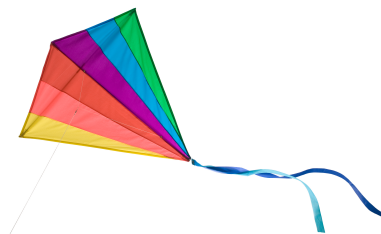


Alignment of



GOLD[®] Objectives for Development & Learning



With

NM Early Learning Guidelines

(Ad. 2020)

Main Criteria: NM Early Learning Guidelines

Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: First Steps for 3s, Making Progress for 3s, Accomplished for 3s, Making Progress for 4s, Accomplished for 4s

Adopted: 2020

Domain

Physical Development, Health, and Well Being (PDH)

Outcome

The child uses gross motor control independently, including balance, spatial awareness, and stability.

Indicator

Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.

First Steps for 3s

1.1.First_Steps_3s Climbs stairs independently (not necessarily alternating feet) and runs and walks easily from place to place.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-5 Emerging: Moves purposefully from place to place with control

Making Progress for 3s

1.1.Making_Progress_3s Climbs stairs and tries new stairs /ladders, progressing to alternating feet, independently and runs and walks easily from place to place.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Accomplished for 3s

1.1.Accomplished_3s Climbs on age-appropriate playground equipment with some adult assistance and walks, runs, jumps, and marches.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Making Progress for 4s

1.1.Making_Progress_4s Climbs on age-appropriate playground equipment with minimal adult assistance and walks, runs, jumps, marches, and hops.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Accomplished for 4s

1.1.Accomplished_4s Climbs on age-appropriate playground equipment independently and walks, runs, jumps, marches, hops, and gallops.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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



Outcome

The child uses gross motor control independently, including balance, spatial awareness, and stability.

Indicator

Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games i.e., "Duck, duck, goose.")

First Steps for 3s

1.2.First_Steps_3s Maneuvers around objects and people without bumping into them most of the time; kicks and throws a ball.

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

Objective 4-5 Emerging: Moves purposefully from place to place with control

Objective 5 Demonstrates balancing skills

Objective 5-5 Emerging: Sustains balance during simple movement experiences

Making Progress for 3s

1.2.Making_Progress_3s Walks along a line or beam structure with some success and attempts to catch a large ball.

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

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Accomplished for 3s

1.2.Accomplished_3s Walks forward smoothly along a wide beam or line with minimal assistance and maintains balance when throwing and catching large balls.

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

Making Progress for 4s

1.2.Making_Progress_4s Walks forward and backward along a wide beam or line with minimal assistance and coordinates throwing and catching with a variety of sizes of balls.

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

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

Objective 5 Demonstrates balancing skills

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

Accomplished for 4s

1.2.Accomplished_4s Demonstrates balance in many situations including play outdoors, ballhandling and in simple group games.

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



Outcome

The child independently uses fine motor skills.

Indicator

Is developing manual coordination to use writing and crafting tools and demonstrate self-help skills such as buttoning and zipping.

Sub-Indicator

Develops manual coordination to use writing and crafting tools.

First Steps for 3s

2.1a.First_Steps_3s Grips writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with whole hand but uses wholearm movements to make marks.

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

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

Making Progress for 3s

2.1a.Making_Progress_3s Grips writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with whole hand to make marks. Opens and closes scissors with one hand.

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

Objective 7a-5 Emerging: Uses refined wrist and finger movements

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

Accomplished for 3s

2.1a.Accomplished_3s Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with some adult guidance and support.

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

Objective 7a-6 Uses refined wrist and finger movements

Objective 7b Uses writing and drawing tools

Objective 7b-5 Emerging: Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

Making Progress for 4s

2.1a.Making_Progress_4s Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with a 3 point grip but too close to either end. Uses scissors to snip materials.

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

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

Objective 7b Uses writing and drawing tools

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

Accomplished for 4s

2.1a.Accomplished_4s Uses writing and crafting tools with a 3 point grip. Uses scissors to cut a line.

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

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

Objective 7b Uses writing and drawing tools

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

Outcome

The child independently uses fine motor skills.

Indicator

Is developing manual coordination to use writing and crafting tools and demonstrate self-help skills such as buttoning and zipping.



Sub-Indicator

Demonstrates self-help fine motor skills such as buttoning and zipping.

First Steps for 3s

2.1b.First_Steps_3s Attempts to unzip, unbutton, untie, or unsnap clothing with guidance and support from adults.

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

Making Progress for 3s

2.1b.Making_Progress_3s Independently unzips, unbuttons, unties, or unsnaps clothing most of the time.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-5 Emerging: Uses refined wrist and finger movements

Accomplished for 3s

2.1b.Accomplished_3s Button, or snap clothing with guidance and support from adults.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements



Outcome	The child independently uses fine motor skills.
Indicator	Is developing manual coordination to use writing and crafting tools and demonstrate self-help skills such as buttoning and zipping.
Sub-Indicator (CONT...)	Demonstrates self-help fine motor skills such as buttoning and zipping.

