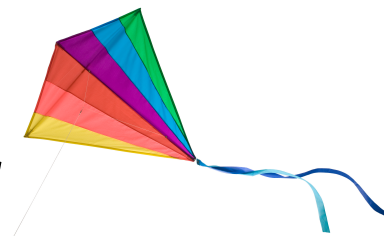


Alignment of



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



With

ND Early Learning Standards Birth to
Kindergarten

(Ad. 2018)

Main Criteria: ND Early Learning Standards Birth to Kindergarten
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, 36 to 48 months, 48 to 60 months

Adopted: 2018

Domain

Approaches to Play and Learning (APL)

Section

Emotional and Behavioral Self-Regulation

Standard

Child manages feelings and emotions with support of familiar adults.

Birth to 9 months

IT-APL.1.Birth_to_9_months Engages 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

8 to 18 months

IT-APL.1.8_to_18_months Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

16 to 36 months

IT-APL.1.16_to_36_months Uses various strategies to help manage strong emotions, such as removing oneself 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



Section	Emotional and Behavioral Self-Regulation
Standard	Child manages actions and behavior with support of familiar adults.

Birth to 9 months

IT-APL.2.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

8 to 18 months

IT-APL.2.8_to_18_months Looks to familiar adults for assistance and guidance with actions and behavior. 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

16 to 36 months

IT-APL.2.16_to_36_months Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting. Let's the adult know when they are hungry or tired.

GOLD® Objectives for Development and Learning
Objective 1b Follows limits and expectations
 Objective 1b-4 Accepts redirection from adults

Section	Emotional and Behavioral Self-Regulation
Standard	Child manages emotions with increasing independence.

36 to 48 months

P-APL.1.36_to_48_months Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.

GOLD® Objectives for Development and Learning
Objective 1a Manages feelings
 Objective 1a-6 Is able to look at a situation differently or delay gratification

48 to 60 months

P-APL.1.48_to_60_months Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions but shows increasing skill in successfully using strategies suggested by adults.

GOLD® Objectives for Development and Learning
Objective 1a Manages feelings
 Objective 1a-6 Is able to look at a situation differently or delay gratification

Section	Emotional and Behavioral Self-Regulation
Standard	Child follows classroom rules and routines with increasing independence.

36 to 48 months

P-APL.2.36_to_48_months Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.

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

48 to 60 months

P-APL.2.48_to_60_months Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.

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

Section

Emotional and Behavioral Self-Regulation

Standard

Child appropriately handles and takes care of classroom materials.

36 to 48 months**P-APL.3.36_to_48_months** Handles classroom materials, such as putting them where they belong, with adult support.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

48 to 60 months**P-APL.3.48_to_60_months** Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

Section

Emotional and Behavioral Self-Regulation

Standard

Child manages actions, words, and behavior with increasing independence.

36 to 48 months**P-APL.4.36_to_48_months** Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

48 to 60 months**P-APL.4.48_to_60_months** Manages own actions, words, and behavior with occasional support from adults.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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



Section	Cognitive Self-Regulation
Standard	Child maintains focus and sustains attention with support.

Birth to 9 months

IT-APL.3.Birth_to_9_months Develops some ability to filter out distracting sensory stimuli in order 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

IT-APL.3.8_to_18_months Shows increasing ability to attend to people, objects, and activities in order to extend or complete an activity, or to join.

GOLD® Objectives for Development and Learning
Objective 11a Attends and engages
 Objective 11a-3 Emerging: Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Objective 11a Attends and engages
 Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

16 to 36 months

IT-APL.3.16_to_36_months Participates in activities and experiences with people, objects, or materials that require attention and common 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

Section	Cognitive Self-Regulation
Standard	Child develops the ability to show persistence in actions and behavior.

Birth to 9 months

IT-APL.4.Birth_to_9_months Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief 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

IT-APL.4.8_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 11b Persists
 Objective 11b-2 Repeats actions to obtain similar results

16 to 36 months

IT-APL.4.16_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

Section	Cognitive Self-Regulation
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Standard

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

Birth to 9 months

IT-APL.5.Birth_to_9_months Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.

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

IT-APL.5.8_to_18_months Shows ability to shift focus in order 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 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

IT-APL.5.16_to_36_months Modifies actions or behavior 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 11e Shows flexibility and inventiveness in thinking

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



Section

Cognitive Self-Regulation

Standard

Child maintains focus and sustains attention with minimal adult support.

36 to 48 months

P-APL.6.36_to_48_months With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.

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

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

48 to 60 months

P-APL.6.48_to_60_months With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.

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

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

Section

Cognitive Self-Regulation

Standard

Child persists in tasks.

36 to 48 months

P-APL.7.36_to_48_months Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.

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

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

48 to 60 months

P-APL.7.48_to_60_months Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.

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

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



Section

Cognitive Self-Regulation

Standard

Child demonstrates an increasing ability to control impulses.

36 to 48 months

P-APL.5.36_to_48_months Frequently engages in impulsive behaviors but inhibits them when directly supported by an adult.

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

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

48 to 60 months

P-APL.5.48_to_60_months Sometimes controls impulses independently, while at other times needs support from an adult.

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

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

Section

Cognitive Self-Regulation

Standard

Child holds information in mind and manipulates it to perform tasks.

36 to 48 months

P-APL.8.36_to_48_months Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.

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

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

48 to 60 months

P-APL.8.48_to_60_months Holds an increasing amount of information in mind in order to successfully complete tasks.

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

Section

Cognitive Self-Regulation

Standard

Child demonstrates flexibility in thinking and behavior.

36 to 48 months

P-APL.9.36_to_48_months Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.

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

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

48 to 60 months

P-APL.9.48_to_60_months Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.

