sometimes taking turns or participating in joint activities with a common goal, such as building block structures with others or pretending to eat together.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-3 Emerging: Uses successful strategies for entering groups



Domain

RELATIONSHIPS WITH OTHER CHILDREN

**Anchor Standard
(CONT...)**

Child imitates and engages in play with other children.

8 to 18 months**SED.2.2.2.8_to_18_months** Plays next to other children with similar toys or materials.**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

Domain

EMOTIONAL FUNCTIONING

Anchor Standard

Child learns to express a range of emotions.

Birth to 9 months**SED.3.1.1.Birth_to_9_months** Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through facial expressions or gestures to prompt a response from a familiar adult.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

Objective 1a-2 Uses adult support to calm self

8 to 18 months**SED.3.1.1.8_to_18_months** Expresses a variety of emotions and modifies their expressions according to the reactions of familiar adults, based on the child's cultural (family) background.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

16 to 36 months**SED.3.1.1.16_to_36_months** Expresses a wide range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

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



Domain	EMOTIONAL FUNCTIONING
Anchor Standard	Child recognizes and interprets emotions of others with the support of familiar adults.

Birth to 9 months

SED.3.2.1.Birth_to_9_months Attends with interest when others express emotions.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-2 Reacts to others' emotional expressions

8 to 18 months

SED.3.2.1.8_to_18_months Responds to others' emotional expressions, often by sharing an emotional reaction such as smiling, verbalizing or pouting.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-2 Reacts to others' emotional expressions

16 to 36 months

SED.3.2.1.16_to_36_months Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-5 Emerging: Identifies basic emotional reactions of others and their causes accurately

Domain	EMOTIONAL FUNCTIONING
Anchor Standard	Child expresses care and concern towards others.

Birth to 9 months

SED.3.3.1.Birth_to_9_months May imitate another person's distressed emotions/ facial expressions.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-2 Reacts to others' emotional expressions

8 to 18 months

SED.3.3.1.8_to_18_months Notices when another child is crying or upset.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-2 Reacts to others' emotional expressions

16 to 36 months

SED.3.3.1.16_to_36_months Expresses empathy toward other children or familiar adults who have been hurt or are crying by showing concerned attention.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-4 Demonstrates concern about the feelings of others

SED.3.3.2.8_to_18_months May seek adult's help or offer something to help another child, such as blanket or toy.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-4 Demonstrates concern about the feelings of others

SED.3.3.2.16_to_36_months May try to comfort them with words or actions.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-4 Demonstrates concern about the feelings of others

Domain

EMOTIONAL FUNCTIONING

Anchor Standard

Child manages emotions with the support of familiar adults.

Birth to 9 months**SED.3.4.1.Birth_to_9_months** Is comforted by a familiar adult.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

Objective 1a-2 Uses adult support to calm self

8 to 18 months**SED.3.4.1.8_to_18_months** Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

16 to 36 months**SED.3.4.1.16_to_36_months** Shows developing ability to cope with stress or strong emotions by using familiar strategies.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Domain

SENSE OF IDENTITY AND BELONGING

Anchor Standard

Child shows awareness about self and how to connect with others.

Birth to 9 months**SED.4.1.1.Birth_to_9_months** Learns about self by exploring hands, feet, body and movement.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

8 to 18 months**SED.4.1.1.8_to_18_months** Experiments with use of hands and body, discovering how movement and gestures can be used to relate to others.**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

16 to 36 months**SED.4.1.1.16_to_36_months** Shows awareness of own thoughts, feelings and preferences as well as those of others.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

SED.4.1.2.16_to_36_months Uses different forms of communication to refer to self and others.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self**

Domain

SENSE OF IDENTITY AND BELONGING

Anchor Standard

Child recognizes, appreciates and respects characteristics of self and others.

Birth to 9 months**SED.4.2.1.Birth_to_9_months** Responds to own name when stated by a familiar adult.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

SED.4.2.2.Birth_to_9_months Distinguishes primary caregivers from others.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

8 to 18 months**SED.4.2.1.8_to_18_months** Develops self-awareness (recognizing self as separate individual from caregiver).**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

16 to 36 months**SED.4.2.1.16_to_36_months** Identifies obvious physical similarities, differences and compares characteristics between self and others.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Domain**

SENSE OF IDENTITY AND BELONGING

Anchor Standard

Child shows confidence in own abilities through relationships with others.

Birth to 9 months**SED.4.3.1.Birth_to_9_months** Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others.**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

8 to 18 months**SED.4.3.1.8_to_18_months** Expresses desires and preferences.**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

16 to 36 months**SED.4.3.1.16_to_36_months** Contributes own ideas, skills and abilities to activities and experiences with adults and other children.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****SED.4.3.2.16_to_36_months** May call attention to new skills and abilities or seek to do things by self.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

Domain

SENSE OF IDENTITY AND BELONGING



Anchor Standard

Child develops a sense of belonging through relationships with others.

Birth to 9 months**SED.4.4.1.Birth_to_9_months** Shows awareness of familiar routines by behaviors.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

8 to 18 months**SED.4.4.1.8_to_18_months** Anticipates familiar routines or activities.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

16 to 36 months**SED.4.4.1.16_to_36_months** Refers to personal or family experiences and events that have happened in the recent past.**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

Domain

SOCIAL DEVELOPMENT

Anchor Standard

Build and maintain relationships with others.

Performance Standard

Interact appropriately with familiar adults.

3 Years**SED.5.1.1.a.3_Years** With guidance and support, communicate to seek help with difficult task, to find comfort and to obtain security.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

4 Years**SED.5.1.1.a.4_Years** Communicate to seek out help with a difficult task, to find comfort and to obtain security.**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

SED.5.1.1.b.3_Years With guidance and support, engage with a variety of familiar adults.**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

SED.5.1.1.b.4_Years Engage with a variety of familiar adults for a specific purpose.**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

Domain

SOCIAL DEVELOPMENT

Anchor Standard

Build and maintain relationships with others.



Performance Standard

Interact appropriately with other children.

3 Years

SED.5.1.2.a.3_Years Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

SED.5.1.2.b.3_Years Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

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

SED.5.1.2.c.3_Years With guidance and support, ask permission to use materials belonging to someone else.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns

SED.5.1.2.d.3_Years Begin to acknowledge needs and rights of others (e.g., "It's your turn on the swing.").

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns

4 Years

SED.5.1.2.a.4_Years Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

SED.5.1.2.b.4_Years Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

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

SED.5.1.2.c.4_Years Ask permission to use items or materials of others.

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

SED.5.1.2.d.4_Years Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").

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



Domain	SOCIAL DEVELOPMENT
Anchor Standard	Build and maintain relationships with others.
Performance Standard	Express empathy and care for others.

3 Years	4 Years
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SED.5.1.3.a.3_Years With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm, give a soft hug to an upset peer).

GOLD® Objectives for Development and Learning
Objective 2b Responds to emotional cues
 Objective 2b-4 Demonstrates concern about the feelings of others

SED.5.1.3.b.3_Years Begin to offer and accept encouraging and courteous words to demonstrate kindness.

GOLD® Objectives for Development and Learning
Objective 2b Responds to emotional cues
 Objective 2b-4 Demonstrates concern about the feelings of others

SED.5.1.3.c.3_Years With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad.").

GOLD® Objectives for Development and Learning
Objective 2b Responds to emotional cues
 Objective 2b-4 Demonstrates concern about the feelings of others

SED.5.1.3.a.4_Years Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).

GOLD® Objectives for Development and Learning
Objective 2b Responds to emotional cues
 Objective 2b-4 Demonstrates concern about the feelings of others

SED.5.1.3.b.4_Years Offer and accept encouraging and courteous words to demonstrate kindness.

GOLD® Objectives for Development and Learning
Objective 2b Responds to emotional cues
 Objective 2b-4 Demonstrates concern about the feelings of others

SED.5.1.3.c.4_Years With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").

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

Domain	SOCIAL DEVELOPMENT
Anchor Standard	Work productively toward common goals and activities.
Performance Standard	Participate successfully as a member of a group.

3 Years	4 Years
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SED.5.2.4.a.3_Years With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).

GOLD® Objectives for Development and Learning
Objective 10b Uses social rules of language
 Objective 10b-4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

SED.5.2.4.a.4_Years With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).

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

Domain	SOCIAL DEVELOPMENT
Anchor Standard	Work productively toward common goals and activities.
Performance Standard (CONT...)	Participate successfully as a member of a group.

3 Years

SED.5.2.4.b.3_Years With guidance and support, sustain interactions with peers, allow others to join play activities and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

SED.5.2.4.c.3_Years With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

4 Years

SED.5.2.4.b.4_Years Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

SED.5.2.4.c.4_Years Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).

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 DEVELOPMENT
Anchor Standard	Work productively toward common goals and activities.
Performance Standard	Join ongoing activities in acceptable ways.

3 Years

SED.5.2.5.a.3_Years Begin to express to others a desire to play (e.g., "I want to play.").

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

SED.5.2.5.b.3_Years With guidance and support, lead and follow.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

4 Years

SED.5.2.5.a.4_Years Express to others a desire to play (e.g., say, "I want to play.").

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

SED.5.2.5.b.4_Years Lead and follow.

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

Domain	SOCIAL DEVELOPMENT
Anchor Standard	Work productively toward common goals and activities.
Performance Standard (CONT...)	Join ongoing activities in acceptable ways.

3 Years

SED.5.2.5.c.3_Years With guidance and support, move into group with ease.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

4 Years

SED.5.2.5.c.4_Years Move into group with ease.

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

Domain	SOCIAL DEVELOPMENT
Anchor Standard	Work productively toward common goals and activities.
Performance Standard	Resolve conflicts with others.

3 Years

SED.5.2.6.a.3_Years With guidance and support, use discussions and negotiations to reach a compromise (e.g., "I had the drum first or you can have it when this song is over.").

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-5 Emerging: Suggests solutions to social problems

4 Years

SED.5.2.6.a.4_Years With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.").

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

SED.5.2.6.b.3_Years With guidance and support, use courteous words and actions (e.g., "Please give me the book." "I'm sorry I stepped on your mat.").

