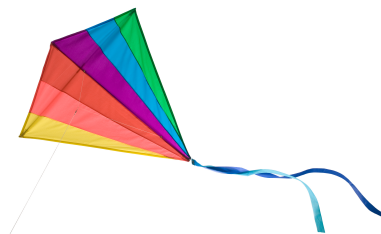


Alignment of



GOLD[®] Objectives for Development & Learning



With

NH Early Learning Standards Birth
Through Five (2016)

(Ad. 2016)

Main Criteria: NH Early Learning Standards Birth Through Five (2016)

Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: Birth to 9 months, 9 to 18 months, 18 to 24 months, 24 to 30 months, 30 months to 3 years, 4 and 5 years, 3 years

Adopted: 2016

Domain	Social and Emotional Development (SED)		
Strand	Self-Concept and Social Identity		
Construct	Self-esteem		
Birth to 9 months		9 to 18 months	18 to 24 months
SED.1.1.1.Birth_to_9_months Smile or are comforted when a trusted caregiver speaks kindly to them <u>GOLD® Objectives for Development and Learning</u> Objective 2a Forms relationships with adults Objective 2a-2 Demonstrates a secure attachment to one or more adults		SED.1.1.1.9_to_18_months Show likes and dislikes in ways that are consistent with the family's cultural expectations (E.g. Brady vocalizes pleasure while playing, but cries while having a diaper changed.) <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-2 Indicates needs and wants; participates as adult attends to needs	SED.1.1.1.18_to_24_months Show awareness of being seen by others such as repeating an action when someone is watching (E.g. Whenever she sees a camera, Ruby smiles and poses.) <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-4 Seeks to do things for self
24 to 30 months		30 months to 3 years	4 and 5 years
SED.1.1.1.24_to_30_months Show delight in their abilities <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self		SED.1.1.1.30_months_to_3_years Call attention to themselves in photographs or videos <u>GOLD® Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self	SED.1.1.1.4_and_5_years Continue to seek adult attention and recognition of what they know and can do <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-8 Takes responsibility for own well-being



Domain	Social and Emotional Development (SED)
Strand	Self-Concept and Social Identity
Construct (CONT...)	Self-esteem

4 and 5 years

SED.1.1.2.4_and_5_years Boast about what they know and can do (E.g. Quinn says, "I am really good at drawing rainbows.")

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Strand	Self-Concept and Social Identity
Construct	Self-confidence

Birth to 9 months

SED.1.2.1.Birth_to_9_months Smile and laugh when imitating an adult (E.g. 8-month-old Ashton smiles when he imitates his teacher clapping.)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

9 to 18 months

SED.1.2.1.9_to_18_months Take actions in the expectation of getting a response from an adult (E.g. 11-month-old Carolyn lifts her arms up knowing that her caregiver will pick her 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

18 to 24 months

SED.1.2.1.18_to_24_months Show more awareness of their abilities

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

24 to 30 months

SED.1.2.1.24_to_30_months Perform the tasks requested of them and may initiate tasks on their own (E.g. Kyle's nana spoons food onto his plate and Kyle says, "Me do it!" and reaches for the spoon.)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

30 months to 3 years

SED.1.2.1.30_months_to_3_years Show independence and competence

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

4 and 5 years

SED.1.2.1.4_and_5_years Are confident, self-directed, purposeful and inventive in play

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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



Strand

Self-Concept and Social Identity

Construct

Social identity

Birth to 9 months**SED.1.3.1.Birth_to_9_months**

By 9 months, recognize that they are separate and distinct from primary caregivers (E.g. 8-month-old Taniesha cries whenever her mother leaves the room.)

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

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

9 to 18 months**SED.1.3.1.9_to_18_months**

Show preference for their family members and primary caregivers

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

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

18 to 24 months**SED.1.3.1.18_to_24_months**

Mimic adult behavior and responses to other people

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

24 to 30 months**SED.1.3.1.24_to_30_months**

Point out or comment on differences in gender and physical characteristics, using social labels (E.g. Eddie points to each classmate and labels each as "boy" or "girl.")

GOLD® Objectives for Development and Learning**Objective 29 Demonstrates knowledge about self****30 months to 3 years**

SED.1.3.1.30_months_to_3_years Identify or point to characters that resemble themselves or their family members in books or magazines

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

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

3 years

SED.1.3.1.3_years Continue to develop awareness of differences and their own gender and cultural identity (E.g. Delia says to her teacher, "I'm a girl, so I can be a mommy someday.")

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****4 and 5 years**

SED.1.3.1.4_and_5_years Notice differences and make comparisons between their physical characteristics and others' and the way things are done in different settings (E.g. Consuela says "My abuela talks Spanish and my grandma talks English.")

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

SED.1.3.2.4_and_5_years Express or describe their own characteristics and preferences (E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.)

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

Strand

Attachment

Construct

Relationships with primary caregivers

Birth to 9 months

SED.2.1.1.Birth_to_9_months Demonstrate interest in familiar adults and develop strong attachment to primary caregivers

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

9 to 18 months

SED.2.1.1.9_to_18_months Rely on trusted adults to feel secure trying new activities

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

18 to 24 months

SED.2.1.1.18_to_24_months Continue to need the security of a trusted adult; ask for help, if needed, in verbal and non-verbal ways

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

24 to 30 months

SED.2.1.1.24_to_30_months Imitate and attempt to please familiar adults (E.g. Rylee joins in singing when her caregiver sings a silly song with her.)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

30 months to 3 years

SED.2.1.1.30_months_to_3_years Continue to need adult approval and validation but show more competence

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

3 years

SED.2.1.1.3_years Respond appropriately to social and emotional cues of 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



Strand

Attachment

Construct

Relationships with less familiar adults

Birth to 9 months

SED.2.2.1.Birth_to_9_months Are able, over time, to differentiate between familiar and 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

9 to 18 months

SED.2.2.1.9_to_18_months Show strong preference for familiar adults and may demonstrate fear or rejection responses to unfamiliar 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

18 to 24 months

SED.2.2.1.18_to_24_months Continue to show hesitation around unfamiliar adults (E.g. Billie hides behind his father when the store clerk says "hi" to him.)

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

24 to 30 months

SED.2.2.1.24_to_30_months Dependent on experience, may show more interest in unfamiliar adults, but are still cautious

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

30 months to 3 years

SED.2.2.1.30_months_to_3_years Are more comfortable around unfamiliar 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

3 years

SED.2.2.1.3_years May initiate contact with unfamiliar adults, when familiar adults are nearby

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Strand

Attachment

Construct

Relationships with primary caregivers and less familiar adults

4 and 5 years

SED.2.3.1.4_and_5_years Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar 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

SED.2.3.2.4_and_5_years Seek adult help when needed for emotional support, physical assistance, social interaction, and approval

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

SED.2.3.3.4_and_5_years Imitate familiar adults in culturally appropriate ways in everyday situations

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Strand

Social Competence

Construct

Relationships and social skills with peers

Birth to 9 months**SED.3.1.1.Birth_to_9_months**

Demonstrate increasing awareness of other children (E.g. while lying on a blanket close to her, Carlos reaches for Becca's arm.)

GOLD® Objectives for Development and Learning**Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

9 to 18 months**SED.3.1.1.9_to_18_months**

Show interest in other children

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

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

18 to 24 months**SED.3.1.1.18_to_24_months**

Play alongside other children, with or without acknowledging their presence

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

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

24 to 30 months**SED.3.1.1.24_to_30_months**

Engage in brief or momentary interactions with other children, but may need adult support (E.g. Siddarth yells, "Run, run," to several other children on the playground.)

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

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

Objective 2c Interacts with peers

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

30 months to 3 years

SED.3.1.1.30_months_to_3_years Begin to play cooperatively for brief periods with other children

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

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

3 years

SED.3.1.1.3_years Play cooperatively with other children and show preference for some children over others (E.g. Jose and Chris are playing together. When Martin comes over, Chris says, "No, go away.")

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

Objective 2c-4 Uses successful strategies for entering groups

Objective 2d Makes friends

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

4 and 5 years

SED.3.1.1.4_and_5_years Approach others with expectations of positive interactions

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

Objective 2c-4 Uses successful strategies for entering groups

SED.3.1.2.4_and_5_years Build skills needed to participate successfully as a member of a group, such as taking turns

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

Objective 3a-4 Takes turns



Strand

Social Competence

Construct
(CONT...)

Relationships and social skills with peers

4 and 5 years

SED.3.1.3.4_and_5_years Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

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

SED.3.1.4.4_and_5_years Develop friendships, sometimes based on shared interests or characteristics

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

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

Strand

Social Competence

Construct

Recognition of others' feelings

Birth to 9 months

9 to 18 months

18 to 24 months

24 to 30 months

SED.3.2.1.Birth_to_9_months

May cry when another baby cries

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

SED.3.2.1.9_to_18_months

Show awareness in other people's emotions

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

SED.3.2.1.18_to_24_months

Demonstrate interest in the feelings of another child

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

SED.3.2.1.24_to_30_months

May try to comfort children who are distressed (E.g. Filomena gives her teddy bear to Ellen, who is crying.)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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



Strand

Social Competence

**Construct
(CONT...)**

Recognition of others' feelings

30 months to 3 years

SED.3.2.1.30_months_to_3_years Begin to display empathy towards other children

GOLD® Objectives for Development and Learning**Objective 2b Responds to emotional cues**

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

3 years

SED.3.2.1.3_years Begin to label others' feelings and recognize reasons for those feelings

GOLD® Objectives for Development and Learning**Objective 2b Responds to emotional cues**

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

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

4 and 5 years

SED.3.2.1.4_and_5_years Begin to understand the reasons for others' emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, "You'll get to play with it next time.")

GOLD® Objectives for Development and Learning**Objective 2b Responds to emotional cues**

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

Strand

Social Competence

Construct

Behavioral regulation

Birth to 9 months**SED.3.3.1.Birth_to_9_months**

Calm themselves (E.g. 9-month-old Vinod babbles in his crib until his father comes to get him up from his nap.)

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

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

9 to 18 months**SED.3.3.1.9_to_18_months**

Need adult support to regulate physical expressions of emotions (E.g. MariGOLD pulls another baby's hair until the teacher takes her hand and shows her how to pat the baby gently.)

GOLD® Objectives for Development and Learning**Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

18 to 24 months**SED.3.3.1.18_to_24_months**

With guidance, demonstrate they can use some classroom materials appropriately (E.g. The teacher shows her toddlers how to handle books gently and Clara turns the pages carefully.)

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

Objective 3a-2 Responds appropriately to others' expressions of wants

24 to 30 months**SED.3.3.1.24_to_30_months**

With adult guidance, can begin to tone down aggressive behaviors.

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

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



Strand

Social Competence

Construct
(CONT...)

Behavioral regulation

30 months to 3 years

SED.3.3.1.30_months_to_3_years Show increased self-regulation and awareness of how their actions affect others

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

3 years

SED.3.3.1.3_years Follow classroom rules and routines with guidance

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

4 and 5 years

SED.3.3.1.4_and_5_years Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach's car, but stops himself and asks, "Can I use that when you're done?")