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



Section

Initiative and Curiosity

Standard

Child demonstrates emerging initiative in interactions, experiences, and explorations.

Birth to 9 months

IT-APL.6.Birth_to_9_months Initiates interactions with familiar adults through expressions, actions, or behaviors.

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

IT-APL.6.8_to_18_months Points to desired people, objects, or places. Initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.

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

IT-APL.6.16_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 11a Attends and engages**

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

Section

Initiative and Curiosity

Standard

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

Birth to 9 months

IT-APL.7.Birth_to_9_months Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.

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

IT-APL.7.8_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

IT-APL.7.16_to_36_months Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones 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



Section

Initiative and Curiosity

Standard

Child demonstrates initiative and independence.

36 to 48 months

P-APL.10.36_to_48_months Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.

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

48 to 60 months

P-APL.10.48_to_60_months Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.

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

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

Section

Initiative and Curiosity

Standard

Child shows interest in and curiosity about the world around them.

36 to 48 months

P-APL.11.36_to_48_months Seeks out new information and explores new play and tasks with adult support.

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

48 to 60 months

P-APL.11.48_to_60_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-6 Shows eagerness to learn about a variety of topics and ideas

Section

Creativity

Standard

Child uses creativity to increase understanding and learning.

Birth to 9 months

IT-APL.8.Birth_to_9_months Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses 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

IT-APL.8.8_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

IT-APL.8.16_to_36_months Combines objects or materials in new and unexpected ways. Shows delight in creating something new.

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

Section	Creativity
Standard	Child shows imagination in play and interactions with others.

Birth to 9 months

IT-APL.9.Birth_to_9_months Emerging Skills

GOLD® Objectives for Development and Learning

No aligned objectives

8 to 18 months

IT-APL.9.8_to_18_months Uses sounds, gestures, signs, or words playfully through songs, finger plays, 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

IT-APL.9.16_to_36_months Uses imagination to explore possible uses of objects and materials. Engages in pretend or 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

Section	Creativity
Standard	Child expresses creativity in thinking and communication.

36 to 48 months

P-APL.12.36_to_48_months Responds to adults' prompts to express creative ideas in words and/or actions.

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

48 to 60 months

P-APL.12.48_to_60_months Communicates creative ideas and actions both with and without prompting from adults.

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

Section	Creativity
Standard	Child uses imagination in play and interactions with others.

36 to 48 months

P-APL.13.36_to_48_months Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.

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

48 to 60 months

P-APL.13.48_to_60_months Develops more elaborate imaginary play, stories, and other creative works with children and adults.

GOLD® Objectives for Development and Learning

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

Domain

Social and Emotional Development (APL)

Section

Relationships with Adults

Standard

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

Birth to 9 months

IT-SE.1.Birth_to_9_months Interacts in predictable ways with familiar adults. Responds positively to familiar adults' 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

IT-SE.1.8_to_18_months Looks to familiar adults for emotional support and encouragement. 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

IT-SE.1.16_to_36_months Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or 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

Section

Relationships with Adults

Standard

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

Birth to 9 months

IT-SE.2.Birth_to_9_months Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. 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

IT-SE.2.8_to_18_months Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.

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

IT-SE.2.16_to_36_months Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. 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



Section

Relationships with Adults

Standard

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

Birth to 9 months

IT-SE.3.Birth_to_9_months Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.

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

IT-SE.3.8_to_18_months Looks to or seeks help from a familiar adult, such as taking the adult's hand and leading them to something the child wants or needs.

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

IT-SE.3.16_to_36_months Asks 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

Section

Relationships with Adults

Standard

Child engages in and maintains positive relationships and interactions with adults.

36 to 48 months

P-SE.1.36_to_48_months Engages in positive interactions with adults, by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

48 to 60 months

P-SE.1.48_to_60_months Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.

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



Section

Relationships with Adults

Standard

Child engages in prosocial and cooperative behavior with adults.

36 to 48 months

P-SE.2.36_to_48_months Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from 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

48 to 60 months

P-SE.2.48_to_60_months Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.

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

Section

Relationships with Other Children

Standard

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

Birth to 9 months

IT-SE.4.Birth_to_9_months Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.

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

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

Objective 2c Interacts with peers

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

8 to 18 months

IT-SE.4.8_to_18_months Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.

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

IT-SE.4.16_to_36_months Seeks out other children for social interaction, including initiating contact and responding to others. 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



Section

Relationships with Other Children

Standard

Child imitates and engages in play with other children.

Birth to 9 months

IT-SE.5.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

Objective 2c Interacts with peers

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

8 to 18 months

IT-SE.5.8_to_18_months Participates in simple imitation games, such as making similar sounds or running after another child. 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

16 to 36 months

IT-SE.5.16_to_36_months Joins in play with other children by sometimes taking turns or doing 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-2 Plays near other children; uses similar materials or actions

Section

Relationships with Other Children

Standard

Child engages in and maintains positive interactions and relationships with other children.

36 to 48 months

P-SE.3.36_to_48_months Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.

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

Objective 2c-4 Uses successful strategies for entering groups

48 to 60 months

P-SE.3.48_to_60_months Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.

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

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



Section	Relationships with Other Children
Standard	Child engages in cooperative play with other children.

36 to 48 months

P-SE.4.36_to_48_months Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.

GOLD® Objectives for Development and Learning
Objective 3a Balances needs and rights of self and others
 Objective 3a-4 Takes turns

48 to 60 months

P-SE.4.48_to_60_months Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.

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

Section	Relationships with Other Children
Standard	Child uses basic problem-solving skills to resolve conflicts with other children.

36 to 48 months

P-SE.5.36_to_48_months Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.

GOLD® Objectives for Development and Learning
Objective 3b Solves social problems
 Objective 3b-6 Suggests solutions to social problems

48 to 60 months

P-SE.5.48_to_60_months Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.