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-5 Emerging: Suggests solutions to social problems

SED.5.2.6.b.4_Years With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.").

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

Domain	EMOTIONAL DEVELOPMENT
Anchor Standard	Demonstrate awareness of self and capabilities.

Performance Standard

Demonstrate trust in self.

3 Years

SED.6.1.1.a.3_Years Begin to make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

SED.6.1.1.b.3_Years Begin to identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

4 Years

SED.6.1.1.a.4_Years Make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

SED.6.1.1.b.4_Years Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Domain

EMOTIONAL DEVELOPMENT

Anchor Standard

Demonstrate awareness of self and capabilities.

Performance Standard

Develop personal preferences.

3 Years

SED.6.1.2.a.3_Years Begin to express independence, interest and curiosity (e.g., say, "I can ...", "I choose ...", "I want ...").

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

SED.6.1.2.b.3_Years With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

4 Years

SED.6.1.2.a.4_Years Express independence, interest and curiosity (e.g., say, "I can ...", "I choose ...", "I want ...").

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

SED.6.1.2.b.4_Years Select and complete tasks (e.g., finish a puzzle or drawing).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Domain

EMOTIONAL DEVELOPMENT

Anchor Standard

Demonstrate awareness of self and capabilities.



Performance Standard

Show flexibility, inventiveness and interest in solving problems.

3 Years

SED.6.1.3.a.3_Years With guidance and support, make alternative choices (e.g., move to another area when a center is full).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

SED.6.1.3.b.3_Years With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

4 Years

SED.6.1.3.a.4_Years Make alternative choices (e.g., move to another area when a center is full).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

SED.6.1.3.b.4_Years Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Domain

EMOTIONAL DEVELOPMENT

Anchor Standard

Demonstrate awareness of self and capabilities.

Performance Standard

Know personal information.

3 Years

SED.6.1.4.a.3_Years With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED.6.1.4.b.3_Years Refer to self by first name.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

4 Years

SED.6.1.4.a.4_Years Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED.6.1.4.b.4_Years Refer to self by first and last name.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Domain	EMOTIONAL DEVELOPMENT
Anchor Standard	Demonstrate awareness of self and capabilities.
Performance Standard (CONT...)	Know personal information.

3 Years

SED.6.1.4.c.3_Years With guidance and support, know parents'/guardians' names.

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

4 Years

SED.6.1.4.c.4_Years Know parent(s)/guardian(s)' name(s).

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

Domain	EMOTIONAL DEVELOPMENT
Anchor Standard	Recognize and adapt expressions, behaviors and actions.
Performance Standard	Show impulse control with body and actions.

3 Years

SED.6.2.5.a.3_Years Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).

GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-6 Demonstrates confidence in meeting own needs

4 Years

SED.6.2.5.a.4_Years Control own body in space (e.g., move safely through room without harm to self or others).

GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-8 Takes responsibility for own well-being

SED.6.2.5.b.3_Years With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).

GOLD® Objectives for Development and Learning
Objective 1b Follows limits and expectations
 Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

SED.6.2.5.b.4_Years Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).

GOLD® Objectives for Development and Learning
Objective 1b Follows limits and expectations
 Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

Domain	EMOTIONAL DEVELOPMENT
Anchor Standard	Recognize and adapt expressions, behaviors and actions.
Performance Standard (CONT...)	Show impulse control with body and actions.

3 Years

SED.6.2.5.c.3_Years With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).

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 Years

SED.6.2.5.c.4_Years Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

Domain	EMOTIONAL DEVELOPMENT
Anchor Standard	Recognize and adapt expressions, behaviors and actions.
Performance Standard	Manage emotions.

3 Years

SED.6.2.6.a.3_Years With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

4 Years

SED.6.2.6.a.4_Years With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

3 Years

SED.6.2.6.b.3_Years With guidance and support, recognize emotions (e.g., "I am really mad.").

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

4 Years

SED.6.2.6.b.4_Years With prompting and support, recognize emotions (e.g., "I am really mad.").

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Domain	EMOTIONAL DEVELOPMENT
Anchor Standard	Recognize and adapt expressions, behaviors and actions.
Performance Standard (CONT...)	Manage emotions.

3 Years

SED.6.2.6.c.3_Years With guidance and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, "This story makes me happy.").

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

SED.6.2.6.d.3_Years With guidance and support, express frustration and anger without harming self, others or property (e.g., "I don't like it when you take my truck.").

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

4 Years

SED.6.2.6.c.4_Years With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, "This story makes me happy.").

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

SED.6.2.6.d.4_Years With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Domain	EMOTIONAL DEVELOPMENT
Anchor Standard	Recognize and adapt expressions, behaviors and actions.
Performance Standard	Follow procedures and routines with teacher support.

3 Years

SED.6.2.7.a.3_Years Begin to follow one- or two-step directions (e.g., move appropriately when transitions are announced).

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 Years

SED.6.2.7.a.4_Years Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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



Domain	EMOTIONAL DEVELOPMENT
Anchor Standard	Recognize and adapt expressions, behaviors and actions.
Performance Standard (CONT...)	Follow procedures and routines with teacher support.

3 Years

SED.6.2.7.b.3_Years With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

SED.6.2.7.c.3_Years Begin to take turns and to share information with others (e.g., interact during group time).

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns

4 Years

SED.6.2.7.b.4_Years Use materials with care and safety (e.g., use scissors to cut paper).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

SED.6.2.7.c.4_Years Take turns sharing information with others (e.g., interact during group time).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

Domain	EMOTIONAL DEVELOPMENT
Anchor Standard	Recognize and adapt expressions, behaviors and actions.
Performance Standard	Demonstrate flexibility in adapting to different environments.

3 Years

SED.6.2.8.a.3_Years With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

SED.6.2.8.b.3_Years With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.

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 Years

SED.6.2.8.a.4_Years Adjust behavior in different settings (e.g., at the library, playground, lunchroom).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

SED.6.2.8.b.4_Years Follow rules (e.g., use outside voice, use inside voice) in different settings.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

Domain

LANGUAGE AND COMMUNICATION (LC)

Domain

ATTENDING AND UNDERSTANDING

Anchor Standard

Child attends to, understands and responds to communication and language from others.

Birth to 9 months

LC.1.1.1.Birth_to_9_months Attends to verbal and non-verbal communication by turning toward or looking at a person.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

LC.1.1.2.Birth_to_9_months Participates in back and forth interactions by exchanging facial expressions and language sounds with familiar adults.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

8 to 18 months

LC.1.1.1.8_to_18_months Shows understanding of the meaning of verbal and non-verbal communication of familiar caregivers and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

16 to 36 months

LC.1.1.1.16_to_36_months Shows recognition of words, phrases and simple sentences.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

LC.1.1.2.16_to_36_months Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior and/or spoken words.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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



Domain

ATTENDING AND UNDERSTANDING

Anchor Standard

Child learns from communication and language experiences with others.

Birth to 9 months

LC.1.2.1.Birth_to_9_months Pays attention when familiar adults talk or sign language about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.

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

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

8 to 18 months

LC.1.2.1.8_to_18_months Participates in joint attention with a familiar adult by looking back and forth between the adult and object.

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

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

LC.1.2.2.8_to_18_months Points or gestures when a familiar adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.

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

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

16 to 36 months

LC.1.2.1.16_to_36_months Participates in longer periods of joint attention with familiar adults (16-24 months up to 5 minutes; 24-36 months up to 10 minutes).

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

Objective 10a-4 Initiates and attends to brief conversations

LC.1.2.2.16_to_36_months Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.

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

Objective 10a-4 Initiates and attends to brief conversations



Domain

COMMUNICATING AND SPEAKING

Anchor Standard

Child communicates needs and wants verbally and non-verbally and by using language.

Birth to 9 months

LC.2.1.1.Birth_to_9_months Learns how to use different means of communication to signal distress or discomfort, seek help and to communicate interests and needs to others, such as crying, grunting and sucking.

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

Objective 9a-2 Vocalizes and gestures to communicate

8 to 18 months

LC.2.1.1.8_to_18_months Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "more" when eating.

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

Objective 9a-2 Vocalizes and gestures to communicate

16 to 36 months

LC.2.1.1.16_to_36_months Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants or ideas, such as "more milk," "I want juice," "mas leche," or "quiero juice." Note: Children identified as Dual Language Learners (DLL) may combine their two languages or switch between them to communicate.

GOLD® Objectives for Development and Learning**Objective 38 Demonstrates progress in speaking English**

Objective 38-4 Uses a few socially interactive English terms appropriately; uses one or two English words to represent a whole idea

Objective 38 Demonstrates progress in speaking English

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

Domain

COMMUNICATING AND SPEAKING

Anchor Standard

Child uses verbal and non-verbal communication and language to engage others in interaction.

Birth to 9 months

LC.2.2.1.Birth_to_9_months Uses facial expressions, including smiling, gestures or sounds, including cooing or babbling, to engage familiar adults in social interaction.

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

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

8 to 18 months

LC.2.2.1.8_to_18_months Repeats actions or single words to initiate or maintain social interactions with other children or familiar adults, such as clapping hands or calling a name to get a familiar adult's attention.

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

Objective 9a-2 Vocalizes and gestures to communicate

16 to 36 months

LC.2.2.1.16_to_36_months Uses words, sign language, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.

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

Objective 10a-4 Initiates and attends to brief conversations

Domain

COMMUNICATING AND SPEAKING



Anchor Standard

Child uses increasingly complex language in conversation with others.

Birth to 9 months

LC.2.3.1.Birth_to_9_months Explores and/or attempts to repeat sounds common in many languages, such as "ma-ma" or "ba-ba."

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

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

8 to 18 months

LC.2.3.1.8_to_18_months Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or sign language.

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

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

16 to 36 months

LC.2.3.1.16_to_36_months Participates in conversations with others using spoken or sign language that includes simple sentences, questions and responses.

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

Objective 10a-4 Initiates and attends to brief conversations



Domain

COMMUNICATING AND SPEAKING

**Anchor Standard
(CONT...)**

Child uses increasingly complex language in conversation with others.