Making Progress for 4s

2.1b.Making_Progress_4s Requires some assistance in self-help situations that require fine motor skills (e.g., buttoning, zipping, snapping, and velcroing).

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

Accomplished for 4s

2.1b.Accomplished_4s Requires minimal support in self-help situations that require fine motor skills.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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



Domain	Literacy (LIT)
Outcome	The child demonstrates the understanding and function of both receptive and expressive vocabulary
Indicator	Demonstrates the ability to attend, understand, and follow increasingly complex directions.

First Steps for 3s	Making Progress for 3s	Accomplished for 3s
5.2.First_Steps_3s Follows simple, one step, oral directions (e.g., Teacher- "Put this toy in the basket please"). <u>GOLD® Objectives for Development and Learning</u> Objective 8b Follows directions Objective 8b-4 Follows simple requests not accompanied by gestures	5.2.Making_Progress_3s Follows oral directions of two or more related steps with adult modeling (e.g., washes and dries hands after seeing demonstration). <u>GOLD® Objectives for Development and Learning</u> Objective 8b Follows directions Objective 8b-5 Emerging: Follows directions of two or more steps that relate to familiar objects and experiences	5.2.Accomplished_3s Follows oral directions of two or more related steps with verbal adult support (e.g., Teacher: "Remember to put the caps on the markers then put them in the basket"). <u>GOLD® Objectives for Development and Learning</u> Objective 8b Follows directions Objective 8b-5 Emerging: Follows directions of two or more steps that relate to familiar objects and experiences

Domain	Literacy (LIT)
Outcome	The child demonstrates the understanding and function of both receptive and expressive vocabulary
Indicator (CONT...)	Demonstrates the ability to attend, understand, and follow increasingly complex directions.

Making Progress for 4s

5.2.Making_Progress_4s Follows oral directions that involve two or more related steps independently, without prompting between steps (e.g., after you finish your drawing, please hang it on the wall").

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

Accomplished for 4s

5.2.Accomplished_4s Follows oral directions that involve two steps in a series of unrelated sequences of action with adult modeling (e.g., "After you clean up the blocks, walk to line up by the door").

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-8 Follows detailed, instructional, multistep directions



Outcome

The child demonstrates the understanding and function of both receptive and expressive vocabulary

Indicator

Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes.

First Steps for 3s

5.3.First_Steps_3s With prompting and support, uses gestures, facial expressions and/or words to express meaning while participating in stories, songs, and fingerplays.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Making Progress for 3s

5.3.Making_Progress_3s With prompting and support, points or names/ labels familiar words found in classroom objects, books, routines, home & family.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Accomplished for 3s

5.3.Accomplished_3s With verbal prompting and support, connects new vocabulary with known words and experiences (from stories, places, songs, fingerplays).

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-5 Emerging: Describes and tells the use of many familiar items



Outcome

The child demonstrates the understanding and function of both receptive and expressive vocabulary

**Indicator
(CONT...)**

Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes.

Making Progress for 4s**Accomplished for 4s**

5.3.Making_Progress_4s With verbal adult support, ask questions to gain a sense of why they identified and sorted common objects, pictures, colors, shapes, etc. into specific categories. Displays interest in new/novel words heard in books and conversation.

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

5.3.Accomplished_4s Demonstrates understanding that vocabulary includes basic concepts with related words (e.g., comparison: less/more/same), spatial concepts (e.g., first/last, over/under), and descriptors (i.e., adjectives and adverbs) as appropriate to the child's home language. Compare commonalities and differences by identifying opposites using descriptive words (i.e., big/little, short/long).

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

Outcome

The child communicates experiences, ideas, and feelings through speaking or American Sign Language (ASL).

Indicator

Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.

First Steps for 3s**Making Progress for 3s****Accomplished for 3s**

6.1.First_Steps_3s Speaks or signs in familiar phrases with limited word choice related to an action or request (i.e., "Help me" "Me run" "more") Takes turns speaking in conversation.

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

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

6.1.Making_Progress_3s Combines three words into a simple sentence to share or initiate an idea or thought that may or may not be meaningful to the situation (i.e., "My cat barks." "The boy cries.").

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

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

6.1.Accomplished_3s Uses four-word sentences to share or initiate an idea or thought meaningful to the situation or about themselves. The sentence may omit some words or use some words incorrectly (i.e., "I played more gooder." "I like red bikes.").

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

Making Progress for 4s**Accomplished for 4s**

6.1.Making_Progress_4s Uses five-to six-word sentences to communicate needs and wants or express ideas (i.e., "We walked to my school." "I want some chocolate milk, please.").

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

Objective 9c-5 Emerging: Uses complete, four- to six-word sentences

6.1.Accomplished_4s Uses two or three connected sentences with at least one sentence having seven or more words, to communicate familiar information or ideas.