GOLD® Objectives for Development and Learning
Objective 3b Solves social problems
 Objective 3b-6 Suggests solutions to social problems

Section	Emotional Functioning
Standard	Child learns to express a range of emotions.

Birth to 9 months

IT-SE.6.Birth_to_9_months Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing, or through facial expressions, body movements, or gestures, often to elicit 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

IT-SE.6.8_to_18_months Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.

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

IT-SE.6.16_to_36_months Expresses a 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 3b Solves social problems
 Objective 3b-2 Expresses feelings during a conflict

Section

Emotional Functioning

Standard

Child recognizes and interprets emotions of others with the support of familiar adults.

Birth to 9 months

8 to 18 months

16 to 36 months

IT-SE.7.Birth_to_9_months Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

IT-SE.7.8_to_18_months Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles, or showing excitement when other children are excited.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

IT-SE.7.16_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-4 Demonstrates concern about the feelings of others

Section

Emotional Functioning

Standard

Child expresses care and concern toward others.

Birth to 9 months

8 to 18 months

16 to 36 months

IT-SE.8.Birth_to_9_months May cry when another child cries.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

IT-SE.8.8_to_18_months Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

IT-SE.8.16_to_36_months Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. 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



Section	Emotional Functioning
Standard	Child manages emotions with the support of familiar adults.

Birth to 9 months

IT-SE.9.Birth_to_9_months Quiets or stops crying when held and gently rocked or talked to 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

IT-SE.9.8_to_18_months Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.

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

IT-SE.9.16_to_36_months Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with 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

Section	Emotional Functioning
Standard	Child expresses a broad range of emotions and recognizes these emotions in self and others.

36 to 48 months

P-SE.6.36_to_48_months Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.

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

48 to 60 months

P-SE.6.48_to_60_months Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.

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

Section	Emotional Functioning
Standard	Child expresses care and concern toward others.

36 to 48 months

P-SE.7.36_to_48_months Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

48 to 60 months

P-SE.7.48_to_60_months Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.

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

Section

Emotional Functioning

Standard

Child manages emotions with increasing independence.

36 to 48 months

P-SE.8.36_to_48_months Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.

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

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

48 to 60 months

P-SE.8.48_to_60_months Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions but shows increasing skill in managing emotions independently.

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

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

Section

Sense of Identity and Belonging

Standard

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

Birth to 9 months

IT-SE.10.Birth_to_9_months Learns about self by exploring hands, feet, body, and movement.

GOLD® Objectives for Development and Learning**Objective 29 Demonstrates knowledge about self****8 to 18 months**

IT-SE.10.8_to_18_months Experiments with use of hands and body, discovering new capacities, and 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-4 Seeks to do things for self

16 to 36 months

IT-SE.10.16_to_36_months Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.

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

Objective 1c-4 Seeks to do things for self



Section	Sense of Identity and Belonging
Standard	Child understands some characteristics of self and others.

Birth to 9 months

IT-SE.11.Birth_to_9_months Listens and responds by quieting, smiling, or cooing when name is said to child or when it is used in conversation with a familiar adult.

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

IT-SE.11.8_to_18_months Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.

GOLD® Objectives for Development and Learning

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

16 to 36 months

IT-SE.11.16_to_36_months Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Section	Sense of Identity and Belonging
Standard	Child shows confidence in own abilities through relationships with others.

Birth to 9 months

IT-SE.12.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

IT-SE.12.8_to_18_months Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.

GOLD® Objectives for Development and Learning

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

16 to 36 months

IT-SE.12.16_to_36_months Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.

GOLD® Objectives for Development and Learning

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



Section	Sense of Identity and Belonging
Standard	Child develops a sense of belonging through relationships with others.

Birth to 9 months

IT-SE.13.Birth_to_9_months Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.

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

IT-SE.13.8_to_18_months Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.

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

IT-SE.13.16_to_36_months Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.

GOLD® Objectives for Development and Learning
Objective 31 Explores change related to familiar people or places

Section	Sense of Identity and Belonging
Standard	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

36 to 48 months

P-SE.9.36_to_48_months Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.

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

48 to 60 months

P-SE.9.48_to_60_months Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.

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

Section	Sense of Identity and Belonging
Standard	Child expresses confidence in own skills and positive feelings about self.

36 to 48 months

P-SE.10.36_to_48_months Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.

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

48 to 60 months

P-SE.10.48_to_60_months Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.

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

Section

Sense of Identity and Belonging

Standard

Child has sense of belonging to family, community, and other groups.

36 to 48 months

P-SE.11.36_to_48_months Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.

GOLD® Objectives for Development and Learning**Objective 29 Demonstrates knowledge about self****48 to 60 months**

P-SE.11.48_to_60_months Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.

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

Domain

Language, Communication, and Literacy (SE)

Section

Language – Attending and Understanding

Standard

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

Birth to 9 months

IT-LC.1.Birth_to_9_months Attends to verbal and nonverbal communication by turning toward or looking at a person. Participates in reciprocal 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

IT-LC.1.8_to_18_months Shows understanding of the meaning of familiar caregivers' verbal and nonverbal communication and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to in the environment.

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

IT-LC.1.16_to_36_months Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations



Section	Language – Attending and Understanding
Standard	Child learns from communication and language experiences with others.

Birth to 9 months

IT-LC.2.Birth_to_9_months Pays attention when familiar adults talk or sign 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 8a Comprehends language
 Objective 8a-2 Shows an interest in the speech of others

8 to 18 months

IT-LC.2.8_to_18_months Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an 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-2 Shows an interest in the speech of others

16 to 36 months

IT-LC.2.16_to_36_months Participates in increasingly complex and lengthy periods of joint attention with adults. 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

Section	Language – Attending and Understanding
Standard	Child attends to communication and language from others.