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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



Strand	Emotional Competence
Construct	Emotional expression

Birth to 9 months	9 to 18 months	18 to 24 months	24 to 30 months
SED.4.1.1.Birth_to_9_months Express enjoyment and unhappiness in their environment <u>GOLD® Objectives for Development and Learning</u> Objective 1a Manages feelings Objective 1a-2 Uses adult support to calm self	SED.4.1.1.9_to_18_months Begin to express a variety of feelings through vocalizations, facial expressions, and body movements <u>GOLD® Objectives for Development and Learning</u> Objective 3b Solves social problems Objective 3b-2 Expresses feelings during a conflict	SED.4.1.1.18_to_24_months May express their feelings strongly including extended episodes and may not be easily distracted <u>GOLD® Objectives for Development and Learning</u> Objective 3b Solves social problems Objective 3b-2 Expresses feelings during a conflict	SED.4.1.1.24_to_30_months Share their feelings through talking and pretend play <u>GOLD® Objectives for Development and Learning</u> Objective 11e Shows flexibility and inventiveness in thinking Objective 11e-4 Uses creativity and imagination during play and routine tasks

Strand

Emotional Competence

Construct
(CONT...)

Emotional expression

30 months to 3 years

SED.4.1.1.30_months_to_3_years Verbally relate their needs, wants, and feelings to others

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

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

3 years

SED.4.1.1.3_years Express their feelings verbally with greater frequency

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

4 and 5 years

SED.4.1.1.4_and_5_years Demonstrate increasing competencies in recognizing and describing their own emotions

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

SED.4.1.2.4_and_5_years Explore emotions in various ways (through play, art, music, and dance)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately



Strand	Emotional Competence			
Construct	Emotional Regulation			
Birth to 9 months	9 to 18 months	18 to 24 months	24 to 30 months	
SED.4.2.1.Birth_to_9_months By 9 months, stop crying when their needs are met or they expect their needs to be met <u>GOLD® Objectives for Development and Learning</u> Objective 1a Manages feelings Objective 1a-2 Uses adult support to calm self	SED.4.2.1.9_to_18_months Follow their caregiver to keep him/her in sight <u>GOLD® Objectives for Development and Learning</u> Objective 2a Forms relationships with adults Objective 2a-4 Uses trusted adult as a secure base from which to explore the world	SED.4.2.1.18_to_24_months Use comfort objects or certain behaviors to calm themselves (E.g. Finn finds and holds his blanket to calm himself.) <u>GOLD® Objectives for Development and Learning</u> Objective 1a Manages feelings Objective 1a-4 Comforts self by seeking out special object or person	SED.4.2.1.24_to_30_months Have difficulty regulating strong feelings <u>GOLD® Objectives for Development and Learning</u> Objective 1a Manages feelings Objective 1a-4 Comforts self by seeking out special object or person	

Strand

Emotional Competence

Construct
(CONT...)

Emotional Regulation

30 months to 3 years

SED.4.2.1.30_months_to_3_years Begin using words to describe their feelings while still expressing strong emotions

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

3 years

SED.4.2.1.3_years Begin to respond to an adult's cues about regulating their emotions (E.g. At drop-off time, Sage begins to control his crying when his teacher says, "I know you're sad, would you like to see what your friends are doing?")

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

4 and 5 years

SED.4.2.1.4_and_5_years May still have difficulty regulating strong emotions

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

SED.4.2.2.4_and_5_years Increasingly use words instead of actions to express their emotions

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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



Domain	Language Development (LD)						
Strand	Listening Comprehension						
Construct	Receptive verbal communication						
Birth to 9 months		9 to 18 months		18 to 24 months		24 to 30 months	
LD.1.1.1.Birth_to_9_months Show interest in the speech of others and prefer familiar voices <u>GOLD® Objectives for Development and Learning</u> Objective 8a Comprehends language Objective 8a-2 Shows an interest in the speech of others		LD.1.1.1.9_to_18_months Demonstrate their understanding of others' speech through their actions, such as responding physically to simple requests (E.g. Joshua, 15 months, smiles when his father says, "Smile at Daddy.") <u>GOLD® Objectives for Development and Learning</u> Objective 10b Uses social rules of language Objective 10b-2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating		LD.1.1.1.18_to_24_months May show by their actions understanding of simple statements (E.g. Blaine sits down at the table when his teacher says, "It's time to eat.") <u>GOLD® Objectives for Development and Learning</u> Objective 8a Comprehends language Objective 8a-4 Identifies familiar people, animals, and objects when prompted		LD.1.1.1.24_to_30_months Show by their actions that they understand simple one-step directions (E.g. When her teacher says, "Put on your coat," Doretta picks up her coat and puts her hand in the sleeve.) <u>GOLD® Objectives for Development and Learning</u> Objective 8b Follows directions Objective 8b-4 Follows simple requests not accompanied by gestures	
30 months to 3 years		3 years		4 and 5 years			
LD.1.1.1.30_months_to_3_years Respond to simple questions <u>GOLD® Objectives for Development and Learning</u> Objective 8a Comprehends language Objective 8a-4 Identifies familiar people, animals, and objects when prompted		LD.1.1.1.3_years Show awareness of others' comments or statements that have to do with them (E.g. Milo shouts, "Don't want to go to the doctor!" after overhearing his parents talk about his illness.) <u>GOLD® Objectives for Development and Learning</u> Objective 8a Comprehends language Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories		LD.1.1.1.4_and_5_years Listen with understanding to stories, directions, and conversations <u>GOLD® Objectives for Development and Learning</u> Objective 8a Comprehends language Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories			
				LD.1.1.2.4_and_5_years Follow instructions that include a two or three step sequence of actions such as setting up a game or following a recipe <u>GOLD® Objectives for Development and Learning</u> Objective 8b Follows directions Objective 8b-6 Follows directions of two or more steps that relate to familiar objects and experiences			



Strand	Non-verbal Communication				
Construct	Non-verbal communication				
Birth to 9 months		9 to 18 months		18 to 24 months	24 to 30 months
LD.2.1.1.Birth_to_9_months Use various sounds and movements to communicate <u>GOLD® Objectives for Development and Learning</u> Objective 9a Uses an expanding expressive vocabulary Objective 9a-2 Vocalizes and gestures to communicate		LD.2.1.1.9_to_18_months Communicate using consistent sounds, gestures, and facial expressions <u>GOLD® Objectives for Development and Learning</u> Objective 9a Uses an expanding expressive vocabulary Objective 9a-2 Vocalizes and gestures to communicate		LD.2.1.1.18_to_24_months Understand others' nonverbal symbolic cues such as nodding for yes or shaking head for no <u>GOLD® Objectives for Development and Learning</u> Objective 8b Follows directions Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice	LD.2.1.1.24_to_30_months Use gestures to augment what they are trying to communicate with words (E.g. Destiny shakes her head emphatically as she says, "No, no, no.") <u>GOLD® Objectives for Development and Learning</u> Objective 10b Uses social rules of language Objective 10b-4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
30 months to 3 years		3 years		4 and 5 years	
LD.2.1.1.30_months_to_3_years Begin to understand other children's nonverbal social cues <u>GOLD® Objectives for Development and Learning</u> Objective 10b Uses social rules of language Objective 10b-4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating		LD.2.1.1.3_years Notice other children's body language and try to interpret it <u>GOLD® Objectives for Development and Learning</u> Objective 10b Uses social rules of language Objective 10b-6 Uses acceptable language and basic social rules while communicating with others; may need reminders		LD.2.1.1.4_and_5_years Understand non-verbal cues <u>GOLD® Objectives for Development and Learning</u> Objective 10b Uses social rules of language Objective 10b-6 Uses acceptable language and basic social rules while communicating with others; may need reminders	
				LD.2.1.2.4_and_5_years Communicate needs, wants, or thoughts using nonverbal gestures, actions, or expressions (E.g. 5-year-old Devin points to the block area when he is asked what he wants to do next.) <u>GOLD® Objectives for Development and Learning</u> Objective 10b Uses social rules of language Objective 10b-6 Uses acceptable language and basic social rules while communicating with others; may need reminders	



Strand

Communication Concepts

Construct

Pragmatics and social language

Birth to 9 months**LD.3.1.1.Birth_to_9_months**

Use sounds to get adult attention and to engage adults

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

Objective 9a-2 Vocalizes and gestures to communicate

9 to 18 months**LD.3.1.1.9_to_18_months**

Begin to use single words to communicate

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

Objective 9a-2 Vocalizes and gestures to communicate

18 to 24 months**LD.3.1.1.18_to_24_months**

Convey a variety of meanings through simple vocabulary (E.g. Jeff says "milk," which can mean, "I want milk," "I'm finished drinking milk," or "I spilled my milk.")

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

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

24 to 30 months

LD.3.1.1.24_to_30_months Use language for a variety of functions

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

Objective 10a-4 Initiates and attends to brief conversations

30 months to 3 years**LD.3.1.1.30_months_to_3_years**

Can participate in simple conversational exchanges, usually with adults

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

Objective 10a-4 Initiates and attends to brief conversations

3 years

LD.3.1.1.3_years Begin to understand the rules for communication in different situations (E.g. Charlie whispers when dad explains that he needs to use a quiet voice when visiting grandpa in the hospital.)

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

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

4 and 5 years

LD.3.1.1.4_and_5_years Use language according to rules appropriate for the cultural context (may need adult help in recognizing appropriate cultural context) (E.g. 4-year-old Savannah asks her peer, "Can I please have the purple crayon?")

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

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

LD.3.1.2.4_and_5_years With adult support, can take turns in conversations and group discussions

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

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



Strand

Verbal Expression

Construct

Vocabulary development

9 to 18 months

LD.4.1.1.9_to_18_months Produce their first word and may have a vocabulary of up to 15 words

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

18 to 24 months

LD.4.1.1.18_to_24_months Combine two words to express wants or needs (E.g. As Harper walks to the car she says, "Car go.")

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

24 to 30 months

LD.4.1.1.24_to_30_months Demonstrate a burst of new vocabulary words, which they may or may not use correctly

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

30 months to 3 years

LD.4.1.1.30_months_to_3_years Correctly use a growing number of vocabulary words and show interest in new words (E.g. Liam knows that fast, quick, and speedy mean the same thing.)

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

3 years

LD.4.1.1.3_years Continue to build their vocabulary including more descriptive 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

4 and 5 years

LD.4.1.1.4_and_5_years Use increasingly complex and varied vocabulary and language

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

LD.4.1.2.4_and_5_years Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, "The end", when she finishes her snack.)

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words



Strand

Verbal Expression

Construct

Expressive language or speaking

Birth to 9 months**LD.4.2.1.Birth_to_9_months**

Begin vocalizing using a variety of sounds (E.g. Stan uses different types of cries to communicate different needs.)