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

Objective 9c-7 Emerging: Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

Outcome

The child engages in activities that promote the acquisition of foundational reading skills.



Indicator

Demonstrates comprehension of a story "read aloud" by asking relevant questions and providing key details in literary texts.

First Steps for 3s

7.2.First_Steps_3s Relates story content with their own experiences (i.e., "Look, my dog").

GOLD® Objectives for Development and Learning

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

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

Making Progress for 3s

7.2.Making_Progress_3s Connects their own experiences and the illustrations to gain meaning of the story. Their comments may or may not follow along the story line.

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

Accomplished for 3s

7.2.Accomplished_3s Listens to stories and responds to questions by pointing to pictures. Ask and answer simple questions about details they just heard.

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

Making Progress for 4s

7.2.Making_Progress_4s With prompting and support, asks and answers basic factual questions (e.g., characters, setting, major events) about a story (e.g., What is happening on this page?). Makes comments that relate to the story but may sometimes get off topic.

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

Accomplished for 4s

7.2.Accomplished_4s With prompting and support, asks and answers factual questions about a story (e.g., What is the main character's name? What happened first, next, last?) Begin to ask and answer inferential questions (e.g., What might happen next?). Makes comments that are relevant to the story and stays on topic.

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



Outcome

The child engages in activities that promote the acquisition of foundational reading skills.

Indicator

Demonstrates the knowledge to make sense of print.

Sub-Indicator

Shows an understanding of the basic concepts of print.

First Steps for 3s

7.3a.First_Steps_3s Shows interest in environmental print (pictures, symbols, logos, signs) (i.e., “That says stop.”).

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

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

Making Progress for 3s

7.3a.Making_Progress_3s Shows awareness of environmental print (pictures, symbols, signs) Recognizes a book by its cover. Holds a book and attempts to turn pages one at a time.

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 17b Uses print concepts

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

Accomplished for 3s

7.3a.Accomplished_3s Recognizes print in everyday life (i.e., logos, numbers, words, their name and uses it as a cue to finding their possessions). Holds a book upright, attempts to turn pages, and begins to use pictures to tell the story.

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

Objective 17b Uses print concepts

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

Making Progress for 4s

7.3a.Making_Progress_4s Displays awareness between pictures and print (e.g., checking job chart, “exit” sign, children’s work). Holds a book upright and turns pages. Identifies the first page to begin pretend reading using picture clues to tell the story (i.e., first page of text).

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

Objective 17b Uses print concepts

Objective 17b-5 Emerging: Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

Accomplished for 4s

7.3a.Accomplished_4s Handles a book and identifies various book elements (i.e., front cover, back cover, and title). Distinguishes pictures from letters & words on the pages. Recognizes that letters are grouped to form words and makes the connections between words they hear are words they see in print.

GOLD® Objectives for Development and Learning**Objective 15d Applies phonics concepts and knowledge of word structure to decode text**

Objective 15d-1 Emerging: Shows understanding that a specific sequence of letters represents a spoken word

Objective 17a Uses and appreciates books and other texts

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

Objective 17b Uses print concepts

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



Outcome

The child engages in activities that promote the acquisition of foundational reading skills.

Indicator

Demonstrates the knowledge to make sense of print.

Sub-Indicator

Understands that print carries meaning.

First Steps for 3s

7.3b.First_Steps_3s Shows interest in an adult reading a story/text (not necessarily listening to the whole book) and/or looks at books. OR Shows interest in books during story time.

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

Objective 17a-2 Shows interest in books

Objective 17b Uses print concepts

Objective 17b-1 Emerging: Shows understanding that text is meaningful and can be read

Making Progress for 3s

7.3b.Making_Progress_3s Begins to understand that the text is meaningful and asks an adult to read the same story again and again.

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

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

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

Accomplished for 3s

7.3b.Accomplished_3s Demonstrates interest in an adult reading a full story/text. Begins to recognize that all types of printed materials (e.g., books, magazines, signs) conveys meaning and connects to real things.

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

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

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

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

Making Progress for 4s

7.3b.Making_Progress_4s Demonstrates interest and enjoyment listening to an adult reading a full story/text. Chooses familiar / favorite books to look at and pretend read independently. Uses and interprets illustrations to gain meaning.

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

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

Objective 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

Accomplished for 4s

7.3b.Accomplished_4s Actively attends to stories/texts during a read aloud without being distracted. Begins to show interest in retelling or acting out the text, using the pictures and illustrations as a guide. Answers questions about details of a story just heard.

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

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

Objective 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



Outcome

The child engages in activities that promote the acquisition of foundational reading skills.

Indicator

Hears and discriminates the sounds of language in words to develop phonological awareness.

Subcomponent

Recognizes and generates rhyming sounds in spoken language.