36 to 48 months

P-LC.1.36_to_48_months Shows acknowledgement of comments or questions and is able to attend to conversations, either spoken or signed.

GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
 Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

48 to 60 months

P-LC.1.48_to_60_months Shows acknowledgement of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.

GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
 Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

Section	Language – Attending and Understanding
Standard	Child understands and responds to increasingly complex communication and language from others.

36 to 48 months

P-LC.2.36_to_48_months Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.

GOLD® Objectives for Development and Learning
Objective 8b Follows directions
 Objective 8b-6 Follows directions of two or more steps that relate to familiar objects and experiences

48 to 60 months

P-LC.2.48_to_60_months Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.

GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
 Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

Section

Language – Communicating and Speaking

Standard

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

Birth to 9 months

IT-LC.3.Birth_to_9_months Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.

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

IT-LC.3.8_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

IT-LC.3.16_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." Children who are dual language learners may combine their languages or switch between them.

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

Section

Language – Communicating and Speaking

Standard

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

Birth to 9 months

IT-LC.4.1.Birth_to_9_months Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.

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

IT-LC.4.8_to_18_months Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.

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

IT-LC.4.16_to_36_months Uses words, signs, 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



Section

Language – Communicating and Speaking

**Standard
(CONT...)**

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

Birth to 9 months

IT-LC.4.2.Birth_to_9_months Initiates and responds in conversations with others.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations



Section

Language – Communicating and Speaking

Standard

Child uses increasingly complex language in conversation with others.

Birth to 9 months

IT-LC.5.Birth_to_9_months Explores 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

IT-LC.5.8_to_18_months Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. 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

IT-LC.5.16_to_36_months Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations



Section

Language – Communicating and Speaking

Standard

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

Birth to 9 months

IT-LC.6.Birth_to_9_months Takes turns 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 10a Engages in conversations**

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

8 to 18 months

IT-LC.6.8_to_18_months Asks simple questions using gestures, such as pointing, signs or words, with variations in pitch and intonation.

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

IT-LC.6.16_to_36_months Seeks information and meaning of words by asking questions in words or signs, such as "What's that?" or "Who's that?" or "Why?"

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

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

Section

Language – Communicating and Speaking

Standard

Child varies the amount of information provided to meet the demands of the situation.

36 to 48 months

P-LC.3.36_to_48_months Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.

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

48 to 60 months

P-LC.3.48_to_60_months Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.

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

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

Section

Language – Communicating and Speaking

Standard

Child understands, follows, and uses appropriate social and conversational rules.

36 to 48 months

P-LC.4.36_to_48_months Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.

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

Objective 10a-5 Emerging: Engages in conversations of at least three exchanges

Objective 10a Engages in conversations

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

48 to 60 months

P-LC.4.48_to_60_months Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.

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

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

Section

Language – Communicating and Speaking

Standard

Child expresses self in increasingly long, detailed, and sophisticated ways.

36 to 48 months

P-LC.5.36_to_48_months Communicates clearly enough to be understood by familiar adults but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.

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

Objective 9c Uses conventional grammar

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

48 to 60 months

P-LC.5.48_to_60_months Communicates clearly enough to be understood by familiar and unfamiliar adults but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.

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

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

Section

Language – Vocabulary

Standard

Child understands an increasing number of words used in communication with others.

Birth to 9 months

IT-LC.7.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**Objective 8a Comprehends language**

Objective 8a-3 Emerging: Identifies familiar people, animals, and objects when prompted

Objective 8a Comprehends language

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

8 to 18 months

IT-LC.7.8_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 signs.

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

IT-LC.7.16_to_36_months Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction 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



Section

Language – Vocabulary

Standard

Child uses an increasing number of words in communication and conversation with others.

Birth to 9 months

IT-LC.8.Birth_to_9_months May use signs or verbalizations 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

IT-LC.8.8_to_18_months Imitates new words or signs and uses some words or signs 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

IT-LC.8.16_to_36_months Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in their languages that is similar in number 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

Section

Language – Vocabulary

Standard

Child understands and uses a wide variety of words for a variety of purposes.

36 to 48 months

P-LC.6.36_to_48_months Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.

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

48 to 60 months

P-LC.6.48_to_60_months Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.

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

Section

Language – Vocabulary

Standard

Child shows understanding of word categories and relationships among words.

36 to 48 months

P-LC.7.36_to_48_months Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.

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

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

48 to 60 months

P-LC.7.48_to_60_months Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.

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

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

Section

Language – Emergent Literacy

Standard

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

Birth to 9 months

IT-LC.9.Birth_to_9_months Listens and attends to culturally and linguistically familiar words or signs 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

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

8 to 18 months

IT-LC.9.8_to_18_months Says 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

IT-LC.9.16_to_36_months Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.

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

Objective 18a-2 Contributes particular language from the book at the appropriate time

Section

Language – Emergent Literacy

Standard

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

Birth to 9 months

IT-LC.10.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

IT-LC.10.8_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

IT-LC.10.16_to_36_months Pretends to read books by turning pages and talking about or using signs 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

Section

Language – Emergent Literacy

Standard

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

Birth to 9 months

IT-LC.11.Birth_to_9_months Looks at pictures of familiar people, animals, or objects while an adult points at and/or names the person, animal, or object.

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

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

8 to 18 months

IT-LC.11.8_to_18_months Points at, signs, or says name of, 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

IT-LC.11.16_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. Children who are DLLs recognize and use written forms of each of their languages.

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

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

Section

Language – Emergent Literacy

Standard

Child comprehends meaning from pictures and stories.

Birth to 9 months

IT-LC.12.Birth_to_9_months Looks at picture books and listens to an 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

IT-LC.12.8_to_18_months Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.