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

Objective 9a-2 Vocalizes and gestures to communicate

9 to 18 months**LD.4.2.1.9_to_18_months**

Move from imitating single words to beginning to use single words to communicate

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

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

18 to 24 months**LD.4.2.1.18_to_24_months**

Begin to use words to communicate and may combine two to three words to form short phrases or sentences

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

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

Objective 9c Uses conventional grammar

Objective 9c-3 Emerging: Uses three- to four-word sentences; may omit some words or use some words incorrectly

24 to 30 months**LD.4.2.1.24_to_30_months**

Use words and some common rules of speech to express their ideas and thoughts (E.g. Margie exclaims, "I climbed up stairs!")

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

30 months to 3 years

LD.4.2.1.30_months_to_3_years Use more connecting words, such as "and" or "then"

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

3 years

LD.4.2.1.3_years Can relate a simple story (E.g. When asked about her day, Rhianna says, "I went out on the playground and it was so icy and I fell and I cried and cried and my teacher helped me.")

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

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

4 and 5 years

LD.4.2.1.4_and_5_years Speak clearly enough to be understood

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

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



Strand

Verbal Expression

Construct
(CONT...)

Expressive language or speaking

4 and 5 years

LD.4.2.2.4_and_5_years Use language for a variety of purposes, including communicating information (E.g. 5-year-old Sean shows his friends his new race car and they ask him questions about it and tell him stories about theirs.)

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

LD.4.2.3.4_and_5_years Ask questions and initiate and respond in conversations with others

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

LD.4.2.4.4_and_5_years Tell stories with multiple characters and events

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

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



Domain	Emergent Literacy (EL)			
Strand	Emergent Reading			
Construct	Participation in language and literacy activities			
Birth to 9 months		9 to 18 months		18 to 24 months
EL.1.1.1.Birth_to_9_months Focus on picture books while an adult is reading to them (E.g. 6-month-old Alisha sits on her mother's lap and looks and pats her hand on the book that her mother is reading.) <u>GOLD® Objectives for Development and Learning</u> Objective 17a Uses and appreciates books and other texts Objective 17a-2 Shows interest in books		EL.1.1.1.9_to_18_months Enjoy being read to and may seek opportunities to be read to and to interact with books <u>GOLD® Objectives for Development and Learning</u> Objective 17a Uses and appreciates books and other texts Objective 17a-2 Shows interest in books		EL.1.1.1.18_to_24_months May show preferences for specific books and turn pages at the appropriate time with adult assistance <u>GOLD® Objectives for Development and Learning</u> Objective 17a Uses and appreciates books and other texts Objective 17a-2 Shows interest in books
				24 to 30 months
				EL.1.1.1.24_to_30_months While being read to, point to and comment on illustrations and repeat or anticipate familiar words or phrases in the text <u>GOLD® Objectives for Development and Learning</u> Objective 18a Interacts during reading experiences, book conversations, and text reflections Objective 18a-2 Contributes particular language from the book at the appropriate time



Domain	Emergent Literacy (EL)
Strand	Emergent Reading
Construct (CONT...)	Participation in language and literacy activities

30 months to 3 years

EL.1.1.1.30_months_to_3_years Enjoy being read to and looking at books independently; may say familiar words and phrases while looking at the appropriate page (E.g. Kali, 33 months, sings along to the repetitious book, Brown Bear, Brown Bear, as her teacher reads it to her.)

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

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

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

3 years

EL.1.1.1.3_years May describe what's happening in the pictures while turning the pages in a familiar book

GOLD® Objectives for Development and Learning

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

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

4 and 5 years

EL.1.1.1.4_and_5_years Learn new information from books being read to them

GOLD® Objectives for Development and Learning

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

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

EL.1.1.2.4_and_5_years Ask for a story to be read and respond to stories told or read aloud

GOLD® Objectives for Development and Learning

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

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

EL.1.1.3.4_and_5_years Respond to adult questions about a book or story

GOLD® Objectives for Development and Learning

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

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



Domain	Emergent Literacy (EL)
Strand	Emergent Reading
Construct (CONT...)	Participation in language and literacy activities

4 and 5 years

EL.1.1.4.4_and_5_years Ask questions about a book or story

GOLD® Objectives for Development and Learning

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

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



Domain	Emergent Literacy (EL)
Strand	Emergent Reading
Construct (CONT...)	Participation in language and literacy activities

4 and 5 years

EL.1.1.5.4_and_5_years Make connections between a book or story to personal experiences (E.g. Irena points to a picture of a dog and says, "I have a dog like this, only bigger and my dog never chews shoes".)

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



Strand

Emergent Reading

Construct

Narrative and story sense

Birth to 9 months**EL.1.2.1.Birth_to_9_months**

Look at the face of an adult describing the sequence of what will happen next. (E.g. 5-month-old Nate stares intently at his father's face when he describes how he will change Nate's diaper.)

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

Objective 17a-2 Shows interest in books

9 to 18 months**EL.1.2.1.9_to_18_months**

Participate in book reading activities (E.g. Brandon, 15 months, makes a shhh sound and puts his finger on his lips at the appropriate time when reading The Napping House.)

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

Objective 18a-1 Emerging: Contributes particular language from the book at the appropriate time

18 to 24 months

EL.1.2.1.18_to_24_months Can recognize that a story is beginning from a clue such as 'Once upon a time'

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

Objective 18a-1 Emerging: Contributes particular language from the book at the appropriate time

24 to 30 months

EL.1.2.1.24_to_30_months May relay or retell simple stories

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

30 months to 3 years

EL.1.2.1.30_months_to_3_years Can react to dramatic elements of a story and may respond with predictions when asked, "What will happen next?" (E.g. Addison, 33 months, is able to predict what is hidden under the flap on a page of a familiar book.)

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

Objective 18a-3 Emerging: Asks and answers questions about the text; refers to pictures

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

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

3 years

EL.1.2.1.3_years Relate or retell stories with more parts

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

4 and 5 years

EL.1.2.1.4_and_5_years Guess what will happen next in a story using pictures as a guide

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

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

EL.1.2.2.4_and_5_years Tell their own stories

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

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



Strand

Emergent Reading

Construct

Comprehension and interpretation

Birth to 9 months**EL.1.3.1.Birth_to_9_months**

Enjoy hearing a book being read and looking at the pictures, but do not understand the sequence of the story

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

9 to 18 months

EL.1.3.1.9_to_18_months May focus on certain elements in the illustrations, but often skip pages or focus on a particular page

GOLD® Objectives for Development and Learning

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

Objective 18a-1 Emerging:
Contributes particular language from the book at the appropriate time

18 to 24 months**EL.1.3.1.18_to_24_months**

Point to and vocalize about an illustration or imitate an action seen in a picture (E.g. 18-month-old Angelique imitates the jumping action of the frog when being read, Jump Frog Jump.)

GOLD® Objectives for Development and Learning

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

Objective 18a-1 Emerging:
Contributes particular language from the book at the appropriate time

24 to 30 months**EL.1.3.1.24_to_30_months**

Identify with a particular character or scene (E.g. When listening to the book, Where's My Teddy Said Eddie, Zaviel, 25 months, makes a scared face, identifying with the little boy in the woods.)

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

30 months to 3 years

EL.1.3.1.30_months_to_3_years Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

3 years

EL.1.3.1.3_years Can ask and answer simple questions about the story

GOLD® Objectives for Development and Learning

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

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

4 and 5 years

EL.1.3.1.4_and_5_years Represent stories told or read aloud through a variety of media or in play

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

EL.1.3.2.4_and_5_years Use their own words to retell a simple familiar story while looking at a book

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts



Strand

Emergent Reading

**Construct
(CONT...)**

Comprehension and interpretation

4 and 5 years**EL.1.3.3.4_and_5_years** Retell information from a book (E.g. 5 year old Mac tells his Papa that Tyrannosaurus Rex runs as fast as a horse.)**GOLD® Objectives for Development and Learning****Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

Strand

Emergent Reading

Construct

Interest in and appreciation of reading

Birth to 9 months**EL.1.4.1.Birth_to_9_months**

Show enjoyment at being read to through vocalizing, eye contact, and movement (E.g. 8-month-old Sophia squeals in delight when her mother reads Ten Little Fingers and Ten Little Toes.)

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

Objective 17a-2 Shows interest in books

9 to 18 months

EL.1.4.1.9_to_18_months Bring a book to an adult to be read to and/or respond positively to an adult's offer to read

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

Objective 17a-2 Shows interest in books

18 to 24 months**EL.1.4.1.18_to_24_months**

Name and/or ask for favorite book and may show preference for books on certain topics

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

Objective 17a-2 Shows interest in books

24 to 30 months

EL.1.4.1.24_to_30_months May ask an adult to read the same book repeatedly

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

Objective 17a-2 Shows interest in books

30 months to 3 years

EL.1.4.1.30_months_to_3_years Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped

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

Objective 17a-2 Shows interest in books

3 years

EL.1.4.1.3_years Say what they like about a favorite book

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

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

4 and 5 years

EL.1.4.1.4_and_5_years Select favorite books, authors, or illustrators

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



Strand

Emergent Reading

**Construct
(CONT...)**

Interest in and appreciation of reading

4 and 5 years**EL.1.4.2.4_and_5_years** Request or respond to informational books on favorite topics**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

Strand

Emergent Reading

Construct

Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)

Birth to 9 months**EL.1.5.1.Birth_to_9_months**

Respond to sounds and words heard often

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

Objective 9a-2 Vocalizes and gestures to communicate

9 to 18 months**EL.1.5.1.9_to_18_months**

Recognize and react to the sounds of language and can discriminate between non-speech environmental sounds (E.g. Jamie continues playing when he hears the refrigerator door open, but stops when he hears a jar being opened.)

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

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

18 to 24 months**EL.1.5.1.18_to_24_months**

Enjoy chants and songs and books that rhyme

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

Objective 15a-2 Joins in rhyming songs and games

24 to 30 months**EL.1.5.1.24_to_30_months**

Enjoy chants and songs and books that rhyme

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

Objective 15a-2 Joins in rhyming songs and games



Strand

Emergent Reading

**Construct
(CONT...)**

Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)

30 months to 3 years

EL.1.5.1.30_months_to_3_years Participate in chants and songs and books that rhyme

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

3 years

EL.1.5.1.3_years Enjoy playing with the sounds of language (E.g. Claire laughs loudly when her friend calls her Clairey Berry.)

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-4 Fills in the missing rhyming word; generates rhyming words spontaneously

4 and 5 years

EL.1.5.1.4_and_5_years Listen to and recognize different sounds in rhymes, songs, and familiar words (E.g. When the teacher sings, "Willaby wallaby Wecca an elephant sat on...", Becca shouts, "Becca!")

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme



Strand

Emergent Reading

Construct
(CONT...)

Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)

4 and 5 years

EL.1.5.2.4_and_5_years Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, "My name rhymes with play.")

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme

Objective 16b Identifies letter-sound correspondences

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

EL.1.5.3.4_and_5_years Can distinguish the beginning sounds of some words

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

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



Strand

Emergent Reading

Construct

Book awareness

Birth to 9 months**EL.1.6.1.Birth_to_9_months**

Treat books as any other object by exploring with hands and mouth (E.g. 5- month-old Colby grabs a board book and puts it to his mouth to chew on it.)