8 to 18 months**LC.2.3.2.8_to_18_months** Communicates mainly about objects, actions and events happening in the here and now.**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

16 to 36 months**LC.2.3.2.16_to_36_months** Sometimes describes experiences that have happened in the past or are about to happen. Note: Children who are Dual Language Learners (DLL) develop the ability to participate in conversations.**GOLD® Objectives for Development and Learning****Objective 9d Tells about another time or place**

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

Domain

COMMUNICATING AND SPEAKING

Anchor Standard

Child initiates non-verbal communication and language to learn and gain information.

Birth to 9 months**LC.2.4.1.Birth_to_9_months** Participates in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

8 to 18 months**LC.2.4.1.8_to_18_months** Asks simple questions using gestures, such as pointing, sign language or words with variations in the rise and fall of the voice.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

16 to 36 months**LC.2.4.1.16_to_36_months** Seeks information and meaning of words by asking questions in words or sign language, such as "What's that?" or "Who's that?" or "Why?"**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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



Domain	VOCABULARY
Anchor Standard	Child understands an increasing number of words in communication with others.

Birth to 9 months

LC.3.1.1.Birth_to_9_months Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.
GOLD® Objectives for Development and Learning
 No aligned objectives

8 to 18 months

LC.3.1.1.8_to_18_months Looks or points at a person or object that has been named, follows simple directions and responds appropriately to the meaning of words or sign language.
GOLD® Objectives for Development and Learning
Objective 8b Follows directions
 Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

16 to 36 months

LC.3.1.1.16_to_36_months Comprehends an increasing number of words or sign language in simple sentences during conversations and interactions with familiar adults and children.
GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
 Objective 8a-4 Identifies familiar people, animals, and objects when prompted

Domain	VOCABULARY
Anchor Standard	Child uses an increasing number of words in communications and conversations with others.

Birth to 9 months

LC.3.2.1.Birth_to_9_months May use sign language, gestures, or expressions for familiar people or objects.
GOLD® Objectives for Development and Learning
Objective 9a Uses an expanding expressive vocabulary
 Objective 9a-2 Vocalizes and gestures to communicate

8 to 18 months

LC.3.2.1.8_to_18_months Imitates new words or sign language and uses some words or sign language for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.
GOLD® Objectives for Development and Learning
Objective 9a Uses an expanding expressive vocabulary
 Objective 9a-4 Names familiar people, animals, and objects

16 to 36 months

LC.3.2.1.16_to_36_months Uses an increasing number of words in communications and conversations with others and adds new vocabulary words regularly.
 Note: Children who are Dual Language Learners (DLL) may have a combined vocabulary in both languages that is similar in breadth to other children's vocabulary in one language.
GOLD® Objectives for Development and Learning
Objective 9a Uses an expanding expressive vocabulary
 Objective 9a-4 Names familiar people, animals, and objects



Domain

EMERGENT LITERACY

Anchor Standard

Child attends to, repeats, and uses some rhymes, phrases, or repetitive refrains from stories or songs.

Birth to 9 months

LC.4.1.1.Birth_to_9_months Listens and attends to culturally and linguistically familiar words or sign language in rhymes or songs.

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

Objective 15a-1 Emerging: Joins in rhyming songs and games

8 to 18 months

LC.4.1.1.8_to_18_months Says or signs a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.

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

Objective 15a-2 Joins in rhyming songs and games

16 to 36 months

LC.4.1.1.16_to_36_months Says, signs or repeats culturally and linguistically familiar rhymes, phrases, or repetitive refrains from songs or stories that are similar in nature to another children's vocabulary in one language.

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

Objective 15a-2 Joins in rhyming songs and games

Domain

EMERGENT LITERACY

Anchor Standard

Child handles books and relates them to their stories or information.

Birth to 9 months

LC.4.2.1.Birth_to_9_months Explores a book by touching it, patting it, or putting it in mouth.

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

Objective 17a-2 Shows interest in books

8 to 18 months

LC.4.2.1.8_to_18_months Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.

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

Objective 17a-2 Shows interest in books

16 to 36 months

LC.4.2.1.16_to_36_months Pretends to read books by turning pages and talking about them, using signs, gestures or words to describe what is happening in the book.

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

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

Domain

EMERGENT LITERACY



Anchor Standard

Child recognizes pictures and some symbols, signs, or words.

Birth to 9 months

LC.4.3.1.Birth_to_9_months Looks at pictures of familiar people, animals, or objects while a familiar adult points at and/or names the person, animal, or object.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

8 to 18 months

LC.4.3.1.8_to_18_months Points at, uses sign language or gestures, says name of, and/or talks about animals, people, or objects in photos, pictures, or drawings.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

16 to 36 months

LC.4.3.1.16_to_36_months Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Note: Recognizes and uses written forms of languages used.

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

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

Domain

EMERGENT LITERACY

Anchor Standard

Child comprehends meaning from pictures and stories.

Birth to 9 months

LC.4.4.1.Birth_to_9_months Looks at picture books and listens to a familiar adult talk about pictures in a book.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

8 to 18 months

LC.4.4.1.8_to_18_months Points at pictures in a book, making sounds or saying words and interacting with a familiar adult reading a book.

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

16 to 36 months

LC.4.4.1.16_to_36_months Talks about books, acts out events from stories and uses some vocabulary encountered during a book reading.

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



Domain

EMERGENT LITERACY

Anchor Standard

Child makes marks and uses them to represent objects or actions.

Birth to 9 months

LC.4.5.1.Birth_to_9_months Emerging

GOLD® Objectives for Development and Learning

No aligned objectives

8 to 18 months

LC.4.5.1.8_to_18_months Makes marks on paper with a large crayon or marker to explore writing materials.

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

16 to 36 months

LC.4.5.1.16_to_36_months Makes scribbles on paper to represent an object or action even though a familiar adult might not recognize what it is.

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



Domain

COGNITION (COG)

Domain

EXPLORATION AND DISCOVERY

Anchor Standard

Child actively explores people and objects to understand self, others and objects.

Birth to 9 months

COG.1.1.1.Birth_to_9_months Uses the senses and a variety of actions to explore 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

8 to 18 months

COG.1.1.1.8_to_18_months Acts intentionally to achieve a goal or when manipulating an object.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

16 to 36 months

COG.1.1.1.16_to_36_months Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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



Domain

EXPLORATION AND DISCOVERY

Anchor Standard

Child uses understanding of causal relationship to act appropriately in social and physical environments.

Birth to 9 months

COG.1.2.1.Birth_to_9_months Repeats an action to make things happen or to get a familiar adult to repeat an action.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

8 to 18 months

COG.1.2.1.8_to_18_months Engages in purposeful actions to cause things to happen.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

16 to 36 months

COG.1.2.1.16_to_36_months Identifies the cause of an observed outcome.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

COG.1.2.2.16_to_36_months Predicts outcomes of actions or events, such as turning on the faucet will make water come out.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Domain

MEMORY

Anchor Standard

Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.

Birth to 9 months

COG.2.1.1.Birth_to_9_months Recognizes familiar people by their faces or voices.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

8 to 18 months

COG.2.1.1.8_to_18_months Remembers actions of familiar adults, the usual location of familiar objects and parts of familiar routines.

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

16 to 36 months

COG.2.1.1.16_to_36_months Anticipates and communicates about multiple steps of familiar routines, activities, or events.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

COG.2.1.2.Birth_to_9_months Recognizes that some people are unfamiliar by their faces and voices.

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

COG.2.1.2.8_to_18_months Notices and responds to new people, objects, or materials in the environment.

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

COG.2.1.2.16_to_36_months Shows surprise or asks about unexpected outcomes or unusual people, actions, or events.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

Domain

MEMORY



Anchor Standard

Child recognizes the stability of people and objects in the environment.

Birth to 9 months

COG.2.2.1.Birth_to_9_months Shows awareness that familiar adults and objects still exist when they are out of sight or sound range.

GOLD® Objectives for Development and Learning**Objective 12a Recognizes and recalls**

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

8 to 18 months

COG.2.2.1.8_to_18_months Searches for hidden/missing familiar adults or objects in the place they were last seen or found.

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

16 to 36 months

COG.2.2.1.16_to_36_months Uses a variety of search strategies to find hidden familiar adults or objects.

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

Domain

MEMORY

Anchor Standard

Child uses memories as a foundation for more complex actions and thoughts.

Birth to 9 months

COG.2.3.1.Birth_to_9_months Shows excitement for or about a toy or other object that was played with days earlier.

GOLD® Objectives for Development and Learning**Objective 12a Recognizes and recalls**

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

8 to 18 months

COG.2.3.1.8_to_18_months Remembers how to use objects or materials from previous experience.

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

16 to 36 months

COG.2.3.1.16_to_36_months Tells others about memories and past experiences.

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

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

Objective 12a Recognizes and recalls

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

COG.2.3.2.Birth_to_9_months Anticipates familiar actions or routines.

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

COG.2.3.2.8_to_18_months Anticipates routines or events by taking action.

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

COG.2.3.2.16_to_36_months Remembers how to do a series of actions that were observed at an earlier time.

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

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

Domain

REASONING AND PROBLEM SOLVING

Anchor Standard

Child learns to use a variety of strategies in solving problems.

Birth to 9 months**COG.3.1.1.Birth_to_9_months** Engages in simple repeated actions to reach a goal.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

8 to 18 months**COG.3.1.1.8_to_18_months** Explores how to make something happen again or explores how something works by doing actions repeatedly.**GOLD® Objectives for Development and Learning****Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

16 to 36 months**COG.3.1.1.16_to_36_months** Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.**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 11c Solves problems

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

Domain

REASONING AND PROBLEM SOLVING

Anchor Standard

Child uses reasoning and planning to solve problems.

Birth to 9 months**COG.3.2.1.Birth_to_9_months** Uses own actions or movements to solve simple problems.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

8 to 18 months**COG.3.2.1.8_to_18_months** Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

16 to 36 months**COG.3.2.1.16_to_36_months** Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations.**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

Domain

EMERGENT MATHEMATICAL THINKING



Anchor Standard

Child develops sense of number and quantity.