GOLD® Objectives for Development and Learning

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

Objective 18a-2 Contributes particular language from the book at the appropriate time

16 to 36 months

IT-LC.12.16_to_36_months Talks about books, acts out events from stories, and uses some vocabulary encountered during book 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

Section

Language – Emergent Literacy

Standard

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

Birth to 9 months

IT-LC.13.Birth_to_9_months Emerging Skills

GOLD® Objectives for Development and Learning

No aligned objectives

8 to 18 months

IT-LC.13.8_to_18_months Makes marks on a paper with a large crayon or marker to explore writing materials.

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

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

16 to 36 months

IT-LC.13.16_to_36_months Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.

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

Section

Literacy – Phonological Awareness

Standard

Child demonstrates awareness that spoken language is composed of smaller segments of sound.

36 to 48 months

P-LIT.1.36_to_48_months Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.

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

Objective 15a-5 Emerging: Decides whether two words rhyme

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme

Objective 15b Notices and discriminates alliteration

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

Objective 15b Notices and discriminates alliteration

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

48 to 60 months

P-LIT.1.48_to_60_months Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.

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

Objective 15a-6 Decides whether two words rhyme

Objective 15b Notices and discriminates alliteration

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

Objective 15c Notices and discriminates discrete units of sound

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



Section

Literacy – Print and Alphabet Knowledge

Standard

Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

36 to 48 months

P-LIT.2.36_to_48_months Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."

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

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

48 to 60 months

P-LIT.2.48_to_60_months Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.

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

Objective 17b Uses print concepts

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

Section

Literacy – Print and Alphabet Knowledge

Standard

Child identifies letters of the alphabet and produces correct sounds associated with letters.

36 to 48 months

P-LIT.3.36_to_48_months Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.

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

48 to 60 months

P-LIT.3.48_to_60_months Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.

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

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

Objective 16b Identifies letter-sound correspondences

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



Section

Literacy – Comprehension and Text Structure

Standard

Child demonstrates an understanding of narrative structure through storytelling/re-telling.

36 to 48 months

P-LIT.4.36_to_48_months With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.

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

48 to 60 months

P-LIT.4.48_to_60_months Re-tells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first... and then.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

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



Section

Literacy – Comprehension and Text Structure

Standard

Child asks and answers questions about a book that was read aloud.

36 to 48 months

P-LIT.5.36_to_48_months Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.

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

48 to 60 months

P-LIT.5.48_to_60_months With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.

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

Section

Literacy – Writing

Standard

Child writes for a variety of purposes using increasingly sophisticated marks.

36 to 48 months

P-LIT.6.36_to_48_months Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.

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

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

48 to 60 months

P-LIT.6.48_to_60_months Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.

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

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



Domain

Cognition (LC)

Section

Cognition – Exploration and Discovery

Standard

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

Birth to 9 months

IT-C.1.Birth_to_9_months Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping.

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

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

8 to 18 months

IT-C.1.8_to_18_months Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.

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

IT-C.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

Section

Cognition – Exploration and Discovery

Standard

Child uses understanding of causal relationships to act on social and physical environments.

Birth to 9 months

IT-C.2.Birth_to_9_months Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.

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

Objective 11b-2 Repeats actions to obtain similar results

8 to 18 months

IT-C.2.8_to_18_months Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.

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

IT-C.2.16_to_36_months Identifies the cause of observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.

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

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



Section

Cognition – Memory

Standard

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

Birth to 9 months

IT-C.3.Birth_to_9_months Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.

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

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

8 to 18 months

IT-C.3.8_to_18_months Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. 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

16 to 36 months

IT-C.3.16_to_36_months Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses 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

Section

Cognition – Memory

Standard

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

Birth to 9 months

IT-C.4.Birth_to_9_months Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.

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

IT-C.4.8_to_18_months Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.

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

IT-C.4.16_to_36_months Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.

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

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

Section

Cognition – Memory

Standard

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

Birth to 9 months

IT-C.5.Birth_to_9_months Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

8 to 18 months

IT-C.5.8_to_18_months Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.

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

IT-C.5.16_to_36_months Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

Section

Cognition – Reasoning and Problem Solving

Standard

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

Birth to 9 months

IT-C.6.Birth_to_9_months Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.

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

IT-C.6.8_to_18_months Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

16 to 36 months

IT-C.6.16_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



Section

Cognition – Reasoning and Problem Solving

Standard

Child uses reasoning and plans ahead to solve problems.

Birth to 9 months

IT-C.7.Birth_to_9_months Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.

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

IT-C.7.8_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

IT-C.7.16_to_36_months Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.

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

Section

Cognition – Emergent Mathematical Thinking

Standard

Child develops sense of number and quantity.

Birth to 9 months

IT-C.8.Birth_to_9_months Attends to quantity in play with objects, such as reaching or looking for more than one object.

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

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

Objective 20b Quantifies

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

8 to 18 months

IT-C.8.8_to_18_months Uses a few basic words to refer to change in the number of objects, such as asking for "more" or saying "all gone" when a plate is empty.

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

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

16 to 36 months

IT-C.8.16_to_36_months Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much, or a lot.

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

Objective 20b-3 Emerging: Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Objective 20b Quantifies

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



Section

Cognition – Emergent Mathematical Thinking

Standard

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

Birth to 9 months

IT-C.9.Birth_to_9_months Explores or examines objects and 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)

Objective 21a Understands spatial relationships

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

8 to 18 months

IT-C.9.8_to_18_months Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.

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

IT-C.9.16_to_36_months Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

Section

Cognition – Emergent Mathematical Thinking

Standard

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

Birth to 9 months

IT-C.10.Birth_to_9_months Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.

GOLD® Objectives for Development and Learning**Objective 13 Uses classification skills**

Objective 13-1 Emerging: Matches similar objects

Objective 13 Uses classification skills

Objective 13-2 Matches similar objects

8 to 18 months

IT-C.10.8_to_18_months Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.