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

Objective 17a-2 Shows interest in books

9 to 18 months

EL.1.6.1.9_to_18_months Look at pictures in books, but often treat books like other toys and objects in the environment

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

Objective 17a-2 Shows interest in books

18 to 24 months

EL.1.6.1.18_to_24_months Hold the book properly and turn pages, sometimes several at a time

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

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

24 to 30 months

EL.1.6.1.24_to_30_months Can identify the front of the book and use clues on the cover to select a book (E.g. Using the cover of the book as a clue, Charna, 28 months, picks up The Itsy Bitsy Spider and says to her mother, "Spider book.")

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

Objective 17a-3 Emerging: Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Objective 17a Uses and appreciates books and other texts

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

30 months to 3 years

EL.1.6.1.30_months_to_3_years Can turn the book to the first page for an adult to begin reading and close the book and say, "The end."

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

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

3 years

EL.1.6.1.3_years Understand proper handling of books to avoid damage and help repair books, with adult support

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

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

4 and 5 years

EL.1.6.1.4_and_5_years Identify parts of books such as cover, first page, and title

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

EL.1.6.2.4_and_5_years Understand that print carries a message

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

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

Strand

Emergent Writing

Construct

Print and alphabet awareness

9 to 18 months

EL.2.1.1.9_to_18_months May begin to recognize that labels convey meaning (E.g. Jared sees a box of cheerios and says, "Oh, Oh!")

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

18 to 24 months

EL.2.1.1.18_to_24_months Can show awareness of and recognize some print in the environment

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

24 to 30 months

EL.2.1.1.24_to_30_months Recognize that print and numerals are symbols that convey meaning (E.g. Colin, age 2, points to the bottom of his painting on his classroom wall and says, "There's my name.")

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

30 months to 3 years

EL.2.1.1.30_months_to_3_years Point to print and ask, "What does that say?" or ask someone to write for them

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

3 years

EL.2.1.1.3_years Begin to recognize their own name and may notice words that start with the same letter as their own name

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

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

4 and 5 years

EL.2.1.1.4_and_5_years Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children's names on their cubbies. She exclaims, "Hey, Autumn starts the same as me!")

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

EL.2.1.2.4_and_5_years Begin to associate sounds with words or letters

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

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



Strand

Emergent Writing

Construct
(CONT...)

Print and alphabet awareness

4 and 5 years

EL.2.1.3.4_and_5_years Understand that specific symbols are used to communicate in writing

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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



Strand

Emergent Writing

Construct

Interest in and emergent writing

9 to 18 months

EL.2.2.1.9_to_18_months Use writing tools (crayons, markers, pens) and notice that they can make marks with these utensils

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

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

18 to 24 months

EL.2.2.1.18_to_24_months Gain more control over the kinds of marks they make (lines vs. circular marks)

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

24 to 30 months

EL.2.2.1.24_to_30_months Scribble and draw and see these as the same

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

30 months to 3 years

EL.2.2.1.30_months_to_3_years Use their increased fine motor control to control the size and shape of their scribbles

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

3 years

EL.2.2.1.3_years Begin to differentiate between drawing and writing, and their scribbles may look more like writing (E.g. After painting a picture, 3-year-old Isaiah makes a series of vertical lines, representing his name.)

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

4 and 5 years

EL.2.2.1.4_and_5_years Understand that writing is a way of communicating

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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



Strand

Emergent Writing

Construct
(CONT...)

Interest in and emergent writing

4 and 5 years

EL.2.2.2.4_and_5_years Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas

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

EL.2.2.3.4_and_5_years Engage in writing using letter-like symbols to make letters or words

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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



Strand

Emergent Writing

Construct
(CONT...)

Interest in and emergent writing

4 and 5 years

EL.2.2.4.4_and_5_years Begin to copy or write their own name

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-10 Writes partially accurate first name



Domain	Cognitive Development - Early Numeracy (COG.NUM)
Strand	Number Operations
Construct	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting

Birth to 9 months

COG.NUM.1.1.1.Birth_to_9_months

Develop an awareness of one or more than one (E.g. 7-month-old Gary holds one toy in one hand, another toy in the other hand.)

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

9 to 18 months

COG.NUM.1.1.1.9_to_18_months Begin to understand the concepts of "more" and "all gone" and begin to request "more" or indicate "no more" verbally or non-verbally

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

18 to 24 months

COG.NUM.1.1.1.18_to_24_months Can use number words in songs and finger plays without understanding that numbers represent quantity

GOLD® Objectives for Development and Learning

Objective 20a Counts

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



Domain	Cognitive Development - Early Numeracy (COG.NUM)
Strand	Number Operations
Construct (CONT...)	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting

24 to 30 months

COG.NUM.1.1.1.24_to_30_months Develop an understanding of the relationship between spoken numbers and quantity for quantities up to 2 or 3 (E.g. Blake picks up a car and a block and says, "Two toys.")

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

30 months to 3 years

COG.NUM.1.1.1.30_months_to_3_years

Begin to initiate one-to-one matching for four or fewer items

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-3 Emerging: Verbally counts to 10; counts up to five objects accurately, using one number name for each object

Objective 20a Counts

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

3 years

COG.NUM.1.1.1.3_years Show an interest in counting 1 to 10, may hold up fingers to indicate quantity

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



Strand	Number Operations
Construct	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
Indicator	Develop progressively more complex knowledge and skills about numbers, in the following sequence:

4 and 5 years

COG.NUM.1.1.a.4_and_5_years Identify by sight how many are in a small group of up to 3 items

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

COG.NUM.1.1.b.4_and_5_years Demonstrate understanding of one-to-one correspondence

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

COG.NUM.1.1.c.4_and_5_years Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, "How many cars do you have?" she answers, "Four.")

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

COG.NUM.1.1.d.4_and_5_years Count objects in two different collections (up to ten in each) to determine which is the larger one

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



Strand	Number Operations
Construct	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
Indicator (CONT...)	Develop progressively more complex knowledge and skills about numbers, in the following sequence:

4 and 5 years

COG.NUM.1.1.e.4_and_5_years Can answer the question "What comes after..." a number without having to recount (E.g. When asked, "What comes after five," Sawyer says, "Six," without having to count up from one.)

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



Strand	Number Operations
Construct	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
Indicator (CONT...)	Develop progressively more complex knowledge and skills about numbers, in the following sequence:

4 and 5 years

COG.NUM.1.1.f.4_and_5_years Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, "I have five blocks.")

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

Strand	Number Operations
Construct	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
Indicator	While many children move through all of the steps of this sequence by five years old, others may still be only partially through this sequence by that age.

4 and 5 years

COG.NUM.1.2.a.4_and_5_years Begin to recognize and attempt to write 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



Strand

Geometry and Spatial Sense

Construct

Shapes and their attributes, position, comparing and contrasting two or more objects, and distance

Birth to 9 months

COG.NUM.2.1.1.Birth_to_9_months Develop an understanding of where things are in their environment

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)

9 to 18 months

COG.NUM.2.1.1.9_to_18_months Demonstrate an awareness of the distance between their body and materials in space (E.g. Jayce crawls across the room to grab a toy.)

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)

18 to 24 months

COG.NUM.2.1.1.18_to_24_months Demonstrate an understanding of simple position words (E.g. Hayden climbs a hill and says, "Me on top!")

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)

24 to 30 months

COG.NUM.2.1.1.24_to_30_months Demonstrate an understanding of many position words (E.g. Brittany says to her teacher, "I'm next to you.")

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)

30 months to 3 years

COG.NUM.2.1.1.30_months_to_3_years Use comparison words and position words correctly

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)

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

3 years

COG.NUM.2.1.1.3_years Explore and identify shapes in their environment and begin to notice attributes of shapes with adult help (E.g. Addy, 3 years old, says, "Look, my paper plate is a circle!")

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

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

4 and 5 years

COG.NUM.2.1.1.4_and_5_years Use words that show understanding of order and position of objects

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

COG.NUM.2.1.2.4_and_5_years Identify and name common 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



Strand

Geometry and Spatial Sense

**Construct
(CONT...)**

Shapes and their attributes, position, comparing and contrasting two or more objects, and distance

4 and 5 years**COG.NUM.2.1.3.4_and_5_years** Describes basic features of shapes (E.g. Finnley says, "This triangle has three sides and this square has four sides.")**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



Strand

Geometry and Spatial Sense

**Construct
(CONT...)**

Shapes and their attributes, position, comparing and contrasting two or more objects, and distance

4 and 5 years

COG.NUM.2.1.4.4_and_5_years Compare the shape of two objects (E.g. Reanna draws two round shapes and says, "This one is an oval and this one is a circle.")

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

Strand

Measurements

Construct

Size, volume, quantity and other measurable qualities, and the tools to measure them

9 to 18 months

COG.NUM.3.1.1.9_to_18_months Show some awareness of the relative size of objects in their environment

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

Objective 22a-2 Makes simple comparisons between two objects

18 to 24 months

COG.NUM.3.1.1.18_to_24_months Explore the concept of volume (E.g. Chase and Jade pick up a bucket of sand and dump it into the sandbox, over and over.)

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

Objective 22a-2 Makes simple comparisons between two objects

24 to 30 months

COG.NUM.3.1.1.24_to_30_months Show awareness of measurable qualities, such as size, distance, temperature, and weight, which, in toddler terms, are big/small, near/far, hot/cold, heavy/light

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

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

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects



Strand

Measurements

**Construct
(CONT...)**

Size, volume, quantity and other measurable qualities, and the tools to measure them

30 months to 3 years**COG.NUM.3.1.1.30_months_to_3_years**

Recognize that objects and people can be measured (E.g. Brianna asks her mother, "How big am I?")

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

Objective 22a-2 Makes simple comparisons between two objects

3 years

COG.NUM.3.1.1.3_years Use non-standard tools to measure, with adult assistance (E.g. Marla, Stacy, and Tim pass a lump of clay between them to see if it is bigger or smaller than each child's hand.)

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

4 and 5 years

COG.NUM.3.1.1.4_and_5_years Recognize that objects can be measured by height, length, weight, and volume (E.g. Palo makes a stack of unifix cubes next to his friend and says, "You're 40 cubes tall.")

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

COG.NUM.3.1.2.4_and_5_years Make comparison such as bigger or smaller between two groups of 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

COG.NUM.3.1.3.4_and_5_years Recognize that time is measured in units (E.g. John asks how many more minutes he can stay outside.)