Birth to 9 months**COG.4.1.1.Birth_to_9_months** Attends to quantity in play with multiple objects.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

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

8 to 18 months**COG.4.1.1.8_to_18_months** Uses a few basic number words or signs to refer to change in the number of objects.**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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

16 to 36 months**COG.4.1.1.16_to_36_months** Uses language to refer to quantity.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

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

Domain

EMERGENT MATHEMATICAL THINKING

Anchor Standard

Child uses spatial awareness to understand objects and their movement in space.

Birth to 9 months**COG.4.2.1.Birth_to_9_months** Explores or watches objects when they move.**GOLD® Objectives for Development and Learning****Objective 21a Understands spatial relationships**

Objective 21a-1 Emerging: Follows simple directions related to position (in, on, under, up, down)

8 to 18 months**COG.4.2.1.8_to_18_months** Explores how objects fit together, how they fit with other objects and how they move through space.**GOLD® Objectives for Development and Learning****Objective 21a Understands spatial relationships**

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

16 to 36 months**COG.4.2.1.16_to_36_months** Predicts or anticipates how objects move through space or fit together or inside other things.**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)



Domain

EMERGENT MATHEMATICAL THINKING

Anchor Standard

Child uses matching, and sorting of objects or people to understand similar and different characteristics.

Birth to 9 months

COG.4.3.1.Birth_to_9_months Explores differences between familiar or unfamiliar adults or between different types of objects.

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-1 Emerging: Matches similar objects

8 to 18 months

COG.4.3.1.8_to_18_months Matches objects by similar or related characteristics.

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-2 Matches similar objects

16 to 36 months

COG.4.3.1.16_to_36_months Sorts objects into two groups based on a single characteristic.

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)



Domain	IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
Anchor Standard	Child observes and imitates sounds, words, gestures, actions and behaviors.

Birth to 9 months

COG.5.1.1.Birth_to_9_months Engages in give-and-take imitation games and play.
GOLD® Objectives for Development and Learning
Objective 14b Engages in sociodramatic play
 Objective 14b-2 Imitates actions of others during play; uses real objects as props

8 to 18 months

COG.5.1.1.8_to_18_months Imitates what other people did earlier.
GOLD® Objectives for Development and Learning
Objective 14b Engages in sociodramatic play
 Objective 14b-2 Imitates actions of others during play; uses real objects as props

16 to 36 months

COG.5.1.1.16_to_36_months Imitates more complex actions, words, or signs at a later time to communicate, make, or do something.
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

Domain	IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
Anchor Standard	Child uses objects or symbols to represent something else.

Birth to 9 months

COG.5.2.1.Birth_to_9_months Emerging
GOLD® Objectives for Development and Learning
 No aligned objectives

8 to 18 months

COG.5.2.1.8_to_18_months Uses toy objects in the same ways as the real objects they represent are used.
GOLD® Objectives for Development and Learning
Objective 14b Engages in sociodramatic play
 Objective 14b-2 Imitates actions of others during play; uses real objects as props

16 to 36 months

COG.5.2.1.16_to_36_months Uses objects as symbols to represent other objects during pretend play.
GOLD® Objectives for Development and Learning
Objective 14b Engages in sociodramatic play
 Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else



Domain

IMITATION AND SYMBOLIC REPRESENTATION AND PLAY

Anchor Standard

Child uses pretend play to increase understanding of culture, environment and experiences.

Birth to 9 months**COG.5.3.1.Birth_to_9_months** Emerging**GOLD® Objectives for Development and Learning**

No aligned objectives

8 to 18 months**COG.5.3.1.8_to_18_months** Imitates everyday actions of others.**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play**
Objective 14b-2 Imitates actions of others during play; uses real objects as props**16 to 36 months****COG.5.3.1.16_to_36_months** Acts out routines, stories, or social roles using toys and other materials as props.**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

Domain

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (PMP)

Domain

PERCEPTION

Anchor Standard

Child uses perceptual information to understand objects, experiences and interactions.

Birth to 9 months

PMP.1.1.1.Birth_to_9_months Uses awareness to form a basic understanding of objects when given frequent opportunities to observe, handle, and use objects, including recognizing differences in texture and how things smell and feel.

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

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

8 to 18 months

PMP.1.1.1.8_to_18_months Uses awareness of objects in matching and connecting their use through play and interaction with a familiar adult, such as using a play bottle to feed a baby doll.

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

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

16 to 36 months

PMP.1.1.1.16_to_36_months Observes others making things happen to understand the cause and effect relationship, such as a familiar adult preparing to go outside and then going to get a jacket or umbrella.

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

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

Domain

PERCEPTION

Anchor Standard

Child uses perceptual information in directing own actions, experiences and interactions.

Birth to 9 months

PMP.1.2.1.Birth_to_9_months Adjusts balance and movement with the changing size and proportion of child's own body in response to opportunities in the environment.

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

Objective 5-2 Balances while exploring immediate environment

8 to 18 months

PMP.1.2.1.8_to_18_months Uses distance, scans for obstacles, and plans how to move based on that information while learning to crawl, walk, or move in another way.

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

Objective 4-4 Experiments with different ways of moving

16 to 36 months

PMP.1.2.1.16_to_36_months Uses perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.

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

Domain

GROSS MOTOR



Anchor Standard

Child demonstrates effective and efficient use of large muscle for movement and position.

Birth to 9 months

PMP.2.1.1.Birth_to_9_months Explores new body positions and movements.

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

Objective 4-2 Moves to explore immediate environment

8 to 18 months

PMP.2.1.1.8_to_18_months Moves from crawling, to cruising, to walking, and new muscle coordination for each new skill learned, such as how to manage changing ground surfaces.

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

Objective 4-4 Experiments with different ways of moving

16 to 36 months

PMP.2.1.1.16_to_36_months Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping.

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

Objective 4-4 Experiments with different ways of moving



Domain

GROSS MOTOR

Anchor Standard

Child demonstrates effective and efficient use of large muscles to explore the environment.

Birth to 9 months

PMP.2.2.1.Birth_to_9_months Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

8 to 18 months

PMP.2.2.1.8_to_18_months Uses body to position, balance, and especially to move, explore and examine materials, activities and spaces.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

16 to 36 months

PMP.2.2.1.16_to_36_months Uses variety of movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving



Domain

GROSS MOTOR

Anchor Standard

Child uses sensory information and body awareness to understand how one's own body relates to the environment.

Birth to 9 months

PMP.2.3.1.Birth_to_9_months Responds to sounds and sights in the environment by positioning head or body to understand the information in the event.

GOLD® Objectives for Development and Learning

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

8 to 18 months

PMP.2.3.1.8_to_18_months Shows awareness as skilled crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.

GOLD® Objectives for Development and Learning

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

16 to 36 months

PMP.2.3.1.16_to_36_months Begins to learn about different body sizes and space, such as being aware of what size opening is needed for one's body to move through.

GOLD® Objectives for Development and Learning

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

Domain

FINE MOTOR

Anchor Standard

Child coordinates hand and eye movements to perform actions.

Birth to 9 months

PMP.3.1.1.Birth_to_9_months Coordinates hands and eyes when reaching for and holding steady or moving objects.

GOLD® Objectives for Development and Learning

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

8 to 18 months

PMP.3.1.1.8_to_18_months Uses hand-eye coordination for more difficult actions.

GOLD® Objectives for Development and Learning

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

16 to 36 months

PMP.3.1.1.16_to_36_months Uses hand-eye coordination when participating in routines, play and activities.

GOLD® Objectives for Development and Learning

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



Domain	FINE MOTOR
Anchor Standard	Child uses hands for exploration, play and daily routines.

Birth to 9 months

PMP3.2.1.Birth_to_9_months Uses single actions to explore shape, size, texture and weight of objects.
GOLD® Objectives for Development and Learning
Objective 7a Uses fingers and hands
 Objective 7a-2 Reaches for, touches, and holds objects purposefully

8 to 18 months

PMP3.2.1.8_to_18_months Explores features of objects and materials by using various hand actions, such as turning pages in a board book, turning the knobs on objects, or pointing to learn an object's name.
GOLD® Objectives for Development and Learning
Objective 7a Uses fingers and hands
 Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects

16 to 36 months

PMP3.2.1.16_to_36_months Plans ways to use hands for various activities, such as stacking, building, connecting and self-care skills or routines.
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

Domain	FINE MOTOR
Anchor Standard	Child adjusts reach and grasp to use tools.

Birth to 9 months

PMP3.3.1.Birth_to_9_months Uses increasingly developed grasps and matches the grasp to the task, such as using the whole hand to bang objects together.
GOLD® Objectives for Development and Learning
Objective 7a Uses fingers and hands
 Objective 7a-2 Reaches for, touches, and holds objects purposefully

8 to 18 months

PMP3.3.1.8_to_18_months Extends reach by using simple tools.
GOLD® Objectives for Development and Learning
Objective 7a Uses fingers and hands
 Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects

16 to 36 months

PMP3.3.1.16_to_36_months Adjusts grasp to use different tools for different purposes.
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

Domain	HEALTH, SAFETY AND NUTRITION
Anchor Standard	Child demonstrates healthy behaviors with increasing independence as part of everyday routines.

8 to 18 months

PMP4.1.1.8_to_18_months Expects and cooperates in daily self-care routines.
GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

16 to 36 months

PMP4.1.1.16_to_36_months Participates in healthy self-care routines with more independence.
GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-4 Seeks to do things for self

Domain

HEALTH, SAFETY AND NUTRITION

Anchor Standard

Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious (healthy) food choices.

8 to 18 months**PMP4.2.1.8_to_18_months** Shows interest in new foods that are offered.**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

16 to 36 months**PMP4.2.1.16_to_36_months** Shows willingness to try new, healthy foods when offered on many occasions.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

PMP4.2.2.16_to_36_months Begins to make healthy choices about which foods to eat when offered several choices, with support from a familiar adult.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

Domain

HEALTH, SAFETY AND NUTRITION

Anchor Standard

Child uses safe behaviors with support from familiar adults.