GOLD® Objectives for Development and Learning**Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects

16 to 36 months

IT-C.10.16_to_36_months Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.

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)



Section

Cognition – Imitation and Symbolic Representation and Play

Standard

Child observes and imitates sounds, words, gestures, actions and behaviors.

Birth to 9 months

IT-C.11.Birth_to_9_months Engages in reciprocal imitation games, such as patting on a table or handling an object back and forth.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-1 Emerging: Imitates others in using objects in new and/or unanticipated ways

Objective 11e Shows flexibility and inventiveness in thinking

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

8 to 18 months

IT-C.11.8_to_18_months Imitates what other people did earlier, such as wiping up a spill or closing a door.

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

IT-C.11.16_to_36_months Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.

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



Section

Cognition – Imitation and Symbolic Representation and Play

Standard

Child uses objects or symbols to represent something else.

Birth to 9 months

IT-C.12.Birth_to_9_months Emerging Skills

GOLD® Objectives for Development and Learning

No aligned objectives

8 to 18 months

IT-C.12.8_to_18_months Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.

GOLD® Objectives for Development and Learning

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

16 to 36 months

IT-C.12.16_to_36_months Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.

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

Section

Cognition – Imitation and Symbolic Representation and Play

Standard

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

Birth to 9 months

IT-C.13.Birth_to_9_months Emerging Skills

GOLD® Objectives for Development and Learning

No aligned objectives

8 to 18 months

IT-C.13.8_to_18_months Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.

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

IT-C.13.16_to_36_months Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.

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

Section

Mathematics Development – Counting and Cardinality

Standard

Child knows number names and the count sequence.

36 to 48 months

P-MATH.1.36_to_48_months Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "one two three".

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

48 to 60 months

P-MATH.1.48_to_60_months Says or signs more number words in sequence.

GOLD® Objectives for Development and Learning

Objective 20a Counts

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



Section

Mathematics Development – Counting and Cardinality

Standard

Child recognizes the number of objects in a small set.

36 to 48 months

P-MATH.2.36_to_48_months Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").

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

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

48 to 60 months

P-MATH.2.48_to_60_months Quickly recognizes the number of objects in a small set (referred to as "subitizing").

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



Section

Mathematics Development – Counting and Cardinality

Standard

Child understands the relationship between numbers and quantities.

36 to 48 months

P-MATH.3.36_to_48_months Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").

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

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

48 to 60 months

P-MATH.3.48_to_60_months Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).

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

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



Section

Mathematics Development – Counting and Cardinality

Standard

Child compares numbers.

36 to 48 months

P-MATH.4.36_to_48_months Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of two blocks and a pile of four and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.

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

48 to 60 months

P-MATH.4.48_to_60_months Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.

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



Section

Mathematics Development – Counting and Cardinality

Standard

Child associates a quantity with written numerals up to 5 and begins to write numbers.

36 to 48 months

P-MATH.5.36_to_48_months Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.

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

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

48 to 60 months

P-MATH.5.48_to_60_months Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.

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

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

Section

Mathematics Development – Operations and Algebraic Thinking

Standard

Child understands addition as adding to and understands subtraction as taking away from.

36 to 48 months

P-MATH.6.36_to_48_months Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"

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

48 to 60 months

P-MATH.6.48_to_60_months Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent 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

Section

Mathematics Development – Operations and Algebraic Thinking

Standard

Child understands simple patterns.

36 to 48 months

P-MATH.7.36_to_48_months Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.

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

Objective 23-6 Extends and creates simple repeating patterns

48 to 60 months

P-MATH.7.48_to_60_months Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.

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

Objective 23-6 Extends and creates simple repeating patterns



Section

Mathematics Development – Measurement

Standard

Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

36 to 48 months

P-MATH.8.36_to_48_months With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.

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

48 to 60 months

P-MATH.8.48_to_60_months With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.

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



Section

Mathematics Development – Geometry and Spatial Sense

Standard

Child identifies, describes, compares, and composes shapes.

36 to 48 months

P-MATH.9.36_to_48_months Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.

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

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

48 to 60 months

P-MATH.9.48_to_60_months Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of 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

Section

Mathematics Development – Geometry and Spatial Sense

Standard

Child explores the positions of objects in space.

36 to 48 months

P-MATH.10.36_to_48_months Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."

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

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

48 to 60 months

P-MATH.10.48_to_60_months Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."

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

Section

Scientific Reasoning – Scientific Inquiry

Standard

Child observes and describes observable phenomena (objects, materials, organisms, and events).

36 to 48 months

P-SCI.1.36_to_48_months Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills****48 to 60 months**

P-SCI.1.48_to_60_months Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills**

Section

Scientific Reasoning – Scientific Inquiry

Standard

Child engages in scientific talk.

36 to 48 months

P-SCI.2.36_to_48_months Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills****48 to 60 months**

P-SCI.2.48_to_60_months Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills**

Section

Scientific Reasoning – Scientific Inquiry

Standard

Child compares and categorizes observable phenomena.

36 to 48 months

P-SCI.3.36_to_48_months Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.

GOLD® Objectives for Development and Learning**Objective 26 Demonstrates knowledge of the physical properties of objects and materials****48 to 60 months**

P-SCI.3.48_to_60_months With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.

GOLD® Objectives for Development and Learning**Objective 13 Uses classification skills**

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

Section

Scientific Reasoning – Reasoning and Problem Solving

Standard

Child asks a question, gathers information, and makes predictions.

36 to 48 months

P-SCI.4.36_to_48_months Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills****48 to 60 months**

P-SCI.4.48_to_60_months Asks more complex questions. Uses other sources besides familiar adults to gather information, such as books or other experts (community workers). Uses background knowledge and experiences to make predictions.