GOLD® Objectives for Development and Learning**Objective 22b Measures time and money**

Objective 22b-6 Uses some time measurement words and tools



Strand

Patterns and Relationships

Construct

Recognizing or creating planned or random repetitions and comparisons

Birth to 9 months

COG.NUM.4.1.1.Birth_to_9_months Engage in sustained gazing at objects or people, or track movement with their eyes

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

9 to 18 months

COG.NUM.4.1.1.9_to_18_months Explore similarities and differences among objects in their environment

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

18 to 24 months

COG.NUM.4.1.1.18_to_24_months Show awareness of objects and pictures that are the same

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

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

24 to 30 months

COG.NUM.4.1.1.24_to_30_months Show awareness of and interest in patterns

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

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

30 months to 3 years

COG.NUM.4.1.1.30_months_to_3_years Recognize simple patterns (E.g. Malik looks at the plastic animals on the shelf and says, "Mommy, baby, mommy, baby.")

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

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

3 years

COG.NUM.4.1.1.3_years Extend simple patterns

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

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

Objective 23 Demonstrates knowledge of patterns

Objective 23-6 Extends and creates simple repeating patterns

4 and 5 years

COG.NUM.4.1.1.4_and_5_years Order or sequence several objects based on one characteristic

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

COG.NUM.4.1.2.4_and_5_years Begin creating simple patterns with familiar objects (E.g. Max places the blocks in rows of long, short, long, short, etc.)

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-6 Extends and creates simple repeating patterns



Strand

Data Collection and Analysis

Construct

Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world

Birth to 9 months

COG.NUM.5.1.1.Birth_to_9_months Focus attention to people or objects in their environment for a period of time

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

Objective 11a-2 Pays attention to sights and sounds

9 to 18 months

COG.NUM.5.1.1.9_to_18_months Focus on details in people and objects in their environment

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

Objective 11a-2 Pays attention to sights and sounds

18 to 24 months

COG.NUM.5.1.1.18_to_24_months Can sort objects that are the same and different on one attribute (E.g. Amy puts all the red vehicles in one basket.)

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)

24 to 30 months

COG.NUM.5.1.1.24_to_30_months Can find people and objects that are the same based on one attribute

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

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

30 months to 3 years

COG.NUM.5.1.1.30_months_to_3_years Notice that objects can be classified in different ways based on different attributes (E.g. Leo and Peter argue over whether to sort their vehicles by color or by size.)

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

Objective 13-2 Matches similar objects

3 years

COG.NUM.5.1.1.3_years Sort objects or people into subgroups by one attribute

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

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

4 and 5 years

COG.NUM.5.1.1.4_and_5_years Sort objects and count and compare the groups formed (E.g. Carlo says, "There are 3 brown teddy bears and 4 black teddy bears.")

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

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

Objective 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



Strand

Data Collection and Analysis

**Construct
(CONT...)**

Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world

4 and 5 years

COG.NUM.5.1.2.4_and_5_years Organize and represent information visually, with adult support (E.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.)

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

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

Objective 22c Represents and analyzes data

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

Strand

Time and Sequence

Construct

Concept of time as it relates to daily routines, and sequencing of events

Birth to 9 months

COG.NUM.6.1.1.Birth_to_9_months Associate a specific occurrence with meeting their needs (E.g. Emma hears footsteps and lifts her arms anticipating that mommy is coming to pick her up.)

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

9 to 18 months

COG.NUM.6.1.1.9_to_18_months Demonstrate some understanding of when things happen in relation to routines

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

18 to 24 months

COG.NUM.6.1.1.18_to_24_months Can recall information about the immediate past (E.g. Jack recalls what he had for morning snack when his aunt asks him after lunch.)

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

24 to 30 months

COG.NUM.6.1.1.24_to_30_months Show increased knowledge and memory for daily routines

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

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

30 months to 3 years

COG.NUM.6.1.1.30_months_to_3_years Can anticipate what will happen next in daily routines

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

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

3 years

COG.NUM.6.1.1.3_years Can remember and describe daily sequence of events

GOLD® Objectives for Development and Learning**Objective 22b Measures time and money**

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

4 and 5 years

COG.NUM.6.1.1.4_and_5_years Begin to differentiate between yesterday, today, and tomorrow

GOLD® Objectives for Development and Learning**Objective 22b Measures time and money**

Objective 22b-4 Relates time to daily routines and schedule



Domain	Cognitive Development - Science and Social Studies (COG.SS)
Strand	Key Concepts
Construct	Object permanence

Birth to 9 months

COG.SS.1.1.1.Birth_to_9_months Track moving objects and begin to understand that people and objects no longer in sight still exist

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

9 to 18 months

COG.SS.1.1.1.9_to_18_months Show understanding that people and objects no longer in sight still exist (E.g. Molly watches her mother put keys in her purse. Molly then searches in the purse to find them.)

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

18 to 24 months

COG.SS.1.1.1.18_to_24_months Can find objects that are not in sight

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

24 to 30 months

COG.SS.1.1.1.24_to_30_months Ask for people or things that are not in sight

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

30 months to 3 years

COG.SS.1.1.1.30_months_to_3_years Enjoy hiding games

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

3 years

COG.SS.1.1.1.3_years Play simple memory games

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

Strand

Key Concepts

Construct

Object permanence and representational/symbolic thought

4 and 5 years

COG.SS.1.2.1.4_and_5_years Talk about things or people that are not present

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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



Strand

Key Concepts

**Construct
(CONT...)**

Object permanence and representational/symbolic thought

4 and 5 years**COG.SS.1.2.2.4_and_5_years** Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings**GOLD® Objectives for Development and Learning****Objective 14a Thinks symbolically**

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

Strand

Exploring the Physical World

Construct

Physical world

Birth to 9 months**COG.SS.2.1.1.Birth_to_9_months** Explore objects in various ways using their senses**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

9 to 18 months**COG.SS.2.1.1.9_to_18_months** Through trial and error, begin to develop an understanding of some basic physical science concepts such as gravity, force, and motion. (E.g. Penelope repeatedly drops her cup off the high chair and watches it fall to the floor.)**GOLD® Objectives for Development and Learning****Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

18 to 24 months**COG.SS.2.1.1.18_to_24_months** Through repeated observation, experimentation, and/or exploration, further develop their understanding of basic physical science concepts and the natural world**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

24 to 30 months**COG.SS.2.1.1.24_to_30_months** Show interest in observing, experiencing, and/or exploring physical science concepts and the natural world**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****Objective 26 Demonstrates knowledge of the physical properties of objects and materials****30 months to 3 years****COG.SS.2.1.1.30_months_to_3_years** Focus on small details in indoor and outdoor environment (E.g. Esme lays on the grass and watches an ant move.)**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****3 years****COG.SS.2.1.1.3_years** Ask many questions about the physical world and investigate with adult guidance**GOLD® Objectives for Development and Learning****Objective 26 Demonstrates knowledge of the physical properties of objects and materials****Strand**

Exploring the Physical World



Construct

Physical science, life science, earth and space science, and environmental science

4 and 5 years**COG.SS.2.2.1.4_and_5_years** Begin to identify the properties of various living things and what living things need to be able to survive**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****COG.SS.2.2.2.4_and_5_years** Begin to talk about environmental changes and phenomena (weather, seasons, sun, and moon)**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****COG.SS.2.2.3.4_and_5_years** Show interest in caring for the earth and environment**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****COG.SS.2.2.4.4_and_5_years** Explore simple physical science concepts such as force, motion, and gravity (E.g. Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the fastest.)**GOLD® Objectives for Development and Learning****Objective 26 Demonstrates knowledge of the physical properties of objects and materials****Strand**

Exploring the Social World

Construct

Social conventions

Birth to 9 months**COG.SS.3.1.1.Birth_to_9_months** Recognize cultural and social labels for people and relationships in their family**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live****9 to 18 months****COG.SS.3.1.1.9_to_18_months** Use culturally appropriate labels for people and relationships in their family**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary****Objective 9a-4 Names familiar people, animals, and objects****18 to 24 months****COG.SS.3.1.1.18_to_24_months** Recognize that there are routines and may test the expectations**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**

Strand

Exploring the Social World

**Construct
(CONT...)**

Social conventions

24 to 30 months

COG.SS.3.1.1.24_to_30_months Participate in expected behavior including greetings and good-byes

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

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

30 months to 3 years

COG.SS.3.1.1.30_months_to_3_years Understand that certain rules and customs apply in some situations and not in others (E.g. Sam tells his baby sister, "No yelling in church.")

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****3 years**

COG.SS.3.1.1.3_years Demonstrate and follow different customs in different settings

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****Strand**

Exploring the Social World

Construct

Self, family, and community

Birth to 9 months

COG.SS.3.2.1.Birth_to_9_months Recognize primary caregivers

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

9 to 18 months

COG.SS.3.2.1.9_to_18_months Interact with members of their household and their classroom (Relates to social/emotional construct of relationships and social skills with peers)

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

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

18 to 24 months

COG.SS.3.2.1.18_to_24_months Identify family members of other children in their class

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

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



Strand

Exploring the Social World

**Construct
(CONT...)**

Self, family, and community

24 to 30 months

COG.SS.3.2.1.24_to_30_months May sort items or toys into "families" and label with different roles in their own terms

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

30 months to 3 years**COG.SS.3.2.1.30_months_to_3_years**

Explore various roles in their home and classroom (E.g. Natalie tells James, 20 months old, that he is the baby and that she is going to be the mommy. She then begins acting out the role by giving him a bottle.)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

3 years

COG.SS.3.2.1.3_years Ask questions about other people's experiences in their families and communities

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Strand

Exploring the Social World

Construct

Social conventions (Rules and expectations, authority and governance)

4 and 5 years

COG.SS.3.13.1.4_and_5_years Show interest in caring for the classroom environment

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

COG.SS.3.3.2.4_and_5_years Participate in developing classroom rules

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

COG.SS.3.3.3.4_and_5_years Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

COG.SS.3.3.4.4_and_5_years With guidance from adults, can engage in problem-solving to resolve difference in perspectives

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems



Strand

Exploring the Social World

Construct

Self, family, and community (Culture, ethical and human issues)

4 and 5 years**COG.SS.3.4.1.4_and_5_years** Know basic personal information**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****COG.SS.3.4.2.4_and_5_years** Are aware of own family relationships and show curiosity about others' families**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****COG.SS.3.4.3.4_and_5_years** Notice similarities and differences in people, families, and social groups**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****COG.SS.3.4.4.4_and_5_years** Recognize some people, places, and occupations in their communities**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****COG.SS.3.4.5.4_and_5_years** Act out family roles and occupations in dramatic play**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play****Objective 14b-6** Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**COG.SS.3.4.6.4_and_5_years** Show interest in issues of friendship and fairness**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**Objective 3a Balances needs and rights of self and others****Objective 3a-6** Initiates the sharing of materials in the classroom and outdoors

Domain	Cognitive Development - Approaches to Learning (COG.ATL)
Strand	Inquiry and Exploration
Construct	Curiosity and sensory exploration

Birth to 9 months

COG.ATL.1.1.1.Birth_to_9_months Show awareness of occurrences in their surroundings and use their senses to explore people and objects

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

9 to 18 months

COG.ATL.1.1.1.9_to_18_months Explore objects using their senses and manipulate them in a variety of ways

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

18 to 24 months

COG.ATL.1.1.1.18_to_24_months Continue to investigate people and objects as tools

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

24 to 30 months

COG.ATL.1.1.1.24_to_30_months Seek information through observation, exploration, and use of simple tools (E.g. Arthur pulls a chair up to the kitchen counter to see what his father is making for dinner.)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

30 months to 3 years

COG.ATL.1.1.1.30_months_to_3_years Continue to seek information through observation, exploration, and asking questions

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

3 years

COG.ATL.1.1.1.3_years Persist in asking "Why?"