First Steps for 3s

7.4a.First_Steps_3s With prompting and support, participates in stories, songs, or fingerplays with rhyming words.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

Making Progress for 3s

7.4a.Making_Progress_3s With prompting and support, repeats rhyming words in songs, poems, or stories.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-3 Emerging: Fills in the missing rhyming word; generates rhyming words spontaneously

Accomplished for 3s

7.4a.Accomplished_3s Recites simple and familiar chants or rhymes.

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

Making Progress for 4s

7.4a.Making_Progress_4s Recognizes rhyming sounds in familiar songs or stories.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

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

Accomplished for 4s

7.4a.Accomplished_4s Identifies words that rhyme when orally presented with matched pairs of words.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme



Outcome	The child engages in activities that promote the acquisition of foundational reading skills.
Indicator	Hears and discriminates the sounds of language in words to develop phonological awareness.
Subcomponent	Demonstrates understanding of spoken words, syllables and sounds (phonemes).

First Steps for 3s	Making Progress for 3s	Accomplished for 3s
7.4b.First_Steps_3s With prompting and support, participates in stories, songs, or fingerplays with rhyming words. <u>GOLD® Objectives for Development and Learning</u> Objective 15a Notices and discriminates rhyme Objective 15a-2 Joins in rhyming songs and games	7.4b.Making_Progress_3s Begins to recognize the number of words in sentences. Hears and shows awareness of syllables (word parts) in simple words. <u>GOLD® Objectives for Development and Learning</u> Objective 15c Notices and discriminates discrete units of sound Objective 15c-1 Emerging: Shows awareness of separate words in sentences	7.4b.Accomplished_3s Identifies and separates syllables (word parts) in familiar words. <u>GOLD® Objectives for Development and Learning</u> Objective 15c Notices and discriminates discrete units of sound Objective 15c-3 Emerging: Shows awareness of separate syllables in words



Outcome

The child engages in activities that promote the acquisition of foundational reading skills.

Indicator

Hears and discriminates the sounds of language in words to develop phonological awareness.

**Subcomponent
(CONT...)**

Demonstrates understanding of spoken words, syllables and sounds (phonemes).

Making Progress for 4s

7.4b.Making_Progress_4s Counts, pronounces, blends and segments syllables in spoken words. Begins to recognize initial sounds in familiar spoken words (e.g., recognizes words that start with the same sound as own name).

GOLD® Objectives for Development and Learning**Objective 15b Notices and discriminates alliteration**

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

Objective 15c Notices and discriminates discrete units of sound

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

Accomplished for 4s

7.4b.Accomplished_4s Identifies and separates syllables in words and begins isolating initial sounds in spoken words. Repeats alliterative language (e.g., “cute cats can kiss,” “Pepe pecas pica papas con un pico”).

GOLD® Objectives for Development and Learning**Objective 15b Notices and discriminates alliteration**

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

Objective 15c Notices and discriminates discrete units of sound

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

Outcome

The child engages in activities that promote the acquisition of foundational reading skills.

Indicator

Demonstrates an understanding of alphabet principle and word recognition skills.

Sub-Indicator

Shows an understanding of alphabetic knowledge.

First Steps for 3s

7.5a.First_Steps_3s Identifies print in the environment (i.e., asking “What’s that say?”).

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

Objective 16a-1 Emerging: Recognizes and names a few letters in own name

Making Progress for 3s

7.5a.Making_Progress_3s Identifies own name as a whole.

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

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

Accomplished for 3s

7.5a.Accomplished_3s Recognizes that letters are a special category of visual graphics that can be individually named. Differentiates and correctly identifies some letters by their shapes.

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

Objective 16a-3 Emerging: Recognizes and names as many as 10 letters, especially those in own name

Making Progress for 4s

7.5a.Making_Progress_4s Names and identifies some letters with personal significance (e.g., letters in own name). Identifies capital letters as they sing the alphabet song.

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

Accomplished for 4s

7.5a.Accomplished_4s Names and identifies at least 18 capital letters and 15 lowercase letters.

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

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



Outcome

The child engages in activities that promote the acquisition of foundational reading skills.

Indicator

Demonstrates an understanding of alphabet principle and word recognition skills.

Sub-Indicator

Knows and applies letter-sound correspondence and beginning sound-recognition skills.

First Steps for 3s

7.5b.First_Steps_3s Not assessed at this stage.

GOLD® Objectives for Development and Learning

No aligned objectives

Making Progress for 3s

7.5b.Making_Progress_3s Recognizes environmental print without understanding that letters represent speech sounds.

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

Objective 16b-1 Emerging: Identifies the sounds of a few letters

Accomplished for 3s

7.5b.Accomplished_3s Shows awareness that letters of the alphabet are a special category and begins to associate sounds with written words (e.g., different words begin with the same sound).