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills****Section**

Scientific Reasoning – Reasoning and Problem Solving

Standard

Child plans and conducts investigations and experiments.

36 to 48 months

P-SCI.5.36_to_48_months With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills****48 to 60 months**

P-SCI.5.48_to_60_months With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills**

Section

Scientific Reasoning – Reasoning and Problem Solving

Standard

Child analyzes results, draws conclusions, and communicates results.

36 to 48 months

P-SCI.6.36_to_48_months With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"

GOLD® Objectives for Development and Learning**Objective 24** Uses scientific inquiry skills**48 to 60 months**

P-SCI.6.48_to_60_months With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.

GOLD® Objectives for Development and Learning**Objective 24** Uses scientific inquiry skills

Domain

Perceptual, Motor, and Physical Development (C)

Section

Perception

Standard

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

Birth to 9 months

IT-PMP.1.Birth_to_9_months Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things 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

IT-PMP.1.8_to_18_months Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.

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

IT-PMP.1.16_to_36_months Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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



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

Birth to 9 months	8 to 18 months	16 to 36 months
<p>IT-PMP.2.Birth_to_9_months Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-2 Moves to explore immediate environment</p>	<p>IT-PMP.2.8_to_18_months Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-4 Experiments with different ways of moving</p>	<p>IT-PMP.2.16_to_36_months Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 11d Shows curiosity and motivation Objective 11d-4 Explores and investigates ways to make something happen</p>

Section	Gross Motor
Standard	Child demonstrates effective and efficient use of large muscles for movement and position.

Birth to 9 months	8 to 18 months	16 to 36 months
<p>IT-PMP.3.Birth_to_9_months Explores new body positions and movements, such as rolling over, sitting, crawling, hitting, or kicking at objects to achieve goals.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-2 Moves to explore immediate environment</p> <p>Objective 5 Demonstrates balancing skills Objective 5-2 Balances while exploring immediate environment</p> <p>Objective 6 Demonstrates gross motor manipulative skills Objective 6-2 Reaches, grasps, and releases objects</p>	<p>IT-PMP.3.8_to_18_months Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-4 Experiments with different ways of moving</p>	<p>IT-PMP.3.16_to_36_months Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-4 Experiments with different ways of moving</p> <p>Objective 5 Demonstrates balancing skills Objective 5-4 Experiments with different ways of balancing</p>



Section

Gross Motor

Standard

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

Birth to 9 months

IT-PMP.4.Birth_to_9_months Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.

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

Objective 5-2 Balances while exploring immediate environment

8 to 18 months

IT-PMP.4.8_to_18_months Uses body position, balance, and especially movement to 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

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing

Objective 6 Demonstrates gross motor manipulative skills

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

16 to 36 months

IT-PMP.4.16_to_36_months Uses a variety of increasingly complex 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

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing

Objective 6 Demonstrates gross motor manipulative skills

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

Section

Gross Motor

Standard

Child uses sensory information and body awareness to understand how their body relates to the environment.

Birth to 9 months

IT-PMP.5.Birth_to_9_months Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

8 to 18 months

IT-PMP.5.8_to_18_months Shows awareness as an accomplished 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

IT-PMP.5.16_to_36_months Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing



Section

Gross Motor

Standard

Child demonstrates control, strength, and coordination of large muscles.

36 to 48 months

P-PMP.1.36_to_48_months Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.

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

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

48 to 60 months

P-PMP.1.48_to_60_months Balances, such as on one leg, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.

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

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Section

Gross Motor

Standard

Child uses perceptual information to guide motions and interactions with objects and other people.

36 to 48 months

P-PMP.2.36_to_48_months Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.

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

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

48 to 60 months

P-PMP.2.48_to_60_months Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.

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

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

Section

Fine Motor

Standard

Child coordinates hand and eye movements to perform actions.

Birth to 9 months

IT-PMP.6.Birth_to_9_months Coordinates hands and eyes when reaching for and holding stable 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

IT-PMP.6.8_to_18_months Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings, or blocks, or picking up pieces of food one by one.

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

IT-PMP.6.16_to_36_months Uses hand-eye coordination when participating in routines, play, and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Section

Fine Motor

Standard

Child uses hands for exploration, play, and daily routines.

Birth to 9 months

IT-PMP.7.Birth_to_9_months Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.

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

IT-PMP.7.8_to_18_months Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.

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

IT-PMP.7.16_to_36_months Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing 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

Section

Fine Motor



Standard

Child adjusts reach and grasp to use tools.

Birth to 9 months

IT-PMP.8.Birth_to_9_months Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or 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

IT-PMP.8.8_to_18_months Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.

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

IT-PMP.8.16_to_36_months Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.

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

Section

Fine Motor

Standard

Child demonstrates increasing control, strength, and coordination of small muscles.

36 to 48 months

P-PMP.3.36_to_48_months Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.

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

Objective 7a-6 Uses refined wrist and finger movements

48 to 60 months

P-PMP.3.48_to_60_months Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.

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

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

Objective 7b Uses writing and drawing tools

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



Section

Health, Safety, and Nutrition

Standard

Child demonstrates healthy behaviors with increasing independence as part of everyday routines.

Birth to 9 months

IT-PMP9.Birth_to_9_months Emerging Skills

GOLD® Objectives for Development and Learning

No aligned objectives

8 to 18 months

IT-PMP9.8_to_18_months Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

16 to 36 months

IT-PMP9.16_to_36_months Combines objects or materials in new and unexpected ways. Shows delight in creating something new. Participates in health care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



Section	Health, Safety, and Nutrition
Standard	Child uses safe behaviors with support from adults.