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Strand

Inquiry and Exploration



Birth to 9 months

COG.ATL.1.2.1.Birth_to_9_months Understand that their actions can have an effect on people and objects in their environment and repeat actions to duplicate effects (E.g. Colleen gently bounces 6-month-old Rory on her lap. When she stops, Rory moves his body up and down until Colleen resumes the bouncing.)

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

9 to 18 months

COG.ATL.1.2.1.9_to_18_months May do things to get a response from familiar adults and children (E.g. Luke drops peas and looks over to his caregiver as they fall from the table to the floor.)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

18 to 24 months

COG.ATL.1.2.1.18_to_24_months Experiment with cause and effect while investigating their environment

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-3 Emerging: Explores and investigates ways to make something happen

Objective 11d Shows curiosity and motivation

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

24 to 30 months

COG.ATL.1.2.1.24_to_30_months Repeat actions to create the same effect and add variations of those actions to see if the same thing happens

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Strand

Inquiry and Exploration

Construct
(CONT...)

Cause and effect

30 months to 3 years

COG.ATL.1.2.1.30_months_to_3_years

Anticipate and try to prevent another person's actions that will create undesirable effects

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

3 years

COG.ATL.1.2.1.3_years Use variations on previous actions in new environments and with different objects to create new and desired effects

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

4 and 5 years

COG.ATL.1.2.1.4_and_5_years Sometimes use magical thinking, showing misunderstanding of cause and effect (E.g. Zeke puts his snow pants by the front door, believing that this will make it snow overnight.)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

COG.ATL.1.2.2.4_and_5_years Continue to experiment with cause and effect

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

COG.ATL.1.2.3.4_and_5_years Engage in repeated actions to make something happen (E.g. Dannie notices that Marie buttons her own coat, so Dannie tries several methods before succeeding in buttoning her own coat.)

GOLD® Objectives for Development and Learning

Objective 11b Persists

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



Strand

Inquiry and Exploration

Construct

Conjecture, scientific inquiry process, curiosity, and sensory exploration

4 and 5 years**COG.ATL.1.3.1.4_and_5_years** Observe, wonder, and/or ask questions, make guesses, and explore hypotheses**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills**COG.ATL.1.3.2.4_and_5_years** Use senses and tools/technology to aid in investigation**GOLD® Objectives for Development and Learning****Objective 28** Uses tools and other technology to perform tasks**Strand**

Reasoning and Problem Solving

Construct

Theories about the world and how things work (Reflection, critical thinking, and trial and error)

Birth to 9 months**COG.ATL.2.1.1.Birth_to_9_months** Seek to make sense of what happens in their environment**GOLD® Objectives for Development and Learning****Objective 11c** Solves problems

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

9 to 18 months**COG.ATL.2.1.1.9_to_18_months** Act out ideas about how things work by repeating and changing their actions (trial and error)**GOLD® Objectives for Development and Learning****Objective 11c** Solves problems

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

18 to 24 months**COG.ATL.2.1.1.18_to_24_months** Process and assimilate new information and experiences by comparing them to previous information and experiences to expand their understanding of the world (E.g. Manfredo sees a horse for the first time and says, "Big doggie!")**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

24 to 30 months**COG.ATL.2.1.1.24_to_30_months** Use multiple strategies to solve simple problems, but may become frustrated when their strategies don't work**GOLD® Objectives for Development and Learning****Objective 11c** Solves problems

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



Strand

Reasoning and Problem Solving

**Construct
(CONT...)**

Theories about the world and how things work (Reflection, critical thinking, and trial and error)

30 months to 3 years**COG.ATL.2.1.1.30_months_to_3_years**

Solve some problems without having to physically try out all possible solutions and may ask for help when needed

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

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

3 years

COG.ATL.2.1.1.3_years Remember strategies that have worked and apply them to new situations (E.g. At home, Davis moves a stool to the sink so that he can reach for his toothbrush. At child care the next day, Davis struggles to reach a pencil on the counter so he picks up a chair and puts it near the counter.)

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

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

4 and 5 years

COG.ATL.2.1.1.4_and_5_years Talk about own ideas, predictions, and plans, building on prior experiences either self-initiated or guided by adults

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

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

COG.ATL.2.1.2.4_and_5_years Can figure out more than one solution to a problem if the first one doesn't work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn't work, gets a rake to try to poke it down.)

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

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

Strand

Play

Construct

Imitation, risk taking, and experimentation

Birth to 9 months

COG.ATL.3.1.1.Birth_to_9_months Engage in turn taking interactions with adults and explore a variety of materials including their own bodies, people, and objects

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

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

9 to 18 months

COG.ATL.3.1.1.9_to_18_months May initiate turn taking with a trusted adult (E.g. Spencer gives a small toy to his grandmother and she gives another toy to him. They repeat this several times.)

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

Objective 11b-2 Repeats actions to obtain similar results

18 to 24 months

COG.ATL.3.1.1.18_to_24_months Enjoy using their whole bodies in active play

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

Objective 4-4 Experiments with different ways of moving



Strand

Play

**Construct
(CONT...)**

Imitation, risk taking, and experimentation

24 to 30 months

COG.ATL.3.1.1.24_to_30_months Try out new actions, roles, and words that they imitate from others

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

30 months to 3 years

COG.ATL.3.1.1.30_months_to_3_years Take risks in big body play, expanding their physical abilities

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

3 years

COG.ATL.3.1.1.3_years Engage in pretend play that includes roles and experiences that they find challenging (E.g. After a visit to his doctor, Brent gives his doll a shot.)

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

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

Strand

Play

Construct

Creativity, imagination, and inventiveness

9 to 18 months

COG.ATL.3.2.1.9_to_18_months May invent ways to attract adult attention and engage with them (E.g. Gretta pretends to cough to gain her teacher's attention and repeats this when her teacher laughs.)

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

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

18 to 24 months

COG.ATL.3.2.1.18_to_24_months Play with toys in ways of their own invention. (E.g. Kai puts blocks and cars together in a single structure.)

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

24 to 30 months

COG.ATL.3.2.1.24_to_30_months Begin to engage in simple pretend 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



Strand

Play

Construct
(CONT...)

Creativity, imagination, and inventiveness

30 months to 3 years

3 years

COG.ATL.3.2.1.30_months_to_3_years Engage in more extended pretend play

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

COG.ATL.3.2.1.3_years Invent stories and characters

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

Strand

Play

Construct

Sense of delight and humor

Birth to 9 months

9 to 18 months

18 to 24 months

COG.ATL.3.3.1.Birth_to_9_months Show pleasure in simple sensory games (E.g. AJ's mother tugs at the blanket in his hands and he tugs it back toward himself. They do this several times as AJ laughs.)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

COG.ATL.3.3.1.9_to_18_months Express delight in ways appropriate to their culture

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

COG.ATL.3.3.1.18_to_24_months Take delight in repetitive games and interactions (E.g. Bode and his teacher pass a ball back and forth and each time the teacher pretends to stop, Bodhi says, "again" and laughs when the teacher starts again.)

GOLD® Objectives for Development and Learning

No aligned objectives

24 to 30 months

30 months to 3 years

3 years

COG.ATL.3.3.1.24_to_30_months Are amused by incongruity (E.g. Jonah laughs hysterically when his father pretends to put Jonah's shoes on his big feet.)

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

COG.ATL.3.3.1.30_months_to_3_years Play exuberantly

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

COG.ATL.3.3.1.3_years Laugh at themselves when they do something silly

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



Strand

Executive Function

Construct

Adaptability of thought processes, planning, and intentionality

Birth to 9 months

COG.ATL.4.1.1.Birth_to_9_months Can act intentionally to achieve a goal. (E.g. 8-month-old Oscar rolls across the floor to reach a toy.)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

9 to 18 months

COG.ATL.4.1.1.9_to_18_months Can carry out their own one-step plan (E.g. Penthia puts a hat on her head.)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

18 to 24 months

COG.ATL.4.1.1.18_to_24_months Plan and implement a two-step dramatic play (E.g. Ezra pretends to feed the baby doll and then puts it in the baby bed.)

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

24 to 30 months

COG.ATL.4.1.1.24_to_30_months Can try to figure out what is getting in the way of their plan

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

30 months to 3 years

COG.ATL.4.1.1.30_months_to_3_years Plan their own simple activities and organize the materials they need

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

3 years

COG.ATL.4.1.1.3_years Can adapt plans to incorporate new materials

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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



Strand

Executive Function

Construct

Working memory and focus and attention

Birth to 9 months

COG.ATL.4.2.1.Birth_to_9_months Begin to maintain focus despite distractions during brief delays

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

9 to 18 months

COG.ATL.4.2.1.9_to_18_months Can have expectations of what will happen based on previous experiences (E.g. Wilfred pulls his mother's hand to bring her to the refrigerator knowing she will offer juice to him.)

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

18 to 24 months

COG.ATL.4.2.1.18_to_24_months Stay focused on simple stories or books for brief periods of time

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

24 to 30 months

COG.ATL.4.2.1.24_to_30_months Have increased attention spans for activities that interest them or that they initiate

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

30 months to 3 years

COG.ATL.4.2.1.30_months_to_3_years Can maintain attention on their choice of activity until they have achieved their goal (E.g. Cheng draws one more line on her picture and says, "All done.")

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

3 years

COG.ATL.4.2.1.3_years Can play simple memory games such as matching pictures on cards

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

Strand

Executive Function



Birth to 9 months

COG.ATL.4.3.1.Birth_to_9_months Persist in pursuing objects of interest (E.g. 9-month-old Jasper crawls after his family's cat.)

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

9 to 18 months

COG.ATL.4.3.1.9_to_18_months Explore objects that interest them with focus and persistence

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

18 to 24 months

COG.ATL.4.3.1.18_to_24_months Initiate simple plans (E.g. 20-month-old Abreeanna pulls on her teacher's hand and says, "out", as she walks to the door.)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Strand

Executive Function

**Construct
(CONT...)**

Motivation, initiative, and persistence

24 to 30 months

COG.ATL.4.3.1.24_to_30_months Persist in following their own curiosity even if adults try to deter them (E.g. 24-month-old Sebastian keeps dropping his toy cars in the toilet bowl even though his mother tells him not to.)

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

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

30 months to 3 years

COG.ATL.4.3.1.30_months_to_3_years Demonstrate the motivation to master simple tasks

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

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

3 years

COG.ATL.4.3.1.3_years Show initiative in a variety of ways including offering to help

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

Strand

Symbolic Representation

Construct

Representational Process

Birth to 9 months

COG.ATL.5.1.1.Birth_to_9_months Calm in the presence of their primary caregiver (E.g. Gigi clings to her teacher when a stranger enters the classroom.)