16 to 36 months**PMP4.3.1.16_to_36_months** Accepts familiar adult guidance, support and protection when in unsafe situations.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

PMP4.3.2.16_to_36_months Learns some differences between safe and unsafe play behaviors, such as classroom rules.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self



Domain

Reading Standards for LITERATURE (LANG)

Domain

Key Ideas and Details

Anchor Standard

With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, "What is the duck doing?" or respond to, "Tell me about the duck.").

3 Years

LANG.1.1.1.3_Years With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, "What is the duck doing?" or respond to, "Tell me about the duck.").

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

Domain

Key Ideas and Details

Anchor Standard

With guidance and support, retell familiar stories (from books, oral presentation, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).

3 Years

LANG.1.2.2.3_Years With guidance and support, retell familiar stories (from books, oral presentation, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).

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



Domain

Key Ideas and Details

Anchor Standard

With guidance and support, identify common objects in the pictures of books.

3 Years**LANG.1.3.3.3_Years** With guidance and support, identify common objects in the pictures of books.**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



Domain

Key Ideas and Details

Anchor Standard

With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, "What is the duck doing?" or respond to, "Tell me about the duck.").

4 Years

LANG.1.4.1.4_Years With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, "What is the duck doing?" or respond to, "Tell me about the duck.").

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

Domain

Key Ideas and Details

Anchor Standard

With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).

4 Years

LANG.1.5.2.4_Years With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).

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



Domain

Key Ideas and Details

Anchor Standard

With prompting and support, identify some characters, settings and/or major events in a story.

4 Years**LANG.1.6.3.4_Years** With prompting and support, identify some characters, settings and/or major events in a story.**GOLD® Objectives for Development and Learning****Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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



Domain

Craft and Structure

Anchor Standard

With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people that represent diversity in race, culture, age, gender and ability).

3 Years

LANG.2.1.5.3_Years With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people that represent diversity in race, culture, age, gender and ability).

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

Objective 17a-2 Shows interest in books

Domain

Craft and Structure

Anchor Standard

With guidance and support, identify the role of the "author" and "illustrator."

3 Years

LANG.2.2.6.3_Years With guidance and support, identify the role of the "author" and "illustrator."

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

Objective 17a-5 Emerging: Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors



Domain

Craft and Structure

Anchor Standard

With prompting and support, identify the role of the "author" and "illustrator".

4 Years

LANG.2.3.6.4_Years With prompting and support, identify the role of the "author" and "illustrator".

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

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

Domain

Craft and Structure

Anchor Standard

With guidance and support, exhibit curiosity and interest that print conveys meaning.

3 Years

LANG.2.4.a.3_Years Increase vocabulary through conversations with adults and peers.

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



Domain

Craft and Structure

**Anchor Standard
(CONT...)**

With guidance and support, exhibit curiosity and interest that print conveys meaning.

3 Years**LANG.2.4.b.3_Years** Identify real-world print (e.g., labels in the classroom, signs in the community).**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

Domain

Craft and Structure

Anchor Standard

Exhibit curiosity and interest in learning words in print.

4 Years**LANG.2.4.a.4_Years** Develop new vocabulary from stories.**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

LANG.2.4.b.4_Years Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).**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



Domain

Craft and Structure

Anchor Standard

With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).

4 Years**LANG.2.5.a.4_Years** Identify the front cover, back cover and title page 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

Domain

Integration of Knowledge and Ideas

Anchor Standard

With guidance and support, make connections between self and real-life experiences as they relate to classroom books.

3 Years**LANG.3.1.7.3_Years** With guidance and support, make connections between self and real-life experiences as they relate to classroom books.**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

Domain

Integration of Knowledge and Ideas

Anchor Standard

With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).

4 Years**LANG.3.2.7.4_Years** With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).**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



Domain

Integration of Knowledge and Ideas

Anchor Standard

With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).

4 Years**LANG.3.3.9.4_Years** With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).**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

Domain

Range of Reading and Level of Text Complexity

Anchor Standard

Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).

3 Years**LANG.4.1.10.3_Years** Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).**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

Domain

Range of Reading and Level of Text Complexity

Anchor Standard

Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).

4 Years**LANG.4.2.10.4_Years** Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).**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



Domain

Reading Standards for INFORMATIONAL TEXT (LANG)

Domain

Key Ideas and Details

Anchor Standard

With guidance and support, answer questions related to a variety of informational print materials (e.g., simple graphs, pictorial lists, maps and charts).

3 Years

LANG.5.1.1.3_3_Years With guidance and support, answer questions related to a variety of informational print materials (e.g., simple graphs, pictorial lists, maps and charts).

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

Domain

Key Ideas and Details

Anchor Standard

With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation).

3 Years

LANG.5.2.2.3_3_Years With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation).

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

Domain

Key Ideas and Details

Anchor Standard

With guidance and support, identify the connections between self and information presented/represented in the text (e.g., comparing hats from different cultures with hats people wear in child's life).

3 Years

LANG.5.3.3.3_3_Years With guidance and support, identify the connections between self and information presented/represented in the text (e.g., comparing hats from different cultures with hats people wear in child's life).

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



Domain

Key Ideas and Details

Anchor Standard

With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists and other reference materials).

4 Years

LANG.5.4.1.4_Years With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists and other reference materials).

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

Domain

Key Ideas and Details

Anchor Standard

With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).

4 Years

LANG.5.5.2.4_Years With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).

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

Domain

Key Ideas and Details

Anchor Standard

With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).

4 Years

LANG.5.6.3.4_Years With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).

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



Domain

Craft and Structure

Anchor Standard

Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).

3 Years**LANG.6.1.4.3_3_Years** Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

Domain

Craft and Structure

Anchor Standard

With guidance and support, recognize how books are read and identify the front cover and back cover.

3 Years**LANG.6.2.5.3_3_Years** With guidance and support, recognize how books are read and identify the front cover and back cover.**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

Domain

Craft and Structure

Anchor Standard

With guidance and support, identify the role of the author and illustrator.

3 Years**LANG.6.3.6.3_3_Years** With guidance and support, identify the role of the author and illustrator.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-5 Emerging: Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors



Domain

Craft and Structure

Anchor Standard

Exhibit curiosity and interest about words in a variety of informational texts.

4 Years

LANG.6.4.4.4_Years Exhibit curiosity and interest about words in a variety of informational texts.

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

Domain

Craft and Structure

Anchor Standard

With prompting and support, identify the front cover, back cover and title page of a book.

4 Years

LANG.6.5.5.4_Years With prompting and support, identify the front cover, back cover and title page 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

Domain

Craft and Structure

Anchor Standard

With prompting and support, identify the role of the "author" and "illustrator" in informational text.

4 Years

LANG.6.6.6.4_Years With prompting and support, identify the role of the "author" and "illustrator" in informational 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



Domain

Integration of Knowledge and Ideas

Anchor Standard

With guidance and support, make connections between self and real-life experiences as they relate to informational texts.

3 Years

LANG.7.1.7.3_Years With guidance and support, make connections between self and real-life experiences as they relate to informational texts.

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

Domain

Integration of Knowledge and Ideas

Anchor Standard

With prompting and support, make connections between self and text and/or information and text.

4 Years

LANG.7.2.7.4_Years With prompting and support, make connections between self and text and/or information and text.

GOLD® Objectives for Development and Learning

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

Objective 18a-6 Identifies story-related problems, events, and resolutions during conversations with an adult

Domain

Integration of Knowledge and Ideas

Anchor Standard

With prompting and support, explore the purpose of the informational text as it relates to self.

4 Years

LANG.7.3.8.4_Years With prompting and support, explore the purpose of the informational text as it relates to self.

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

Domain

Integration of Knowledge and Ideas



Anchor Standard

With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.

4 Years

LANG.7.4.9.4_Years With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.

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

Objective 18a-7 Emerging: 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

Domain

Range of Reading and Level of Text Complexity

Anchor Standard

Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).

3 Years

LANG.8.1.10.3_Years Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).

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

Domain

Range of Reading and Level of Text Complexity

Anchor Standard

With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

4 Years

LANG.8.2.10.4_Years With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

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



Domain

Reading Standards for Foundational Skills (LANG)

Domain

Print Concepts

Anchor Standard

With guidance and support, demonstrate basic features of print.

3 Years

LANG.9.1.a.3_Years Recognize that print moves from left to right, top to bottom and page by page.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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



Domain	Reading Standards for Foundational Skills (LANG)
Domain	Print Concepts
Anchor Standard (CONT...)	With guidance and support, demonstrate basic features of print.

3 Years

LANG.9.1.b.3_Years Recognize that spoken words can be written and convey meaning.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

LANG.9.1.d.3_Years Recognize and name some letters in their first name.

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

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

LANG.9.1.e.3_Years Recognize that letters can be grouped to form words.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

LANG.9.1.f.3_Years Recognize some numbers.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-2 Recognizes and names a few numerals

Domain	Print Concepts
Anchor Standard	With prompting and support, demonstrate understanding of conventions of print.

4 Years

LANG.9.1.a.4_Years Understand that print moves from left to right, top to bottom and page by page.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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



Domain

Print Concepts

**Anchor Standard
(CONT...)**

With prompting and support, demonstrate understanding of conventions of print.

4 Years**LANG.9.1.b.4_Years** Recognize an association between spoken and written words.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

LANG.9.1.c.4_Years Understand that words are separated by spaces in 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

LANG.9.1.d.4_Years Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.**GOLD® Objectives for Development and Learning****Objective 16a Identifies and names letters**

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

LANG.9.1.e.4_Years Recognize words as a unit of print and understand that letters are grouped to form words.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

LANG.9.1.f.4_Years Differentiate letters from numbers.**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

LANG.9.1.g.4_Years Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.**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

Domain

Phonological Awareness

Anchor Standard

With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.

3 Years**LANG.10.2.a.3_Years** Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).**GOLD® Objectives for Development and Learning****Objective 15a Notices and discriminates rhyme**

Objective 15a-2 Joins in rhyming songs and games



LANG.10.2.b.3_Years Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

LANG.10.2.d.3_Years Recognize initial sound in first name.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

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

LANG.10.2.e.3_Years Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

Domain

Phonological Awareness

Anchor Standard

With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds.