Birth to 9 months

IT-PMP.10.Birth_to_9_months Emerging Skills
GOLD® Objectives for Development and Learning
 No aligned objectives

8 to 18 months

IT-PMP.10.8_to_18_months Emerging Skills
GOLD® Objectives for Development and Learning
 No aligned objectives

16 to 36 months

IT-PMP.10.16_to_36_months Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.
GOLD® Objectives for Development and Learning
Objective 1b Follows limits and expectations
 Objective 1b-4 Accepts redirection from adults

Section

Health, Safety, and Nutrition

Standard

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

Birth to 9 months

IT-PMP.11.Birth_to_9_months Emerging Skills

GOLD® Objectives for Development and Learning

No aligned objectives

8 to 18 months

IT-PMP.11.8_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-4 Seeks to do things for self

16 to 36 months

IT-PMP.11.16_to_36_months Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



Section

Health, Safety, and Nutrition

Standard

Child demonstrates personal hygiene and self-care skills.

36 to 48 months

P-PMP.4.36_to_48_months Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

48 to 60 months

P-PMP.4.48_to_60_months Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.

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

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

Section

Health, Safety, and Nutrition

Standard

Child demonstrates knowledge of personal safety practices and routines.

36 to 48 months

P-PMP.6.36_to_48_months Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

48 to 60 months

P-PMP.6.48_to_60_months Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.

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

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

Section

Health, Safety, and Nutrition

Standard

Child develops knowledge and skills that help promote nutritious food choices and eating habits.

36 to 48 months

P-PMP.5.36_to_48_months Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

48 to 60 months

P-PMP.5.48_to_60_months Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.

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 (SCI)

Section

Concepts of Time

Standard

Child demonstrates a basic understanding of past, present, and future and how things, people, and places change over time.

36 to 48 months

P-SS.1.36_to_48_months Children may describe how they have grown over time. Demonstrate a simple sequence in time.

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

48 to 60 months

P-SS.1.48_to_60_months Able to look outside themselves and identify changes over time. Demonstrates a more complex sequence in time.

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places



Section

Citizenship

Standard

Child demonstrates and exhibits an awareness of rules and routines in the classroom, community, and family life.

36 to 48 months

P-SS.4.36_to_48_months Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****48 to 60 months**

P-SS.4.48_to_60_months Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.

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

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

Section

Citizenship

Standard

Child shares responsibility for caring for their environment.

36 to 48 months

P-SS.3.36_to_48_months Handles classroom materials, such as putting them where they belong, with adult support.

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

48 to 60 months

P-SS.3.48_to_60_months Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.

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

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

Section

Citizenship

Standard

Child begins to understand various group decision-making processes.

36 to 48 months

P-SS.5.36_to_48_months Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.

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

Objective 3a-4 Takes turns

48 to 60 months

P-SS.5.48_to_60_months Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.

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

Section

Identity and Culture

Standard

Child understands relationships and roles within families, homes, and classroom, and demonstrate awareness of differences among families.

36 to 48 months

P-SS.6.36_to_48_months Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

48 to 60 months

P-SS.6.48_to_60_months Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Section

Identity and Culture

Standard

Demonstrate awareness of differences among families and communities to which they belong.

36 to 48 months

P-SS.7.36_to_48_months Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.

GOLD® Objectives for Development and Learning**Objective 29 Demonstrates knowledge about self****48 to 60 months**

P-SS.7.48_to_60_months Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.

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

Domain

Creative Arts (SS)

Section

Music

Standard

Child sings and plays simple musical instruments.

36 to 48 months

48 to 60 months

P-CA.1.36_to_48_months Repeats sound and rhythm patterns. Sings simple songs.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

P-CA.1.48_to_60_months Creates own songs and movements, includes musical instruments. Vocalizes and uses instruments in more complex music/songs.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Section

Music

Standard

Child listens to music with attention.

36 to 48 months

48 to 60 months

P-CA.2.36_to_48_months Repeats song patterns and rhythmic movements to music.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

P-CA.2.48_to_60_months Participates in more complex songs and involves physical movement – finger plays, chants, etc.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression



Section

Dance and Movement

Standard

Child coordinates movements in response to beat or rhythm.

36 to 48 months

P-CA.3.36_to_48_months Moves one body part in response to a simple rhythm pattern. Demonstrates the difference between still and moving. Moves over, under and around objects. Follows and tracks various types of music through movement, facial expressions, and voice. Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).

GOLD® Objectives for Development and Learning**Objective 35 Explores dance and movement concepts****48 to 60 months**

P-CA.3.48_to_60_months Dances to music with varying tempos. Creates simple rhythm patterns and is able to repeat them. Moves through combinations of pathways, straight, zigzag, diagonal, curve. Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.

GOLD® Objectives for Development and Learning**Objective 35 Explores dance and movement concepts**

Section

Visual Arts

Standard

Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and share about them (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition).

36 to 48 months

P-CA.4.36_to_48_months Mixes two basic shapes – abstract rather than representational. Uses beginning process in their art creations. Distinguish between pictures and real objects.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

48 to 60 months

P-CA.4.48_to_60_months Recognizes and describes various art forms – sculpture, painting, printing. Drawings suggest real life. Drawings becoming better defined, more detail. Uses both 2-dimensional and 3-dimensional processes to create art that represents various objects like people, places and things. Begins to share about their own creations.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



Section

Dramatic Play

Standard

Child incorporates a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize).

36 to 48 months

P-CA.5.36_to_48_months Follows simple instructions to recreate story and dramatic movement. Uses costumes to disguise self and become a character in everyday environment.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

48 to 60 months

P-CA.5.48_to_60_months Dictates a story. Repeats dialogue and movement to tell a story. Creates roles for self and others in dramatic play situations using body and dialogue. Uses costumes to create character with dialogue. Creates and executes complicated plot with conflict and resolution verbally and physically. Uses props/objects in creative way.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