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

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

9 to 18 months

COG.ATL.5.1.1.9_to_18_months May draw comfort from objects that represent family members or primary caregivers (E.g. Bertti keeps her mother's scarf in her cubby and clings to it when upset.)

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

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

18 to 24 months

COG.ATL.5.1.1.18_to_24_months Use an object to represent something else

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



Strand

Symbolic Representation

**Construct
(CONT...)**

Representational Process

24 to 30 months

COG.ATL.5.1.1.24_to_30_months Use a variety of materials, media, and other forms of self-expression to represent their thinking (E.g. Tessa makes up songs about herself.)

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

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

30 months to 3 years

COG.ATL.5.1.1.30_months_to_3_years Understand that some signs in the community represent familiar places

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

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

3 years

COG.ATL.5.1.1.3_years Are aware that some symbols represent words and numbers

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

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

Strand

Cooperative Learning

Construct

Cooperative learning

4 and 5 years

COG.ATL.3.1.1.4_and_5_years Work with others to plan or problem solve toward a shared goal and can describe the reasons for their shared decisions (E.g. Aaron, Chuck, and Jill make a complex track for a train and discuss how sharp curves make trains derail.)

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

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

Strand

Play

Construct

Imitation, risk taking, experimentation, spontaneous learning, and play with others

4 and 5 years

COG.ATL.4.1.1.4_and_5_years Co-create elaborate pretend play with other children, including scenarios with multiple roles, ideas, and co-negotiated rules

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

COG.ATL.4.1.2.4_and_5_years Engage in pretend play with others to explore and understand life experience and roles

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



Strand

Play

Construct
(CONT...)

Imitation, risk taking, experimentation, spontaneous learning, and play with others

4 and 5 years

COG.ATL.4.1.3.4_and_5_years Create sophisticated structures alone and with others, using various constructive materials, sometimes used in pretend play

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Strand

Play

Construct

Sense of delight and humor

4 and 5 years

COG.ATL.4.2.1.4_and_5_years Show delight in all aspects of play from planning to describing the experience

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

COG.ATL.4.2.2.4_and_5_years May play with language including "bathroom" words

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

COG.ATL.4.2.3.4_and_5_years Begin to understand simple jokes

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

COG.ATL.4.2.4.4_and_5_years May share physical humor with one another

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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



Strand

Play

Construct

Creativity, imagination, and inventiveness

4 and 5 years

COG.ATL.4.3.1.4_and_5_years Tell elaborate stories of their own invention or add details to stories

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

Objective 9d-8 Tells elaborate stories that refer to other times and places

COG.ATL.4.3.2.4_and_5_years Create games that continue to evolve as they plan

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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



Strand

Play

Construct
(CONT...)

Creativity, imagination, and inventiveness

4 and 5 years

COG.ATL.4.3.3.4_and_5_years Pretend to be characters from stories, books, television shows, movies, or their own invention

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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



Strand

Executive Function

Construct

Adaptability of thought processes, planning, and intentionality

4 and 5 years

COG.ATL.5.1.1.4_and_5_years Begin to show ability to adapt their plans when they can't follow through with their original idea

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

COG.ATL.5.1.2.4_and_5_years Can adapt their plan to include other children with adult guidance

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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



Strand

Executive Function

**Construct
(CONT...)**

Adaptability of thought processes, planning, and intentionality

4 and 5 years

COG.ATL.5.1.3.4_and_5_years Can engage in increasingly complex planning (E.g. The 4-year-olds create very complex rules for the game they are playing on the playground.)

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

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

COG.ATL.5.1.4.4_and_5_years May ask for help on own or with teacher prompting or seek more information when needed

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

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

Strand

Executive Function

Construct

Working memory and focus and attention

4 and 5 years

COG.ATL.5.2.1.4_and_5_years Pay attention to and remember details

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

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

COG.ATL.5.2.2.4_and_5_years Keep track of more than one thing at a time

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

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



Strand

Executive Function

Construct
(CONT...)

Working memory and focus and attention

4 and 5 years

COG.ATL.5.2.3.4_and_5_years Stay focused for longer periods of time on activities that interest them and return to those activities

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

Objective 11a Attends and engages

Objective 11a-7 Emerging: Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

Strand

Executive Function

Construct

Motivation, initiative, and persistence

4 and 5 years

COG.ATL.5.3.1.4_and_5_years Demonstrate a desire to please adults and may seek adult attention (E.g. 4-year-old Zara yells "Watch me! Watch me!" as she walks across the balance beam.)

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

COG.ATL.5.3.2.4_and_5_years Take the initiative carrying out their own plans and persist until the goal is achieved

GOLD® Objectives for Development and Learning

Objective 11b Persists

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



Strand

Executive Function

Construct
(CONT...)

Motivation, initiative, and persistence

4 and 5 years

COG.ATL.5.3.3.4_and_5_years May get frustrated if they cannot carry out their goals to the level of mastery they desire

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Strand

Symbolic Representation

Construct

Representational Process

4 and 5 years

COG.ATL.6.1.1.4_and_5_years Use objects to represent other objects in their pretend play (E.g. Hadley and Kayla build an elaborate castle using couch cushions and blankets.)

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

COG.ATL.6.1.2.4_and_5_years Understand that symbols on pictographs and bar graphs indicate quantity (E.g. Chethan puts a sticker on the class graph to show that he has a cat at home and remarks, "More children have a dog at home than a cat.")

GOLD® Objectives for Development and Learning

Objective 22c Represents and analyzes data

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

Objective 22c Represents and analyzes data

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



Domain	Physical Development and Health (PDH)
Strand	Body awareness and control
Construct	Spatial awareness

Birth to 9 months

PDH.1.1.1.Birth_to_9_months Use many repetitions to move various body parts and gain increasing control over movements

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

9 to 18 months

PDH.1.1.1.9_to_18_months Become more aware of where their body is in relation to other objects and people in the environment

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)

18 to 24 months

PDH.1.1.1.18_to_24_months Can negotiate moving around objects and people without bumping into them

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving



Domain	Physical Development and Health (PDH)
Strand	Body awareness and control
Construct	Spatial awareness

24 to 30 months

PDH.1.1.1.24_to_30_months Show increased balance and coordination in play activities

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

30 months to 3 years

PDH.1.1.1.30_months_to_3_years Move their bodies through space with balance and control

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

3 years

PDH.1.1.1.3_years Move with confidence and stability, coordinating movements to accomplish simple tasks (E.g. Outside on the playground, a small group of children play a game of Duck, Duck, Goose.)

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences



Strand

Body awareness and control

Construct

Development of the senses, orientation to stimuli, and sensory integration

Birth to 9 months

PDH.1.2.1.Birth_to_9_months Show awareness of and respond to sensory stimuli

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

9 to 18 months

PDH.1.2.1.9_to_18_months Use senses to experience objects and the environment

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

18 to 24 months

PDH.1.2.1.18_to_24_months Demonstrate sensory preferences (E.g. After playing in the sand in the sensory table, Anne wipes her hands together and leaves when the teacher adds water to make mud.)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Objective 29 Demonstrates knowledge about self



Strand

Body awareness and control

Construct

Development of the senses, orientation to stimuli, and sensory integration

24 to 30 months

PDH.1.2.1.24_to_30_months Use the information received from their senses to change the way they interact with the environment

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

30 months to 3 years

PDH.1.2.1.30_months_to_3_years Begin to focus on important stimuli while ignoring extraneous stimuli

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

3 years

PDH.1.2.1.3_years Develop the ability to use one sense to predict what they would perceive with another (E.g. Jowanna reaches into the mystery bag and guesses that she is holding a teddy bear based on the way it feels.)

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

Strand

Body awareness and control

Construct

Physical State Regulation

Birth to 9 months

PDH.1.3.1.Birth_to_9_months Begin to develop predictable patterns for sleeping, eating, and eliminating

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

9 to 18 months

PDH.1.3.1.9_to_18_months By the end of this age range are eating three meals per day plus snacks

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

18 to 24 months

PDH.1.3.1.18_to_24_months Can show tiredness or hunger through predictable behaviors

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

30 months to 3 years

PDH.1.3.1.30_months_to_3_years May take initiative to make themselves more comfortable (E.g. Remey takes off his socks and says, "Too hot.")

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

3 years

PDH.1.3.1.3_years May be able to identify the need to eliminate

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Strand

Large muscle development and coordination



Birth to 9 months

PDH.2.1.1.Birth_to_9_months Develop head and trunk stability and ability to change positions

GOLD® Objectives for Development and Learning

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

9 to 18 months

PDH.2.1.1.9_to_18_months Become mobile, progressing from crawling to walking, and show strong interest in climbing

GOLD® Objectives for Development and Learning

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

18 to 24 months

PDH.2.1.1.18_to_24_months Move from one place to another by walking and running with basic control and coordination

GOLD® Objectives for Development and Learning

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

24 to 30 months

PDH.2.1.1.24_to_30_months Have more control with their arm and leg movements for walking, running, climbing, etc.

GOLD® Objectives for Development and Learning

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

30 months to 3 years

PDH.2.1.1.30_months_to_3_years Purposefully explore with their whole body and use objects and equipment

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

3 years

PDH.2.1.1.3_years Show increased confidence in their ability to coordinate large muscles and interest in new ways to use large muscles

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills
Objective 4-6 Moves purposefully from place to place with control
Objective 5 Demonstrates balancing skills
Objective 5-6 Sustains balance during simple movement experiences
Objective 6 Demonstrates gross motor manipulative skills
Objective 6-6 Manipulates balls or similar objects with flexible body movements

Strand

Small muscle development and coordination

Construct

Fine motor skills

Birth to 9 months

PDH.3.1.1.Birth_to_9_months Move from awareness of hands to ability to reach and grasp objects of varying sizes

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

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

9 to 18 months

PDH.3.1.1.9_to_18_months Coordinate eyes and hands while exploring or holding objects

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

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

18 to 24 months

PDH.3.1.1.18_to_24_months Reach, grasp, and release objects with more control and experiment with using tools

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

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

24 to 30 months

PDH.3.1.1.24_to_30_months Use tools purposefully to accomplish a goal (E.g. Shelby uses a glue stick to glue paper onto a wall collage.)

