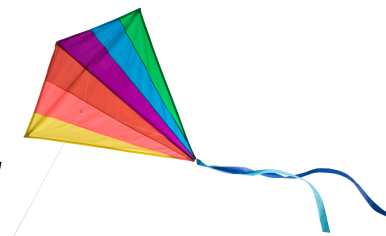


Alignment of



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



With

NJ Preschool Teaching and Learning
Standards

(Ad. 2014)

Main Criteria: NJ Preschool Teaching and Learning Standards
Secondary Criteria: GOLD® Objectives for Development and Learning
Subject: Early Childhood Education
Grades: Ages 3-5 years
Adopted: 2014

Domain

SOCIAL/EMOTIONAL DEVELOPMENT (NJ.0)

STANDARD

Children demonstrate self-confidence.

0.1.1 Express individuality by making independent decisions about which materials to use.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

0.1.2 Express ideas for activities and initiate discussions.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

0.1.3 Actively engage in activities and interactions with teachers and peers.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

0.1.4 Discuss their own actions and efforts.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

STANDARD

Children demonstrate self-direction.

0.2.1 Make independent choices and plans from a broad range of diverse interest centers.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



STANDARD
(CONT...)

Children demonstrate self-direction.

0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

0.2.4 Attend to tasks for a period of time.

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

STANDARD

Children identify and express feelings.

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.

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

0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities).

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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



STANDARD

Children exhibit positive interactions with other children and adults.

0.4.1 Engage appropriately with peers and teachers in classroom activities.**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

0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, and hold hands).**GOLD® Objectives for Development and Learning****Objective 3a Balances needs and rights of self and others**

Objective 3a-4 Takes turns

0.4.3 Say "thank you," "please," and "excuse me."**GOLD® Objectives for Development and Learning****Objective 3a Balances needs and rights of self and others**

Objective 3a-4 Takes turns

0.4.4 Respect the rights of others (e.g., "This painting belongs to Carlos.").**GOLD® Objectives for Development and Learning****Objective 3a Balances needs and rights of self and others**

Objective 3a-4 Takes turns

0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

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

0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

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

STANDARD

Children exhibit pro-social behaviors.

0.5.1 Play independently and cooperatively in pairs and small groups.**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

**STANDARD
(CONT...)**

Children exhibit pro-social behaviors.

0.5.2 Engage in pretend play.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

0.5.4 Take turns.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns

0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

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



Domain

VISUAL AND PERFORMING ARTS (NJ.1)

STANDARD

Children express themselves through and develop an appreciation of creative movement and dance.

1.1.1 Move the body in a variety of ways, with and without music.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

1.1.3 Participate in simple sequences of movements.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts



Domain

VISUAL AND PERFORMING ARTS (NJ.1)

**STANDARD
(CONT...)**

Children express themselves through and develop an appreciation of creative movement and dance.

1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.

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

1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.

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

1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.

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

1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.

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

Children express themselves through and develop an appreciation of music.

1.2.1 Sing a variety of songs with expression, independently and with others.

GOLD® Objectives for Development and Learning**Objective 34 Explores musical concepts and expression**

1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.

GOLD® Objectives for Development and Learning**Objective 34 Explores musical concepts and expression**

1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.

GOLD® Objectives for Development and Learning**Objective 34 Explores musical concepts and expression**

1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.

GOLD® Objectives for Development and Learning**Objective 34 Explores musical concepts and expression**

STANDARD
(CONT...)

Children express themselves through and develop an appreciation of music.

1.2.5 Participate in and listen to music from a variety of cultures and times.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

STANDARD

Children express themselves through and develop an appreciation of dramatic play and storytelling.

1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

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

Objective 36 Explores drama through actions and language

1.3.4 Differentiate between fantasy/pretend play and real events.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language



STANDARD
(CONT...)

Children express themselves through and develop an appreciation of dramatic play and storytelling.

1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).

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

Objective 36 Explores drama through actions and language

1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

STANDARD

Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, and photographer) and elements in the visual arts.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



**STANDARD
(CONT...)**

Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



Domain

HEALTH, SAFETY, AND PHYSICAL EDUCATION (NJ.2)

STANDARD

Children develop self-help and personal hygiene skills.