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

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

Objective 16b Identifies letter-sound correspondences

Objective 16b-1 Emerging: Identifies the sounds of a few letters

Making Progress for 4s

7.5b.Making_Progress_4s Attends to the beginning letters and sounds in familiar words (e.g., recognizes words that start with the same letter/sound as own name).

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

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

Objective 16b Identifies letter-sound correspondences

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

Accomplished for 4s

7.5b.Accomplished_4s Develops a simple understanding of the alphabetic principle: that letters represent speech sounds. Attempts to sound out first letters in environmental print, familiar words and within early stages of writing.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

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

Objective 16b Identifies letter-sound correspondences

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



Outcome

The child demonstrates that writing is a way of communicating for a variety of purposes.

Indicator

Understands how to apply the early stages of drawing and writing to convey meaning.

First Steps for 3s

8.3.First_Steps_3s Pretends to write and experiment with various writing / drawing tools by making marks or scribbles to represent ideas (sharing what they wrote to an adult).

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

Making Progress for 3s

8.3.Making_Progress_3s Makes early approximations with horizontal or vertical sets of lines or scribbles intending to represent letters (sharing what they wrote to an adult).

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

Accomplished for 3s

8.3.Accomplished_3s Understands that his/her marks or scribbles are conveying ideas. May write a series of scribbles separated by spaces representing their understanding of the sound structure of language.

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

Making Progress for 4s

8.3.Making_Progress_4s Draws simple pictures to represent their ideas and shares thoughts by writing words with mock letters (letter- like forms) - (sharing what they wrote to an adult).

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

Accomplished for 4s

8.3.Accomplished_4s Creates drawings and writing to represent meaningful ideas on paper with some level of clarity. Print may transition from mock letters to random letter strings. (May rely on dictation with an adult to clarify content.) Forms letters in the first name to sign drawings and other written work.

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

Objective 19b-7 Emerging: Uses drawing, dictation, and letter strings to convey a message



Domain

Mathematics (MATH)

Outcome

The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.

Indicator

Uses numbers and counting as means for solving problems and determining quantity.

First Steps for 3s

9.1.First_Steps_3s Imitates counting of objects by counting aloud with no relationship to the objects at hand.

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

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

Making Progress for 3s

9.1.Making_Progress_3s Lines up or sorts objects one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block).

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

Accomplished for 3s

9.1.Accomplished_3s Counts objects with emerging 1:1 correspondence (e.g., may point to same object more than once, or skip objects).

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

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

Making Progress for 4s

9.1.Making_Progress_4s Demonstrates one-to-one correspondence (e.g., pairs each object with one and only one number name and each number name with one and only one object) in counting 10 objects in a group when arranged in a line.

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

Accomplished for 4s

9.1.Accomplished_4s Demonstrates one-to-one correspondence in counting 15 objects in a group when arranged in a line, a rectangular array, or a circle. Recognizes that each successive number name refers to a quantity that is one larger.

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

Outcome

The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.

Indicator

Progresses in understanding of number words and numeral recognition skills.

Sub-Indicator

Rote counts in sequence.

First Steps for 3s

9.3a.First_Steps_3s States number names, not necessarily in sequence.

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

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

Making Progress for 3s

9.3a.Making_Progress_3s States number names in sequence 1-5 with some adult guidance.

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

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

Accomplished for 3s

9.3a.Accomplished_3s States number names in sequence 1-5.

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



Making Progress for 4s

9.3a.Making_Progress_4s States number names in sequence from 1 to 10 when counting by ones.

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

Accomplished for 4s

9.3a.Accomplished_4s States number names in sequence from 1 to 30 when counting by ones.

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

Outcome

The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.

Indicator

Progresses in understanding of number words and numeral recognition skills.

Sub-Indicator

Names and identifies written numerals.

First Steps for 3s

9.3b.First_Steps_3s Begins to participate in counting rhymes, chants and songs.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-1 Emerging: Recognizes and names a few numerals

Making Progress for 3s

9.3b.Making_Progress_3s Begins to understand that a written numeral represents a quantity.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-2 Recognizes and names a few numerals

Accomplished for 3s

9.3b.Accomplished_3s Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-3 Emerging: Identifies numerals to 5 by name and connects each to counted objects

Making Progress for 4s

9.3b.Making_Progress_4s Recognizes numerals distinctly from letters or other symbols in print, calling them “numbers.”

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-3 Emerging: Identifies numerals to 5 by name and connects each to counted objects

Accomplished for 4s

9.3b.Accomplished_4s Names and identifies a few written numerals with personal significance (e.g., numeral representing own age).

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

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



Outcome

The child demonstrates understanding of geometrical and spatial concepts.

Indicator

Recognizes, names, describes, compares, and creates familiar shapes.

First Steps for 3s

10.1.First_Steps_3s Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles).

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-2 Matches two identical shapes

Making Progress for 3s

10.1.Making_Progress_3s Sorts simple two-dimensional shapes in sorting boxes and other materials with adult help.