4 Years

LANG.10.2.a.4_Years Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme

LANG.10.2.b.4_Years Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping.

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

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



Domain

Phonological Awareness

**Anchor Standard
(CONT...)**

With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds.

4 Years**LANG.10.2.d.4_Years** With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.**GOLD® Objectives for Development and Learning****Objective 15b Notices and discriminates alliteration**

Objective 15b-6 Matches beginning sounds of some words

LANG.10.2.e.4_Years Engage in language play (e.g., sound patterns, rhyming patterns, songs).**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

LANG.10.2.f.4_Years Demonstrate awareness of the relationship between sounds and letters.**GOLD® Objectives for Development and Learning****Objective 16b Identifies letter-sound correspondences**

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

Domain

Phonological Awareness

Anchor Standard

With prompting and support, demonstrate emergent phonics and word analysis skills.

3 Years**LANG.10.3.a.3_Years** Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.**GOLD® Objectives for Development and Learning****Objective 16b Identifies letter-sound correspondences**

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

LANG.10.3.c.3_Years Recognize own name and environmental print.**GOLD® Objectives for Development and Learning****Objective 16a Identifies and names letters**

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

4 Years**LANG.10.3.a.4_Years** Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.**GOLD® Objectives for Development and Learning****Objective 16b Identifies letter-sound correspondences**

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



Domain

Phonological Awareness

**Anchor Standard
(CONT...)**

With prompting and support, demonstrate emergent phonics and word analysis skills.

4 Years**LANG.10.3.c.4_Years** Recognize own name, environmental print and some common high-frequency sight words.**GOLD® Objectives for Development and Learning****Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-1 Emerging: 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)

Domain

Fluency

Anchor Standard

With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.

3 Years**LANG.11.1.4.3_Years** With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.**GOLD® Objectives for Development and Learning****Objective 18b Uses emergent reading skills**

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

Domain

Fluency

Anchor Standard

Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).

4 Years**LANG.11.2.4.4_Years** Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).**GOLD® Objectives for Development and Learning****Objective 18b Uses emergent reading skills**

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



Domain

WRITING (LANG)

Domain

Text Types and Purposes

Anchor Standard

With guidance and support, recognize that writing is a way of communicating for a variety of purposes.

3 Years

LANG.12.1.a.3_Years Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to express an opinion.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

LANG.12.1.b.3_Years Explore and experiment with a combination of written representations (e.g., scribbling or drawing) and describe their writing.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

LANG.12.1.c.3_Years Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to tell about events or stories.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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



Domain

Text Types and Purposes

Anchor Standard

With prompting and support, recognize that writing is a way of communicating for a variety of purposes.

4 Years

LANG.12.1.a.4_Years Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion.

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



Domain

Text Types and Purposes

**Anchor Standard
(CONT...)**

With prompting and support, recognize that writing is a way of communicating for a variety of purposes.

4 Years

LANG.12.1.b.4_Years Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and) and describe their writing.

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

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

LANG.12.1.c.4_Years Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or 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

Domain

Production and Distribution of Writing

Anchor Standard

With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination.

3 Years

LANG.13.1.6.3_Years With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination.

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



Domain

Production and Distribution of Writing

Anchor Standard

With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.

4 Years**LANG.13.2.5.4_Years** With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.**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

Domain

Production and Distribution of Writing

Anchor Standard

With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.

4 Years**LANG.13.3.6.4_Years** With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

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

Domain

Research to Build and Present Knowledge

Anchor Standard

With prompting and support, recall information from experiences to answer questions.

3 Years**LANG.14.1.8.3_Years** With prompting and support, recall information from experiences to answer questions.**GOLD® Objectives for Development and Learning****Objective 12b Makes connections**

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

4 Years**LANG.14.1.8.4_Years** With prompting and support, recall information from experiences to answer questions.**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



Domain

Research to Build and Present Knowledge

Anchor Standard

With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.

4 Years

LANG.14.2.7.4_Years With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.

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



Domain

SPEAKING AND LISTENING (LANG)

Domain

Comprehension and Collaboration

Anchor Standard

With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults.

3 Years**LANG.15.1.a.3_Years** Engage in voluntary social conversations (e.g., taking, exchanging information, listening attentively, awareness of others' feelings)**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

LANG.15.1.b.3_Years Engage in extended conversations**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

Domain

Comprehension and Collaboration

Anchor Standard

With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.

3 Years**LANG.15.1.2.3_Years** With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

Domain

Comprehension and Collaboration

Anchor Standard

With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.

4 Years**LANG.15.1.a.4_Years** Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings).**GOLD® Objectives for Development and Learning****Objective 10b Uses social rules of language**

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



LANG.15.1.b.4_Years Engage in extended conversations.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

Domain

Comprehension and Collaboration

Anchor Standard

With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.

3 Years

LANG.15.2.3.3_Years With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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



Domain

Comprehension and Collaboration

Anchor Standard

With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details.

4 Years

LANG.15.3.2.4_Years With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details.

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

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

Domain

Comprehension and Collaboration

Anchor Standard

With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood.

4 Years

LANG.15.4.3.4_Years With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood.

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

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

Domain

Presentation of Knowledge and Ideas

Anchor Standard

With guidance and support, describe familiar people, places, things and events.

3 Years

LANG.16.1.4.3_Years With guidance and support, describe familiar people, places, things and events.

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

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



Domain

Presentation of Knowledge and Ideas

Anchor Standard

With prompting and support, add drawings or other visual displays to descriptions.

3 Years**LANG.16.2.5.3_Years** With prompting and support, add drawings or other visual displays to descriptions.**GOLD® Objectives for Development and Learning****Objective 14a Thinks symbolically**

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

4 Years**LANG.16.2.5.4_Years** With prompting and support, add drawings or other visual displays to descriptions.**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

Domain

Presentation of Knowledge and Ideas

Anchor Standard

With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings and needs clearly.

3 Years**LANG.16.3.6.3_Years** With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings and needs clearly.**GOLD® Objectives for Development and Learning****Objective 9b Speaks clearly**

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

Domain

Presentation of Knowledge and Ideas

Anchor Standard

With prompting and support, describe familiar people, places, things and events.

4 Years**LANG.16.4.4.4_Years** With prompting and support, describe familiar people, places, things and events.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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



Domain

Presentation of Knowledge and Ideas

Anchor Standard

With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.

4 Years**LANG.16.5.6.4_Years** With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.**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



Domain

LANGUAGE (LANG)

Domain

Conventions of Standard English

Anchor Standard

With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking.

3 Years

LANG.17.1.a.3_Years Use frequently occurring verbs and nouns.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

LANG.17.1.c.3_Years Ask and answer questions.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

LANG.17.1.d.3_Years Use simple prepositions (e.g., in, out, on, off).

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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

LANG.17.1.e.3_Years Use standard words instead of slang or baby talk.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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



Domain

Conventions of Standard English

Anchor Standard

With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.

4 Years**LANG.17.1.a.4_Years** Use frequently occurring nouns and verbs.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

LANG.17.1.b.4_Years Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).**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)

LANG.17.1.c.4_Years Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).**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)

LANG.17.1.d.4_Years Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).**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

LANG.17.1.e.4_Years Produce and expand complete sentences in shared language activities.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

Domain

Conventions of Standard English

Anchor Standard

With prompting and support, demonstrate awareness of the conventions of standard English.

4 Years**LANG.17.2.a.4_Years** Write first name, capitalizing the first letter.**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-10 Writes partially accurate first name

LANG.17.2.b.4_Years Develop an awareness of symbols for end punctuation.**GOLD® Objectives for Development and Learning****Objective 19c Writes using conventions**

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



Domain

Conventions of Standard English

**Anchor Standard
(CONT...)**

With prompting and support, demonstrate awareness of the conventions of standard English.

4 Years**LANG.17.2.c.4_Years** Attempt to write a letter or letters to represent a word.**GOLD® Objectives for Development and Learning****Objective 19c Writes using conventions**

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

LANG.17.2.d.4_Years Experiment with written representations of words, using emergent (developing) knowledge of letter-sound relationships.**GOLD® Objectives for Development and Learning****Objective 19c Writes using conventions**

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

Domain

Vocabulary Acquisition and Use

Anchor Standard

With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.

3 Years**LANG.18.1.6.3_Years** With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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



Domain

Vocabulary Acquisition and Use

Anchor Standard

With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.

4 Years**LANG.18.2.6.4_Years** With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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

Domain

Vocabulary Acquisition and Use

Anchor Standard

With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.

4 Years**LANG.18.4.a.4_Years** Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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

Domain

Vocabulary Acquisition and Use

Anchor Standard

With guidance and support, explore word relationships and word meanings.

3 Years**LANG.18.5.a.3_Years** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.**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 Years**LANG.18.5.a.4_Years** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.**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)



Domain

Vocabulary Acquisition and Use

**Anchor Standard
(CONT...)**

With guidance and support, explore word relationships and word meanings.

3 Years

LANG.18.5.b.3_Years With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.

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

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

4 Years

LANG.18.5.b.4_Years Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).

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

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

LANG.18.5.c.4_Years Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).

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

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

LANG.18.5.d.4_Years Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).

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

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



Domain	MATHEMATICS (MATH)
Domain	COUNTING AND CARDINALITY
Anchor Standard	Know number names and the count sequence.

3 Years

MATH.1.1.1.3_Years With guidance and support, recite numbers 1 to 5 or beyond from memory.

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-3 Emerging: Verbally counts to 10; counts up to five objects accurately, using one number name for each object

4 Years

MATH.1.1.1.4_Years With prompting and support, recite numbers 1 to 30 in the correct order.

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

MATH.1.1.2.4_Years With prompting and support, recognize, name, and attempt writing numerals 0 to 20.

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

Domain	COUNTING AND CARDINALITY
Anchor Standard	Compare numbers.

3 Years

MATH.1.2.5.3_Years With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

4 Years

MATH.1.2.6.4_Years Use comparative language (e.g., more than, less than, equal to, same and different) to compare objects, using developmentally appropriate pre-kindergarten materials.