2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



STANDARD

Children begin to develop the knowledge and skills necessary to make nutritious food choices.

2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).

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

Objective 1c-6 Demonstrates confidence in meeting own needs

2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

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

Objective 1c-6 Demonstrates confidence in meeting own needs

STANDARD

Children begin to develop an awareness of potential hazards in their environment.

2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).

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

Objective 1c-6 Demonstrates confidence in meeting own needs

2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).

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

Objective 1c-6 Demonstrates confidence in meeting own needs

2.3.4 Know how to dial 911 for help.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

STANDARD

Children develop competence and confidence in activities that require gross- and fine-motor skills.

2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).

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



**STANDARD
(CONT...)**

Children develop competence and confidence in activities that require gross- and fine-motor skills.

2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

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

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

Domain

ENGLISH LANGUAGE ARTS (NJ.ELA)

STRAND

Reading: Literature

SUB-HEADING

Key Ideas and Details

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.

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

RL.PK.2 With prompting and support, retell familiar stories or poems.

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

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

GOLD® Objectives for Development and Learning

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

Objective 18a-5 Emerging: Identifies story-related problems, events, and resolutions during conversations with an adult

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

Reading: Literature

SUB-HEADING

Craft and Structure

RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

GOLD® Objectives for Development and Learning

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

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

RL.PK.5 Recognize common types of literature (storybooks and poetry books).

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-7 Emerging: Uses various types of books for their intended purposes

Objective 17a Uses and appreciates books and other texts

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

RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

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

STRAND

Reading: Literature



SUB-HEADING

Integration of Knowledge and Ideas

RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the 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

RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.

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

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

STRAND

Reading: Literature

SUB-HEADING

Range of Reading and Level of Text Complexity

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

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

Reading: Informational Text

SUB-HEADING

Key Ideas and Details

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

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

RI.PK.2 With prompting and support, recall important facts from a familiar text.

GOLD® Objectives for Development and Learning**Objective 18c Retells stories and recounts details from informational texts**

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

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

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

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

STRAND

Reading: Informational Text

SUB-HEADING

Craft and Structure

RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.

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

RI.PK.5 Identify the front and back cover of a book.

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

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



STRAND

Reading: Informational Text

**SUB-HEADING
(CONT...)**

Craft and Structure

RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.

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

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

STRAND

Reading: Informational Text

SUB-HEADING

Integration of Knowledge and Ideas

RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.

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

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

STRAND

Reading: Informational Text

SUB-HEADING

Range of Reading and Level of Text Complexity

RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.

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



STRAND

Reading: Foundational Skills

SUB-HEADING

Print Concepts

STANDARD

Begin to demonstrate understanding of basic features of print.

RF.PK.1.a Follow words from left to right, top to bottom, page by page.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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



STRAND

Reading: Foundational Skills

SUB-HEADING

Print Concepts

**STANDARD
(CONT...)**

Begin to demonstrate understanding of basic features of print.

RF.PK.1.b Recognize that spoken words can be written and read.**GOLD® Objectives for Development and Learning****Objective 15d Applies phonics concepts and knowledge of word structure to decode text**

Objective 15d-2 Shows understanding that a specific sequence of letters represents a spoken word

RF.PK.1.c Recognize that words are separated by spaces.**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

RF.PK.1.d Recognize and name many upper and lower case letters of the alphabet.**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

STRAND

Reading: Foundational Skills

SUB-HEADING

Phonological Awareness

STANDARD

Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).

RF.PK.2.a Recognize and produce simple rhyming words.**GOLD® Objectives for Development and Learning****Objective 15a Notices and discriminates rhyme**

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

RF.PK.2.b Segment syllables in spoken words by clapping out the number of syllables.**GOLD® Objectives for Development and Learning****Objective 15c Notices and discriminates discrete units of sound**

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



STRAND

Reading: Foundational Skills

SUB-HEADING

Phonological Awareness

**STANDARD
(CONT...)**

Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).

RF.PK.2.c Identify many initial sounds of familiar 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

Reading: Foundational Skills

SUB-HEADING

Phonics and Word Recognition

STANDARD

Demonstrate an understanding of beginning phonics and word skills.