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-3 Emerging: Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)

Accomplished for 3s

10.1.Accomplished_3s Distinguishes familiar shapes from one another.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-3 Emerging: Identifies a few basic shapes (circle, square, triangle)

Making Progress for 4s

10.1.Making_Progress_4s Identifies 5 familiar two-dimensional shapes (e.g., circle, triangle, square, oval, rectangle) in various sizes, orientations, or circumstances.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

Accomplished for 4s

10.1.Accomplished_4s Compares and sorts two-dimensional shapes by common attributes and states reasons for grouping (e.g., shape, size). Composes simple shapes using objects or by drawing.

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 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



Outcome

The child demonstrates an understanding of non-standard units to measure and make comparisons.

Indicator

Demonstrates emerging knowledge of measurement.

First Steps for 3s

11.3.First_Steps_3s Increases vocabulary related to size (e.g., uses words such as "tall", "long").

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-1 Emerging: Makes simple comparisons between two objects

Making Progress for 3s

11.3.Making_Progress_3s Describes an object in the immediate environment by using language or gestures related to size.

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

Accomplished for 3s

11.3.Accomplished_3s Compares by using language or gestures related to size and identifies objects as big or small.

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects



Outcome

The child demonstrates an understanding of non-standard units to measure and make comparisons.

**Indicator
(CONT...)**

Demonstrates emerging knowledge of measurement.

Making Progress for 4s**Accomplished for 4s**

11.3.Making_Progress_4s Describes at least two measurable attributes of an object's size or length with accuracy.

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

Objective 22a-3 Emerging: Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

11.3.Accomplished_4s Describes at least two measurable attributes of an object's weight or capacity with accuracy.

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

Outcome

The child demonstrates the ability to investigate, organize, and create representations.

Indicator

Sorts, classifies, and groups materials by one or more attributes.

First Steps for 3s**Making Progress for 3s****Accomplished for 3s**

12.1.First_Steps_3s Identifies two objects or pictures that are the same.

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

Objective 13-2 Matches similar objects

12.1.Making_Progress_3s Identifies two objects or pictures that are the same and eliminates ones that are different in a group with adult support.

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

Objective 13-2 Matches similar objects

12.1.Accomplished_3s Begins to sort and classify objects based on one attribute (e.g., color) with adult support.

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

Objective 13-3 Emerging: Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)

Making Progress for 4s**Accomplished for 4s**

12.1.Making_Progress_4s Sorts and classifies objects based on one attribute (e.g., color).

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

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

12.1.Accomplished_4s Determines a classification scheme for a collection of objects that creates a group for every item and makes one or more comments about the classification scheme.

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

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



Domain

Aesthetic Creativity (AC)

Outcome

The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).

Indicator

Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of artwork or a set of movements).

First Steps for 3s**13.1.First_Steps_3s** Document an example of the child's creativity. Indicator is not rated.**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**Making Progress for 3s****13.1.Making_Progress_3s** Document an example of the child's creativity. Indicator is not rated.**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**Accomplished for 3s****13.1.Accomplished_3s** Document an example of the child's creativity. Indicator is not rated.**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**Making Progress for 4s****13.1.Making_Progress_4s** Document an example of the child's creativity. Indicator is not rated.**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**Accomplished for 4s****13.1.Accomplished_4s** Document an example of the child's creativity. Indicator is not rated.**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

Domain

Scientific Conceptual Understandings (SCI)

Outcome

The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.

Indicator

Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

First Steps for 3s**14.1.First_Steps_3s** Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement.**GOLD® Objectives for Development and Learning****Objective 26** Demonstrates knowledge of the physical properties of objects and materials**Making Progress for 3s****14.1.Making_Progress_3s** Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement.**GOLD® Objectives for Development and Learning****Objective 26** Demonstrates knowledge of the physical properties of objects and materials**Accomplished for 3s****14.1.Accomplished_3s** Uses obvious sensory information to explore the world, reacting more physically than verbally.**GOLD® Objectives for Development and Learning****Objective 26** Demonstrates knowledge of the physical properties of objects and materials**Making Progress for 4s****14.1.Making_Progress_4s** Demonstrates an interest in the surrounding world, using senses to observe, explore, and gather information making one or two simple comments (e.g., "gross").**GOLD® Objectives for Development and Learning****Objective 26** Demonstrates knowledge of the physical properties of objects and materials**Accomplished for 4s****14.1.Accomplished_4s** Uses two or more senses (e.g., both sight and smell or both hearing and touch) to explore the world and makes one or more detailed comments describing sensory experiences.**GOLD® Objectives for Development and Learning****Objective 26** Demonstrates knowledge of the physical properties of objects and materials**Outcome**

The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.

Indicator

Makes predictions and forms hypothesis.