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

Domain	COUNTING AND CARDINALITY
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Anchor Standard

Count to tell the number of objects.

4 Years

MATH.1.3.3.4_Years With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.

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

Domain

COUNTING AND CARDINALITY

Anchor Standard

Count to tell the number of objects.

Performance Standard

With guidance and support, understand the relationship between numerals and quantities.

4 Years

MATH.1.3.4.a.4_Years Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.

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

MATH.1.3.4.b.4_Years Match quantities and numerals 0 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

Domain

COUNTING AND CARDINALITY

Anchor Standard

Count to tell the number of objects.

Performance Standard

Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.

4 Years

MATH.1.3.5.a.4_Years Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

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



Domain

OPERATIONS AND ALGEBRAIC THINKING

Anchor Standard

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

3 Years

MATH.2.1.1.3_Years With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.

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

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

MATH.2.1.4.3_Years With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping and patting.)

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

Objective 23-4 Copies simple repeating patterns

4 Years

MATH.2.1.1.4_Years With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.

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

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

MATH.2.1.2.4_Years With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.

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

MATH.2.1.3.4_Years With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.

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

MATH.2.1.4.4_Years With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g. duplicate and extend simple patterns using concrete objects.

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

Objective 23-6 Extends and creates simple repeating patterns



Domain

MEASUREMENT AND DATA

Anchor Standard

Describe and compare measurable attributes.

3 Years

MATH.3.1.1.3_Years With guidance and support, experiment with measurable attributes of everyday objects (e.g., big, little, tall, short, full, empty, heavy, light).

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

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

MATH.3.1.2.3_Years With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., big, bigger, long, longer, tall, taller, short, shorter).

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

MATH.3.1.3.3_Years Explore nonstandard units of measurement.

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

MATH.3.1.4.3_Years Explore standard tools of measurement.

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

4 Years

MATH.3.1.1.4_Years With guidance and support, recognize measurable attributes of everyday objects such as length, weight and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).

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

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



Domain	MEASUREMENT AND DATA
Anchor Standard	Describe and compare measurable attributes.
Performance Standard	With guidance and support, compare two objects using attributes of length, weight and size (e.g., bigger, longer, taller, heavier, same weight, same amount).

4 Years

MATH.3.1.2.a.4_Years Use nonstandard units of measurement.

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

MATH.3.1.2.b.4_Years Explore standard tools of measurement.

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



Domain

MEASUREMENT AND DATA

Anchor Standard

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

3 Years

MATH.3.2.1.3_Years With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).

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 Years

MATH.3.2.3.4_Years With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

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)

Domain

GEOMETRY

Anchor Standard

Explore, identify and describe shapes (squares, circles, triangles).

3 Years

MATH.4.1.1.3_Years With guidance and support, correctly name circles, squares and triangles.

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

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

MATH.4.1.2.3_Years With guidance and support, recognize circles, squares and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).

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

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

Domain

GEOMETRY

Anchor Standard

Analyze, compare, create and compose shapes.

3 Years

MATH.4.2.4.3_Years With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).

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

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

4 Years

MATH.4.2.4.4_Years With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).

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



MATH.4.2.5.4_Years With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).

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

Domain

GEOMETRY

Anchor Standard

Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).

4 Years

MATH.4.3.1.4_Years With guidance and support, correctly name shapes.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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



Domain

GEOMETRY

**Anchor Standard
(CONT...)**

Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).

4 Years

MATH.4.3.2.4_Years With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.

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

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

MATH.4.3.3.4_Years With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.

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

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



Domain

SCIENCE (SCI)

Domain

PHYSICAL SCIENCE

Anchor Standard

Develop awareness of observable properties of objects and materials.

3 Years

SCI.1.1.1.3_3_Years Begin to manipulate and explore a wide variety of objects and materials.

GOLD® Objectives for Development and Learning

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

SCI.1.1.5.3_3_Years With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).

GOLD® Objectives for Development and Learning

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

4 Years

SCI.1.1.1.4_4_Years The child will manipulate and explore items in the environment with a wide variety of investigative tools.

GOLD® Objectives for Development and Learning

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

SCI.1.1.2.4_4_Years With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float).

GOLD® Objectives for Development and Learning

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



Domain	SCIENCE (SCI)
Domain	PHYSICAL SCIENCE
Anchor Standard (CONT...)	Develop awareness of observable properties of objects and materials.

4 Years

SCI.1.1.4.4_Years With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).

GOLD® Objectives for Development and Learning

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

Domain	PHYSICAL SCIENCE
Anchor Standard	Develop awareness of observable properties of objects and materials.
Performance Standard	With guidance and support, explore properties of solid objects.

3 Years

SCI.1.1.4.a.3_Years With guidance and support, identify position of objects.

GOLD® Objectives for Development and Learning

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

SCI.1.1.4.c.3_Years With guidance and support explore movement of people and objects (e.g., over, under, in, out, sink, float).

GOLD® Objectives for Development and Learning

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

Domain

PHYSICAL SCIENCE

Anchor Standard

Develop awareness of observable properties of objects and materials.

**Performance
Standard**

With prompting and support, explore how solid objects can be constructed from a smaller set.

4 Years

SCI.1.1.3.a.4_Years With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks)

GOLD® Objectives for Development and Learning

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



Domain	PHYSICAL SCIENCE
Anchor Standard	Develop awareness of observable properties of objects and materials.
Performance Standard (CONT...)	With prompting and support, explore how solid objects can be constructed from a smaller set.

4 Years

SCI.1.1.3.c.4_Years With teacher guidance, explore why things may not work the same if some of the parts are missing.
GOLD® Objectives for Development and Learning
Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Domain	LIFE SCIENCE
Anchor Standard	Develop an awareness of living things.

3 Years

SCI.2.1.1.3_Years With guidance and support, explore body parts associated with the use of each of the five senses.
GOLD® Objectives for Development and Learning
Objective 25 Demonstrates knowledge of the characteristics of living things

SCI.2.1.3.3_Years With guidance and support, conduct a simple investigation to observe the differences in humans during life stages.
GOLD® Objectives for Development and Learning
Objective 25 Demonstrates knowledge of the characteristics of living things

Domain	LIFE SCIENCE
Anchor Standard	Develop an awareness of living things.
Performance Standard	With guidance and support, explore how people change during changes of the life cycle.

3 Years

SCI.2.1.2.a.3_Years Explore text with illustrations of human life stages.
GOLD® Objectives for Development and Learning
Objective 25 Demonstrates knowledge of the characteristics of living things

Domain	LIFE SCIENCE
Anchor Standard	Develop an awareness of living things.
Performance Standard	With guidance and support, observe, explore and describe a variety of living things and where they live (e.g., plants, animals, people).

3 Years

SCI.2.1.4.a.3_Years With guidance and support, conduct an experiment to observe the growth of plants.
GOLD® Objectives for Development and Learning
Objective 25 Demonstrates knowledge of the characteristics of living things

Domain	LIFE SCIENCE
Anchor Standard	Develop an awareness of living things.
Performance Standard	With guidance and support, describe individual characteristics of self, other living things and people.

3 Years

SCI.2.1.5.c.3_Years With guidance and support, use appropriate technology tools to explore observable characteristics of living things and people.
GOLD® Objectives for Development and Learning
Objective 25 Demonstrates knowledge of the characteristics of living things

Domain

LIFE SCIENCE

Anchor Standard

Acquire scientific knowledge related to life science.

4 Years

SCI.2.2.1.4_Years With prompting and support, name and identify the five senses and the corresponding body parts for each.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Domain

LIFE SCIENCE

Anchor Standard

Acquire scientific knowledge related to life science.

Performance
Standard

With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.

4 Years

SCI.2.2.2.a.4_Years Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SCI.2.2.2.b.4_Years Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SCI.2.2.2.c.4_Years With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Domain

LIFE SCIENCE

Anchor Standard

Acquire scientific knowledge related to life science.

Performance
Standard

With prompting and support, explore what animals and plants need to live and grow.

4 Years

SCI.2.2.3.a.4_Years With teacher guidance, conduct a structured investigation to determine what plants need to live and grow.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things



Domain

LIFE SCIENCE

Anchor Standard

Acquire scientific knowledge related to life science.

Performance Standard

With guidance and support, explore characteristics of living and non-living things.

4 Years

SCI.2.2.4.a.4_Years With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SCI.2.2.4.b.4_Years With teacher guidance, create a visual representation of the information gained and results of the experiment.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SCI.2.2.4.c.4_Years With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Domain

EARTH AND SPACE SCIENCE

Anchor Standard

Develop an awareness of earth science and space.

Performance Standard

With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy).

3 Years

SCI.3.1.1.a.3_Years Observe daily display about weather and seasonal activity.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



Domain

EARTH AND SPACE SCIENCE

Anchor Standard

Develop an awareness of earth science and space.

Performance Standard

Begin to identify objects in the sky (e.g., clouds, sun, moon and stars).

3 Years**SCI.3.1.2.a.3_Years** Explore materials to create display of common elements of day and night.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.2.b.3_Years** Explore devices that protect from sun or rain.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****Domain**

EARTH AND SPACE SCIENCE

Anchor Standard

Apply scientific knowledge related to earth science and space.

Performance Standard

With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy).

4 Years**SCI.3.2.1.a.4_Years** With teacher guidance, collect and display daily data about weather and seasonal activity.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****Domain**

EARTH AND SPACE SCIENCE

Anchor Standard

Apply scientific knowledge related to earth science and space.

Performance Standard

With prompting and support, identify characteristics of the clouds, sun, moon and stars.

4 Years**SCI.3.2.2.a.4_Years** With teacher guidance, create a simple model of common elements of day and night.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment**

Domain	EARTH AND SPACE SCIENCE
Anchor Standard	Apply scientific knowledge related to earth science and space.
Performance Standard (CONT...)	With prompting and support, identify characteristics of the clouds, sun, moon and stars.