RF.PK.3.a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.**GOLD® Objectives for Development and Learning****Objective 16b Identifies letter-sound correspondences**

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

RF.PK.3.c Recognize their name in print as well as other familiar print in the environment.**GOLD® Objectives for Development and Learning****Objective 16a Identifies and names letters**

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

STRAND

Reading: Foundational Skills

SUB-HEADING

Fluency

RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.**GOLD® Objectives for Development and Learning****Objective 18b Uses emergent reading skills**

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



STRAND

Writing

SUB-HEADING

Text Types and Purposes

W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

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

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

W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

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

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

STRAND

Writing

SUB-HEADING

Production and Distribution of Writing

W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.

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

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

W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).

GOLD® Objectives for Development and Learning**Objective 28 Uses tools and other technology to perform tasks****STRAND**

Writing

SUB-HEADING

Research to Build and Present Knowledge

W.PK.7 With guidance and support, participate in shared research and shared writing projects.

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

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

W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.

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

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

STRAND

Speaking and Listening



SUB-HEADING

Comprehension and Collaboration

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.

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

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

SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.

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

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

Objective 11d Shows curiosity and motivation

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

STRAND

Speaking and Listening

SUB-HEADING

Comprehension and Collaboration

STANDARD

Participate in conversations and interactions with peers and adults individually and in small and large groups.

SL.PK.1.a Follow-agreed upon rules for discussions during group interactions.

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

SL.PK.1.b Continue a conversation through several back and forth exchanges.

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

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



STRAND

Speaking and Listening

SUB-HEADING

Presentation of Knowledge and Ideas

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.

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 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

SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.

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

SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

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

Language

SUB-HEADING

Conventions of Standard English

STANDARD

Begin to understand the conventions of standard English grammar when speaking during interactions and activities.

L.PK.1.a Print many alphabet letters.

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

Objective 19c-1 Emerging: Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

Objective 19c Writes using conventions

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

L.PK.1.b Use frequently occurring nouns and verbs.

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

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

L.PK.1.c Form regular plural nouns.

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

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)



STRAND

Language

SUB-HEADING

Conventions of Standard English

**STANDARD
(CONT...)**

Begin to understand the conventions of standard English grammar when speaking during interactions and activities.

L.PK.1.d Understand and use question words (e.g., who, what, where, when, why, how).**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

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

Objective 9a Uses an expanding expressive vocabulary

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

L.PK.1.e Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).**GOLD® Objectives for Development and Learning****Objective 21a Understands spatial relationships**

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

L.PK.1.f Begin to speak in complete sentences.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

L.PK.1.g Understands and can follow simple multi-step directions.**GOLD® Objectives for Development and Learning****Objective 8b Follows directions**

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

STRAND

Language

SUB-HEADING

Conventions of Standard English

STANDARD

Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.

L.PK.2.c Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

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

STRAND

Language



SUB-HEADING

Vocabulary Acquisition and Use

L.PK.5.a Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and 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)

L.PK.5.b Begin to understand opposites of simple and familiar words.

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

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

L.PK.5.c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").

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

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

L.PK.6 Use words and phrases acquired through conversations, activities and read aloud.

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

STRAND

Language

SUB-HEADING

Vocabulary Acquisition and Use

STANDARD

Begin to determine the meaning of new words and phrases introduced through preschool reading and content.

L.PK.4.a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).

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

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



Domain

MATHEMATICS (NJ.4)

STANDARD

Children begin to demonstrate an understanding of number and counting.

4.1.1 Count to 20 by ones with minimal prompting.

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

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

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

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

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

4.1.4.b Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).

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

4.1.4.c Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

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

4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).

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

4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as "more," "less," "same").

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

STANDARD

Children begin to demonstrate an understanding of number and counting.



INDICATOR

Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"):

4.1.4.a Accurately counts quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.

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

Objective 20a-5 Emerging: Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

Objective 20a Counts

Objective 20a-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

STANDARD

Children demonstrate an initial understanding of numerical operations.

4.2.2 Begin to represent simple word problem data in pictures and drawings.

GOLD® Objectives for Development and Learning**Objective 20e Applies properties of mathematical operations and relationships**

Objective 20e-1 Emerging: Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

Objective 20e Applies properties of mathematical operations and relationships

Objective 20e-2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

STANDARD

Children demonstrate an initial understanding of numerical operations.