First Steps for 3s**14.3.First_Steps_3s** Asks "why?" and other simple questions for adult explanations about things observed.**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills**Making Progress for 3s****14.3.Making_Progress_3s** Asks "why?" and other simple questions for adult explanations about things observed and explored through additional senses.**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills**Accomplished for 3s****14.3.Accomplished_3s** In a science or nature experience, guesses at what will happen next with no relation to the experience.**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills

Making Progress for 4s

14.3.Making_Progress_4s In a science or nature experience, makes one or more prediction or guess that is related to the experience.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Accomplished for 4s

14.3.Accomplished_4s In a science or nature experience, makes one or more predictions and gives reasons for predicted result.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Outcome

The child acquires scientific knowledge related to earth science.

Indicator

Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.

First Steps for 3s

16.1.First_Steps_3s Notices and/or observes different types of weather (e.g., rainy, cold, sunny, windy).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Making Progress for 3s

16.1.Making_Progress_3s Observes and identifies different types of weather (e.g., rainy, cold, sunny, windy) with some accuracy.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Accomplished for 3s

16.1.Accomplished_3s Observes and identifies different types of weather (e.g., rainy, cold, sunny, windy) with accuracy.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Making Progress for 4s

16.1.Making_Progress_4s Observes how weather can change within a day or from day to day (e.g., "It was raining this morning, and now it is not raining," or, "It was colder yesterday than it is today").

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Accomplished for 4s

16.1.Accomplished_4s Observes patterns regarding weather over an extended period of time (e.g., "It has been windy all week") and begins to understand how weather relates to seasons (e.g., understanding that snow comes in winter).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



Domain

Self, Family, and Community (SFC)

Outcome

The child develops self-control.

Indicator

Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).

First Steps for 3s

18.1.First_Steps_3s Shows awareness of different behavioral expectations in different settings with frequent adult prompting and support.

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

Objective 1b-4 Accepts redirection from adults

Making Progress for 3s

18.1.Making_Progress_3s Shows awareness of different behavioral expectations in different setting, with some adult prompting and support.

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

Objective 1b-4 Accepts redirection from adults

Accomplished for 3s

18.1.Accomplished_3s Shows awareness of different behavioral expectations in different settings with minimal adult prompting and support.

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

Objective 1b-4 Accepts redirection from adults

Making Progress for 4s

18.1.Making_Progress_4s Follows basic routines for pre-K (e.g., transitioning between activities with one-step directions) and complies with basic expectations for behavior (e.g., "Keep your hands to yourself"), but may require frequent adult prompting and support.

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

Objective 1b-5 Emerging: Manages classroom rules, routines, and transitions with occasional reminders

Accomplished for 4s

18.1.Accomplished_4s Follows basic routines for preschool and K (e.g., transitioning between activities with one- or twostep directions) and complies with basic expectations for behavior (e.g., "Stay in your chair"), but sometimes requires adult prompting.

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

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

Outcome

The child demonstrates personal responsibility.

Indicator

Cares for personal and group possessions.

First Steps for 3s

19.1.First_Steps_3s Responds to directions from adults to put items away or to be careful with group possessions some of the time.

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

Objective 1b-4 Accepts redirection from adults

Making Progress for 3s

19.1.Making_Progress_3s Responds to directions from adults to put items away or be careful with group possessions most of the time.

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

Objective 1b-4 Accepts redirection from adults

Accomplished for 3s

19.1.Accomplished_3s With adult assistance, places personal Items (backpack, jacket, shoes, etc.) in designated space and participates in cleanup time.

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

Objective 1b-4 Accepts redirection from adults



Making Progress for 4s

19.1.Making_Progress_4s Places personal items in designated space without assistance (may need reminding), and participates in cleanup time with some independence and some adult help.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-5 Emerging: Manages classroom rules, routines, and transitions with occasional reminders

Accomplished for 4s

19.1.Accomplished_4s Places personal items in designated space without assistance, and participates in cleanup time independently (without adult help) almost every day.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

Outcome

The child works cooperatively with other children and adults.

Indicator

Plays and interacts with various children, sharing experiences and ideas with others.

First Steps for 3s

20.1.First_Steps_3s Demonstrates preference for play with familiar or select peers. (e.g. consistently selects same center as a friend)

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

Objective 2d Makes friends

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

Making Progress for 3s

20.1.Making_Progress_3s Interacts with a small group of preferred friends, sharing objects, conversation, and ideas to cooperate in play activities.

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

Accomplished for 3s

20.1.Accomplished_3s Maintains friendships with familiar or select children (e.g. uses friends names and begins to identify "best friends").

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

Making Progress for 4s

20.1.Making_Progress_4s Plays cooperatively with a few peers for a sustained period of time (e.g. plays with unfamiliar peers). Makes decisions with other children with adult help.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-5 Emerging: Initiates, joins in, and sustains positive interactions with a small group of two to three children

Objective 2d Makes friends

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

Accomplished for 4s

20.1.Accomplished_4s Develops or extends themes in cooperative work and play activities.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

Objective 2d Makes friends

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



Outcome

The child works cooperatively with other children and adults.