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

Objective 7a-6 Uses refined wrist and finger movements

30 months to 3 years

PDH.3.1.1.30_months_to_3_years Use smaller manipulatives with ease

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

Objective 7a-6 Uses refined wrist and finger movements

3 years

PDH.3.1.1.3_years Show increased confidence in ability to coordinate small muscles and interest in new ways to use small muscles

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

Objective 7a-6 Uses refined wrist and finger movements



Strand	Nutrition			
Construct	Nutrition			
Birth to 9 months		9 to 18 months		18 to 24 months
PDH.4.1.1.Birth_to_9_months Suck and swallow liquids and associate breast or bottle with being fed <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-2 Indicates needs and wants; participates as adult attends to needs		PDH.4.1.1.9_to_18_months Chew and bite and develop the ability to eat finger foods <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-4 Seeks to do things for self		PDH.4.1.1.18_to_24_months Successfully chew and bite foods of varying textures <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-4 Seeks to do things for self
				24 to 30 months
				PDH.4.1.1.24_to_30_months Demonstrate a willingness to try new foods if offered on multiple occasions <u>GOLD® Objectives for Development and Learning</u> Objective 1c Takes care of own needs appropriately Objective 1c-6 Demonstrates confidence in meeting own needs



Strand

Nutrition

**Construct
(CONT...)**

Nutrition

30 months to 3 years

PDH.4.1.1.30_months_to_3_years Show some awareness that some foods are more nutritious than others (E.g. After Mr. Brian reads *We Eat Food That's Fresh*, Kara points to the fresh strawberries on her plate at snack time.)

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

Objective 1c-6 Demonstrates confidence in meeting own needs

3 years

PDH.4.1.1.3_years Try healthy foods from a variety of cultures when given the opportunity

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

Objective 1c-6 Demonstrates confidence in meeting own needs

4 and 5 years

PDH.4.1.1.4_and_5_years Recognize and eat a variety of nutritious foods

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

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

PDH.4.1.2.4_and_5_years When asked, are able to name nutritious alternatives

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

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

Strand

Basic safety

Construct

Basic safety

Birth to 9 months

PDH.5.1.1.Birth_to_9_months Cry to indicate stress and to seek help

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

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

9 to 18 months

PDH.5.1.1.9_to_18_months Seek physical contact with primary caregivers when faced with new or unfamiliar people or environments (Relates to social/emotional construct of relationships with primary caregivers)

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

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

18 to 24 months

PDH.5.1.1.18_to_24_months Look to primary caregivers when faced with new or unfamiliar people or environments (Relates to social/emotional construct of relationships with unfamiliar 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



Strand	Basic safety
Construct (CONT...)	Basic safety

24 to 30 months

PDH.5.1.1.24_to_30_months May acknowledge potentially unsafe situations, but are not yet able to be responsible for their own safety (E.g. Felipe climbs to the top of the toddler loft but needs a teacher's assistance to get down.)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

30 months to 3 years

PDH.5.1.1.30_months_to_3_years Show increasing awareness of health and safety practices

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

3 years

PDH.5.1.1.3_years Can identify and explain familiar health and safety signs in the community

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Strand	Self-care
Construct	Self-care

Birth to 9 months

PDH.6.1.1.Birth_to_9_months

Note: Infants at this age rely on adults to care for them (E.g. Joey washes 8- month-old Dana's hands after a diaper change.)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

9 to 18 months

PDH.6.1.1.9_to_18_months

May be able to participate, with adult assistance, in self-care tasks such as dressing and undressing, and feeding themselves, if culturally appropriate

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

18 to 24 months

PDH.6.1.1.18_to_24_months

Show increasing interest in and sometimes insistence on doing things for themselves, if culturally appropriate (E.g. Preda insists on putting the soap on her hands without help.)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

24 to 30 months

PDH.6.1.1.24_to_30_months

Are able to participate in and occasionally initiate simple health routines, if culturally appropriate

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



Strand

Self-care

**Construct
(CONT...)**

Self-care

30 months to 3 years

PDH.6.1.1.30_months_to_3_years Are more likely to willingly participate in self-care routines, if culturally appropriate

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

3 years

PDH.6.1.1.3_years Seek to accomplish self-care and house-keeping tasks with reminders, if culturally appropriate

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

4 and 5 years

PDH.6.1.1.4_and_5_years Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water.)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Strand

Body Awareness and Control

Construct

Spatial awareness, development of the senses, orientation to stimuli, sensory integration, physical fitness, knowledge for participation in physical education

4 and 5 years

PDH.1.1.1.4_and_5_years Participate in a variety of physical activities to enhance personal health and physical fitness

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

PDH.1.1.2.4_and_5_years Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.)

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

PDH.1.1.3.4_and_5_years Increasingly use eye-hand coordination to perform a variety of tasks

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

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

Strand

Large Muscle Development and Coordination



4 and 5 years

PDH.2.1.1.4_and_5_years Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.)

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

PDH.2.1.2.4_and_5_years Increase their strength, balance, flexibility, and stamina

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

PDH.2.1.3.4_and_5_years Use a variety of materials and equipment in gross motor activities

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

Objective 6 Demonstrates gross motor manipulative skills

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

4 and 5 years

PDH.3.1.1.4_and_5_years Continue to develop small muscle control and coordination (E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal like shapes.)

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Strand

Small Muscle Development and Coordination

**Construct
(CONT...)**

Fine motor skills

4 and 5 years

PDH.3.1.2.4_and_5_years Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Strand

Basic Safety

Construct

Basic safety

4 and 5 years

PDH.5.1.1.4_and_5_years Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom's hand, and then crosses the street at the crosswalk.)

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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



Domain

Creative Expression and Aesthetic Appreciation (CE)

Strand

Exploration and creation of artistic works

Construct

Invention and imagination

Birth to 9 months

CE.1.1.1.Birth_to_9_months Produce sounds through own vocalizations or play with objects in the indoor and outdoor environment

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

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

9 to 18 months

CE.1.1.1.9_to_18_months Use tools to create sounds and marks with various objects, and media

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

18 to 24 months

CE.1.1.1.18_to_24_months Use tools with more intentionality and purpose

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

24 to 30 months

CE.1.1.1.24_to_30_months Create three dimensional structures, songs, rhymes, drama, and dances

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

30 months to 3 years

CE.1.1.1.30_months_to_3_years Use and play with a variety of media and materials for exploration and creative expression

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

3 years

CE.1.1.1.3_years Create more elaborate three dimensional structures, songs, rhymes, and dances with a combination of materials

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Strand

Exploration and creation of artistic works

Construct

Curiosity and interest

Birth to 9 months

CE.1.2.1.Birth_to_9_months Experiment and repeat a variety of vocalizations and body movements (E.g. Logan, 4 months old, begins to mimic his mother's facial expressions.)

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

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

9 to 18 months

CE.1.2.1.9_to_18_months Explore the sounds that a variety of environmental objects can make and explore a variety of sensory media to create visual images (sand, finger paint, crayons)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

18 to 24 months

CE.1.2.1.18_to_24_months Show an increasing range of curiosity about their environment, objects and people

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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



Strand

Exploration and creation of artistic works

**Construct
(CONT...)**

Curiosity and interest

24 to 30 months

CE.1.2.1.24_to_30_months Show interest in combining objects or media (E.g. Garrith glues yarn, paper, and packing peanuts onto a piece of construction paper.)

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

30 months to 3 years

CE.1.2.1.30_months_to_3_years Show interest in a variety of materials and activities related to creative expression

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

3 years

CE.1.2.1.3_years Ask how to produce a particular sound, visual image, or movement

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression



Strand

Exploration and creation of artistic works

Construct

Confidence

Birth to 9 months

CE.1.3.1.Birth_to_9_months Gain control over their ability to produce sounds and movement and show delight in positive reactions from others

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

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

9 to 18 months

CE.1.3.1.9_to_18_months Refine their actions to get closer to the desired effect in sound and movement

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

18 to 24 months

CE.1.3.1.18_to_24_months May request adult attention and approval for all of their artistic, dance, and musical efforts

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

24 to 30 months

CE.1.3.1.24_to_30_months Select and use artistic materials and tools more purposefully (E.g. Cohen selects a paint brush from the box and blue paint from the row of paint cups and brings them over to the art easel.)

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

30 months to 3 years

CE.1.3.1.30_months_to_3_years Ask adults to save or take pictures or videos of their artistic creation

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

3 years

CE.1.3.1.3_years Show adults and peers what they can do or have created, including short individual performances or artistic creations

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

Strand

Appreciation of and response to the creations of others and the natural world

Construct

Awareness and attention

Birth to 9 months

CE.2.1.1.Birth_to_9_months Focus on sounds, patterns, and movements in the indoor and outdoor environment (E.g. Colin, 8 months old, giggles when he feels the breeze on his face.)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

9 to 18 months

CE.2.1.1.9_to_18_months Show awareness of and preference for specific textures, smells, sounds, and visual images (E.g. Kathryn uses her hands to pick up a piece of birthday cake and then repeatedly wipes her hands on her shirt saying, "No.")

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Objective 29 Demonstrates knowledge about self

18 to 24 months

CE.2.1.1.18_to_24_months Begin to focus on and distinguish details in the indoor and outdoor environments

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds



24 to 30 months

CE.2.1.1.24_to_30_months Show what they notice about the music, art, drama, dance, and natural phenomena they have witnessed

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

30 months to 3 years

CE.2.1.1.30_months_to_3_years Try to reproduce aspects of music, art, drama, dance, and natural phenomena they have witnessed (E.g. After watching a tap dancer, Reagan, Andrew, and Gabe recreate tap dancing.)

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

3 years

CE.2.1.1.3_years Share opinions about likes and dislikes in art and creative expression

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



Strand

Appreciation of and response to the creations of others and the natural world

Construct

Sense of joy and wonder

Birth to 9 months

CE.2.2.1.Birth_to_9_months Enjoy and respond to sights, sounds, textures, tastes, and smells

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

9 to 18 months

CE.2.2.1.9_to_18_months Respond with delight to some experiences, environments, and specific sensations

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

18 to 24 months

CE.2.2.1.18_to_24_months Express joy in aesthetic experience

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

24 to 30 months

CE.2.2.1.24_to_30_months May participate actively in singing songs and dancing

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

30 months to 3 years

CE.2.2.1.30_months_to_3_years Exclaim enthusiastically in response to experiencing beauty indoors or outdoors (E.g. Ginny and her friends jump up and down shouting, "It's a rainbow," when they see a rainbow in the sprinkler.)

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

3 years

CE.2.2.1.3_years Use descriptive words to express their response to an aesthetic experience (E.g. Using his communication device, Mark tells Tory he really likes the colors in her painting.)

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Strand

Exploration and Creation of Artistic Works

Construct

Invention and imagination

4 and 5 years

CE.1.1.1.4_and_5_years Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 36 Explores drama through actions and language



Strand

Exploration and Creation of Artistic Works

Construct

Curiosity and interest

4 and 5 years

CE.1.2.1.4_and_5_years Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.)

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

CE.1.2.2.4_and_5_years Participate in experiences in art, music, creative movement, drama, and dance

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

Strand

Exploration and Creation of Artistic Works

Construct

Confidence

4 and 5 years

CE.1.3.1.4_and_5_years Display or perform for others and/or talk about what they have made or done

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

CE.1.3.2.4_and_5_years Show an interest in participating in group performances, but may become anxious and choose not to participate

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

Strand

Appreciation of and Response to the Creations of Others and the Natural World



Construct

Awareness and attention

4 and 5 years

CE.2.1.1.4_and_5_years Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

Strand

Appreciation of and Response to the Creations of Others and the Natural World

Construct

Sense of joy and wonder

4 and 5 years

CE.2.2.1.4_and_5_years Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language