INDICATOR

Represent addition and subtraction by manipulating up to 5 objects:

4.2.1.a Putting together and adding to (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether.").

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

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

4.2.1.b Taking apart and taking from ("I have four carrot sticks. I'm eating one. Now I have 3.").

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

STANDARD

Children begin to conceptualize measurable attributes of objects.

4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).

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)

4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).

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

4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.

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



STANDARD

Children develop spatial and geometric sense.

4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).

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

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

4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).

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

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

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

STANDARD

Children develop spatial and geometric sense.

INDICATOR

Manipulate, compare and discuss the attributes of:

4.4.3.a Manipulate, compare and discuss the attributes of two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several 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

4.4.3.b Manipulate, compare and discuss the attributes of three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

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

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation



Domain

SCIENCE (NJ.5)

STANDARD

Children develop inquiry skills.

5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



Domain

SCIENCE (NJ.5)

**STANDARD
(CONT...)**

Children develop inquiry skills.

5.1.5 Represent observations and work through drawing, recording data, and "writing" (e.g., drawing and "writing" on observation clipboards, making rubbings, charting the growth of plants).

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

STANDARD

Children observe and investigate matter and energy.

5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.

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

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

Objective 24 Uses scientific inquiry skills

5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).

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

5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).

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

5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).

GOLD® Objectives for Development and Learning**Objective 26 Demonstrates knowledge of the physical properties of objects and materials****STANDARD**

Children observe and investigate living things.

5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).

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

5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

STANDARD

Children observe and investigate the Earth.

5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



**STANDARD
(CONT...)**

Children observe and investigate the Earth.

5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

STANDARD

Children gain experience in using technology.

5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



Domain

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS (NJ.6)

STANDARD

Children identify unique characteristics of themselves, their families, and others.

6.1.1 Describe characteristics of oneself, one's family, and others.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

6.1.2 Demonstrate an understanding of family roles and traditions.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



STANDARD

Children become contributing members of the classroom community.

6.2.1 Demonstrate understanding of rules by following most classroom routines.

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

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

6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.

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

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

6.2.3 Demonstrate appropriate behavior when collaborating with others.

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

Objective 3a-4 Takes turns

STANDARD

Children demonstrate knowledge of neighborhood and community.

6.3.1 Develop an awareness of the physical features of the neighborhood/community.

GOLD® Objectives for Development and Learning**Objective 32 Demonstrates simple geographic knowledge**

6.3.2 Identify, discuss, and role-play the duties of a range of community workers.

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

Children develop an awareness of the cultures within their classroom and their community.

6.4.1 Learn about and respect other cultures within the classroom and community.

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

Domain

WORLD LANGUAGES (NJ.7)

STANDARD

Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

7.1.2 Say simple greetings, words, and phrases in a language other than their own.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

GOLD® Objectives for Development and Learning

Objective 10b Uses social rules of language

Objective 10b-4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating



Domain

TECHNOLOGY (NJ.8)

STANDARD

Navigate simple on screen menus.

8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

STANDARD

Use electronic devices independently.

8.2.1 Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



STANDARD
(CONT...)

Use electronic devices independently.

8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

8.2.3 Turn smart toys on and/or off.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

8.2.4 Recognize that the number keys are in a row on the top of the keyboard.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

8.2.6 Use a digital camera to take a picture.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

STANDARD

Begin to use electronic devices to communicate.

8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



STANDARD

Use common technology vocabulary.

8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



STANDARD

Begin to use electronic devices to gain information.

8.5.1 Use the Internet to explore and investigate questions with a teacher's support.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



Domain

APPROACHES TO LEARNING (NJ.9)

STANDARD

Children demonstrate initiative, engagement, and persistence.

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

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

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

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).

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

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

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).

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

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, "This is hard. Can you help me figure it out?").

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

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

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look - I finished it all by myself!").

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

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

Objective 11b Persists

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

STANDARD

Children show creativity and imagination.

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

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

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).

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



9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

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

STANDARD

Children identify and solve problems.

9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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



**STANDARD
(CONT...)**

Children identify and solve problems.

9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

STANDARD

Children apply what they have learned to new situations.

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

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

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

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

9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).

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