Indicator

Uses and accepts negotiation, compromise, and discussion to resolve conflicts.

First Steps for 3s

20.2.First_Steps_3s Waits for something he or she wants to have or do only with adult help.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

Objective 3b-3 Emerging: Seeks adult help to resolve social problems

Making Progress for 3s

20.2.Making_Progress_3s Can wait for something he or she wants to have or do without adult help some of the time.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

Objective 3b-3 Emerging: Seeks adult help to resolve social problems

Accomplished for 3s

20.2.Accomplished_3s Uses and accepts negotiation, compromise, and discussion to resolve conflicts only when mediated by teacher talk and assistance.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

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

Making Progress for 4s

20.2.Making_Progress_4s Begins to develop strategies for dealing with conflict, but may rely on teacher talk and assistance to initiate strategies effectively and reach resolution.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

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

Accomplished for 4s

20.2.Accomplished_4s Sometimes initiates strategies for dealing with conflict, but may need adult assistance to reach resolution.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

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

Outcome

The child develops relationships of mutual trust and respect with others.

Indicator

Accepts guidance from a variety of appropriate adults and seeks their support when needed.

First Steps for 3s

21.2.First_Steps_3s Begins to trust and interact with familiar adults other than 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

Making Progress for 3s

21.2.Making_Progress_3s Trusts and interacts with familiar adults other than primary caregivers.

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

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

Accomplished for 3s

21.2.Accomplished_3s Establishes relationship with consistent adults other than primary caregivers.

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

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



Outcome

The child develops relationships of mutual trust and respect with others.

**Indicator
(CONT...)**

Accepts guidance from a variety of appropriate adults and seeks their support when needed.

Making Progress for 4s

21.2.Making_Progress_4s Accepts guidance and support from classroom personnel, but may not actively seek support when needed (e.g., may abandon an activity when frustrated without asking for help).

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

Objective 2a-7 Emerging: Engages with trusted adults as resources and to share mutual interests

Accomplished for 4s

21.2.Accomplished_4s Accepts guidance and support from classroom personnel when appropriate and seeks support when needed most of the time.

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

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



Domain

Approaches to Learning (ATL)

Outcome

The child takes initiative.

Indicator

Develops increasing independence during activities, routines, and play.

First Steps for 3s**24.2.First_Steps_3s** Begins play activity only after adult prompting.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

Making Progress for 3s**24.2.Making_Progress_3s** Begins play activity but needs adult guidance and support during transitions and self-help activities most of the time.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

Accomplished for 3s**24.2.Accomplished_3s** Begins play activity but needs adult guidance and support during transitions and self-help activities some of the time.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-5 Emerging: Demonstrates confidence in meeting own needs

Making Progress for 4s**24.2.Making_Progress_4s** Requires minimal adult guidance and support during activities, routines, and play, but shows interest in trying things independently.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

Accomplished for 4s**24.2.Accomplished_4s** Self-initiates activities and play and shows increasing independence in routines, calling on adults when help is needed.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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



Outcome

The child exhibits imagination and creativity.

Indicator

Role-plays to express feelings to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.

First Steps for 3s

25.3.First_Steps_3s Interacts with dolls, stuffed animals, or props in 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

Making Progress for 3s

25.3.Making_Progress_3s Adds dress-up clothes or other items to 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

Accomplished for 3s

25.3.Accomplished_3s Uses props in place of actual object (e.g., uses a block as a phone) in role-playing or real life or imaginary experiences.

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

Making Progress for 4s

25.3.Making_Progress_4s Incorporates one or two social behaviors observed in adults and expression of one or two feelings in roleplaying real-life roles and experiences.

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-5 Emerging: 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

Accomplished for 4s

25.3.Accomplished_4s Incorporates more than two social behaviors with increasing self-regulation in dramatic play situations with other children.

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



Outcome

The child displays persistence and pursues challenges.

Indicator

Focuses and completes a variety of tasks, activities, projects, and experiences.

First Steps for 3s

27.1.First_Steps_3s Begins to show interest in self-selected activities.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

Making Progress for 3s

27.1.Making_Progress_3s Shows interest by repeatedly selecting the same/similar activities over and over again.

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-2 Repeats actions to obtain similar results

Accomplished for 3s

27.1.Accomplished_3s Stays with a self-selected task for up to five minutes; may give up when problems arise.

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

Making Progress for 4s

27.1.Making_Progress_4s Maintains focus on a self-selected task for 5 to 10 minutes and attempts to solve problems that arise, but may be easily distracted.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

Objective 11b Persists

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

Accomplished for 4s

27.1.Accomplished_4s Maintains focus on a self-selected task for 10-15 minutes at a time and attempts to complete new tasks and activities, but may get frustrated or distracted at times and abandon progress.

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 11b Persists

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