4 Years

SCI.3.2.2.b.4_Years With teacher guidance, construct a device which would protect from sun and/or rain.
GOLD® Objectives for Development and Learning
Objective 27 Demonstrates knowledge of Earth's environment

Domain	EARTH AND SPACE SCIENCE
Anchor Standard	Apply scientific knowledge related to earth science and space.
Performance Standard	With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves).

4 Years

SCI.3.2.3.a.4_Years Participate in a teacher led activity to identify and reuse materials.
GOLD® Objectives for Development and Learning
Objective 27 Demonstrates knowledge of Earth's environment

SCI.3.2.3.b.4_Years With teacher-guidance, create a product from reused or natural materials that will meet a human need (e.g. pencil holder or musical instrument).
GOLD® Objectives for Development and Learning
Objective 27 Demonstrates knowledge of Earth's environment

Domain

TECHNOLOGY

Anchor Standard

Identify and explore a variety of technology tools.

3 Years

SCI.4.1.1.3_Years With guidance and support, explore appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).

GOLD® Objectives for Development and Learning**Objective 28 Uses tools and other technology to perform tasks****4 Years**

SCI.4.1.1.4_Years Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.

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

SCI.4.1.2.4_Years Use technology tools to gather and/or communicate information.

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

SCI.4.1.3.4_Years With prompting and support, invent and construct simple objects or structures using technology tools.

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

Domain

PHYSICAL DEVELOPMENT (PD)

Domain

GROSS MOTOR SKILLS

Anchor Standard

Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities.

3 Years

PD.1.1.1.3_Years Identify body parts (e.g., knee, foot, arm).

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

PD.1.1.2.3_Years With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Objective 6 Demonstrates gross motor manipulative skills

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

4 Years

PD.1.1.1.4_Years Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

PD.1.1.2.4_Years Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

Objective 6 Demonstrates gross motor manipulative skills

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



Domain

GROSS MOTOR SKILLS

Anchor Standard

Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.

3 Years

PD.1.2.3.3_Years With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).

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

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Objective 6 Demonstrates gross motor manipulative skills

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

PD.1.2.4.3_Years With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).

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

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Objective 6 Demonstrates gross motor manipulative skills

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

PD.1.2.5.3_Years Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).

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

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Objective 6 Demonstrates gross motor manipulative skills

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

4 Years

PD.1.2.3.4_Years With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).

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

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

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

Objective 6 Demonstrates gross motor manipulative skills

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

PD.1.2.4.4_Years Use various types of equipment (e.g., playground equipment, tricycles, slides).

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

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

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

Objective 6 Demonstrates gross motor manipulative skills

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



Domain

GROSS MOTOR SKILLS

**Anchor Standard
(CONT...)**

Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.

4 Years

PD.1.2.5.4_Years Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).

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

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

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

Objective 6 Demonstrates gross motor manipulative skills

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

Domain

FINE MOTOR

Anchor Standard

Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

3 Years

PD.2.1.1.3_Years With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

Domain

FINE MOTOR

Anchor Standard

Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

3 Years

PD.2.2.2.3_Years With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes).

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements



Domain

FINE MOTOR

**Anchor Standard
(CONT...)**

Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

3 Years

PD.2.2.3.3_Years With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).

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

Objective 7a-6 Uses refined wrist and finger movements

Domain

FINE MOTOR

Anchor Standard

Participate in fine motor activity for self-expression and/or social interaction.

3 Years

PD.2.3.4.3_Years With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).

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

Objective 7a-6 Uses refined wrist and finger movements

PD.2.3.5.3_Years With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays and dramatic play).

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

Objective 7a-6 Uses refined wrist and finger movements



Domain

FINE MOTOR

Anchor Standard

Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.

3 Years**PD.2.4.6.3_Years** With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

Domain

SELF-CARE, HEALTH AND SAFETY SKILLS

Anchor Standard

Demonstrate an awareness and practice of safety rules.

3 Years**PD.3.1.1.3_Years** With guidance and support, identify and follow safety rules (e.g., classroom, home, community).**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

4 Years**PD.3.1.1.4_Years** With prompting and support, identify safety rules (e.g., classroom, home, community).**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

PD.3.1.2.3_Years With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

PD.3.1.2.4_Years With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

PD.3.1.3.3_Years With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

PD.3.1.3.4_Years With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

Domain

SELF-CARE, HEALTH AND SAFETY SKILLS



Anchor Standard

Demonstrate an emerging use of standard health practices.

3 Years

PD.3.2.4.3_Years With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene).

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

Objective 1c-6 Demonstrates confidence in meeting own needs



Domain

SELF-CARE, HEALTH AND SAFETY SKILLS

**Anchor Standard
(CONT...)**

Demonstrate an emerging use of standard health practices.

3 Years**PD.3.2.5.3_Years** With guidance and support, participate in a variety of physical activities.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

PD.3.2.6.3_Years With guidance and support, identify nutritious foods.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

Domain

SELF-CARE, HEALTH AND SAFETY SKILLS

Anchor Standard

Demonstrate an emerging (developing) use of standard health practices.

4 Years**PD.3.3.4.4_Years** With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene).**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

PD.3.3.5.4_Years With prompting and support, participate in a variety of physical activities.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

PD.3.3.6.4_Years With prompting and support, identify nutritious foods.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

Domain

FINE MOTOR SKILLS



Anchor Standard

Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

4 Years

PD.4.1.4.4_Years With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).

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

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

Domain

FINE MOTOR SKILLS

Anchor Standard

Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

4 Years

PD.4.2.5.4_Years Demonstrate fine muscle coordination using manipulative materials that vary in size, shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).

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

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

PD.4.2.6.4_Years Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).

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

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



Domain

FINE MOTOR SKILLS

Anchor Standard

Participate in fine motor activity for self-expression and/or social interaction.

4 Years

PD.4.3.7.4_Years With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).

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

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

PD.4.3.8.4_Years With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays and dramatic play).

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

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

Domain

FINE MOTOR SKILLS

Anchor Standard

Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.

4 Years

PD.4.4.9.4_Years With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self and manipulating fasteners).

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 STUDIES (SS)

Domain

FAMILY AND COMMUNITY

Anchor Standard

Understand self in relation to the family and the community.

3 Years

4 Years

SS.1.1.1.3_Years Begin to identify self as a member of a family, the learning community and local community.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SS.1.1.1.4_Years Identify self as a member of a family, the learning community and local community.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SS.1.1.2.3_Years With guidance and support, identify similarities and differences in people.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.1.1.2.4_Years With prompting and support, identify similarities and differences in people.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Domain	SOCIAL STUDIES (SS)
Domain	FAMILY AND COMMUNITY
Anchor Standard (CONT...)	Understand self in relation to the family and the community.

3 Years

SS.1.1.3.3_Years With guidance and support, describe some family traditions.
GOLD® Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live

SS.1.1.4.3_Years With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age and gender.
GOLD® Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live

4 Years

SS.1.1.3.4_Years With prompting and support, describe some family traditions.
GOLD® Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live

SS.1.1.4.4_Years Identify some similarities and differences in family structure, culture, ability, language, age and gender.
GOLD® Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live

Domain	FAMILY AND COMMUNITY
Anchor Standard	Understand the concept of individual rights and responsibilities.

3 Years

SS.1.2.5.3_Years With guidance and support, demonstrate responsible behavior related to daily routines.
GOLD® Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live

SS.1.2.7.3_Years With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
GOLD® Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live

4 Years

SS.1.2.5.4_Years With prompting and support, demonstrate responsible behavior related to daily routines.
GOLD® Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live

SS.1.2.7.4_Years With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
GOLD® Objectives for Development and Learning
Objective 30 Shows basic understanding of people and how they live

Domain

FAMILY AND COMMUNITY

**Anchor Standard
(CONT...)**

Understand the concept of individual rights and responsibilities.

3 Years**SS.1.2.8.3_Years** With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****SS.1.2.9.3_Years** With guidance and support, describe a simple sequence of familiar events.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****4 Years****SS.1.2.8.4_Years** With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.1.2.9.4_Years** With prompting and support, describe a simple sequence of familiar events.**GOLD® Objectives for Development and Learning****Objective 31 Explores change related to familiar people or places****Domain**

FAMILY AND COMMUNITY

Anchor Standard

Understand the concept of individual rights and responsibilities.

**Performance
Standard**

With guidance and support, explain some rules in the home and in the classroom.

3 Years**SS.1.2.6.a.3_Years** Identify some rules for different settings.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.1.2.6.b.3_Years** Identify appropriate choices to promote positive interactions.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****Domain**

FAMILY AND COMMUNITY

Anchor Standard

Understand the concept of individual rights and responsibilities.

**Performance
Standard**

With prompting and support, explain some rules in the home and in the classroom.

4 Years**SS.1.2.6.a.4_Years** Identify some rules for different settings.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

SS.1.2.6.b.4_Years Identify appropriate choices to promote positive interactions.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Domain

FAMILY AND COMMUNITY

Anchor Standard

OUR WORLD

4 Years

SS.1.3.1.4_Years Treat classroom materials and the belongings of others with care.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.1.3.2.4_Years With prompting and support, identify location and some physical features of familiar places in the environment.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS.1.3.3.4_Years With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.1.3.4.4_Years Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Domain

FAMILY AND COMMUNITY

Anchor Standard
(CONT...)

OUR WORLD

4 Years

SS.1.3.5.4_Years Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Domain

OUR WORLD

Anchor Standard

Understand the importance of people, resources and the environment.

3 Years

SS.2.1.1.3_Years With guidance and support, treat classroom materials and belongings of others with care.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.2.1.2.3_Years With guidance and support, identify location and some physical features of familiar places in the environment.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS.2.1.3.3_Years With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.2.1.4.3_Years Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.2.1.5.3_Years With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Domain

HISTORY AND EVENTS



Anchor Standard

Understand events that happened in the past.

3 Years

SS.3.1.1.3_Years With guidance and support, describe a simple series of familiar events.

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

SS.3.1.2.3_Years With guidance and support, begin to understand events that happened in the past.

GOLD® Objectives for Development and Learning**Objective 31 Explores change related to familiar people or places****4 Years**

SS.3.1.1.4_Years With prompting and support, describe a simple series of familiar events.

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

SS.3.1.2.4_Years Recognize events that happened in the past.

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