

Alignment of



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



With

OR Early Learning and Kindergarten
Guidelines

(Ad. 2017)

Main Criteria: OR Early Learning and Kindergarten Guidelines
Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: 36 to 48 months - Age 3, 48 to 60 months - Age 4-5/Not Yet in Kindergarten, By Entry to Kindergarten, By End of Kindergarten

Adopted: 2017

Domain	Approaches to Learning (ATL)		
Sub-domain	Emotional and Behavioral Self-Regulation		
Goal	Child manages emotions with increasing independence.		
36 to 48 months - Age 3	48 to 60 months - Age 4-5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
<p>ATL.1.1.1.3_years Begins to manage less intense emotions, such as mild frustration, independently. May require trusted adult's support to manage more intense emotions.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1a Manages feelings Objective 1a-10 Manages strong emotions using known strategies</p>	<p>ATL.1.1.1.4_to_5_years Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1a Manages feelings Objective 1a-6 Is able to look at a situation differently or delay gratification Objective 1a Manages feelings Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time</p>	<p>ATL.1.1.1.By_Entry_to_K Expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1a Manages feelings Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time Objective 1a Manages feelings Objective 1a-8 Controls strong emotions in an appropriate manner most of the time</p>	<p>ATL.1.1.1.By_End_of_K Often expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 1a Manages feelings Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time Objective 1a Manages feelings Objective 1a-8 Controls strong emotions in an appropriate manner most of the time</p>

Domain	Approaches to Learning (ATL)
Sub-domain	Emotional and Behavioral Self-Regulation
Goal (CONT...)	Child manages emotions with increasing independence.

By Entry to Kindergarten

ATL.1.1.2.By_Entry_to_K Often looks for adult assistance when emotions are most intense.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

ATL.1.1.3.By_Entry_to_K With the support of an adult, uses a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

By End of Kindergarten

ATL.1.1.2.By_End_of_K Checks in with an adult when emotions are most intense.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

ATL.1.1.3.By_End_of_K With the occasional support of an adult and/or peer, is able to use a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time



Sub-domain

Emotional and Behavioral Self-Regulation

Goal

Child follows rules and routines with increasing independence.

36 to 48 months - Age 3

ATL.1.2.1.3_years When supported by a trusted adult, follows simple established rules and routines (with occasional reminders), such as hanging up their coat or sitting at the table.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.1.2.1.4_to_5_years With occasional reminders from a trusted adult, usually follows established rules and routines, such as following an end-of-lunch routine that includes putting away their plate, washing their hands, and lining up at the door to go outside.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

By Entry to Kindergarten

ATL.1.2.1.By_Entry_to_K

Often demonstrates awareness of established rules, when asked, and is able to follow these rules most of the time.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

Objective 1b Follows limits and expectations

Objective 1b-7 Emerging: Applies basic rules in new but similar situations

By End of Kindergarten

ATL.1.2.1.By_End_of_K

Demonstrates awareness of established rules, when asked, and is able to follow these rules with regularity.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

Objective 1b Follows limits and expectations

Objective 1b-7 Emerging: Applies basic rules in new but similar situations

ATL.1.2.2.By_Entry_to_K

Follows most routines, such as putting away their backpack when entering the room or sitting on the rug after outside time.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

ATL.1.2.2.By_End_of_K

Follows routines with regularity, such as putting away their backpack when entering the room or sitting on the rug after outside time.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

ATL.1.2.3.By_Entry_to_K

Responds to signals when transitioning from one activity to another.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

ATL.1.2.3.By_End_of_K

Consistently responds to signals when transitioning from one activity to another.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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



Sub-domain

Emotional and Behavioral Self-Regulation

Goal

Child appropriately handles and takes care of materials.

36 to 48 months - Age 3

ATL.1.3.1.3_years With trusted adult support, handles materials, such as putting them where they belong.

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.1.3.1.4_to_5_years Usually handles, takes care of, and manages materials, such as using them in appropriate ways.

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

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

By Entry to Kindergarten**ATL.1.3.1.By_Entry_to_K**

Often handles materials appropriately during activities.

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

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

By End of Kindergarten**ATL.1.3.1.By_End_of_K**

Consistently handles materials appropriately during activities.

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

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

ATL.1.3.2.By_Entry_to_K With minimal adult support, cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.

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

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

ATL.1.3.2.By_End_of_K Independently cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.

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

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



Sub-domain

Emotional and Behavioral Self-Regulation

Goal

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

36 to 48 months - Age 3

ATL.1.4.1.3_years Manages own actions, words, and behavior with frequent support from a trusted adult, such as reminders to use gentle touches and friendly words.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.1.4.1.4_to_5_years

Manages own actions, words, and behavior with occasional support from a trusted adult.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

By Entry to Kindergarten

ATL.1.4.1.By_Entry_to_K

Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from an adult.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

ATL.1.4.2.By_Entry_to_K

Often manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

By End of Kindergarten

ATL.1.4.1.By_End_of_K

Demonstrates control over actions and words in response to a challenging situation with increasing frequency.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

ATL.1.4.2.By_End_of_K

Consistently manages behavior according to expectations.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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



Sub-domain

Emotional and Behavioral Self-Regulation

Goal (CONT...)

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

By Entry to Kindergarten

ATL.1.4.3.By_Entry_to_K Often waits for their turn, such as waiting in line to wash their hands or waiting for their turn on a swing.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

By End of Kindergarten

ATL.1.4.3.By_End_of_K Waits for their turn with increasing frequency.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time



Sub-domain

Emotional and Behavioral Self-Regulation

Goal (CONT...)

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

By Entry to Kindergarten

ATL.1.4.4.By_Entry_to_K Often refrains from aggressive behavior towards others.

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

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

By End of Kindergarten

ATL.1.4.4.By_End_of_K Consistently refrains from aggressive behavior towards others.

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

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

ATL.1.4.5.By_End_of_K Understands the consequences of behavior with increasing frequency.

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

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



Sub-domain

Emotional and Behavioral Self-Regulation

Goal (CONT...)

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

By Entry to Kindergarten

ATL.1.4.5.By_Entry_to_K Begins to understand the consequences of behavior, such as spilling water on the floor means you will have to clean it up.
Can describe the effects their behavior may have on others, such as noticing that another child.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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



Sub-domain

Cognitive Self-Regulation (Executive Functioning)

Goal

Child demonstrates an increasing ability to control impulses.

36 to 48 months - Age 3

ATL.2.1.1.3_years When directly supported by a trusted adult, frequently engages in impulsive behaviors, but inhibits them.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.2.1.1.4_to_5_years

Sometimes controls impulses independently and may self-soothe, while at other times needs support from a trusted adult.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

By Entry to Kindergarten

ATL.2.1.1.By_Entry_to_K With adult guidance and support, stops an engaging activity to transition to another less desirable activity.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

ATL.2.1.2.By_Entry_to_K

Sometimes delays having desires met, such as agreeing to wait their turn to start an activity.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

ATL.2.1.3.By_Entry_to_K

Without adult reminders, waits to communicate information to a group.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

By End of Kindergarten

ATL.2.1.1.By_End_of_K

Frequently able to stop an engaging activity to transition to another less desirable activity.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

ATL.2.1.2.By_End_of_K

Frequently delays having desires met.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

ATL.2.1.3.By_End_of_K Waits to communicate information to a group.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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



Sub-domain

Cognitive Self-Regulation (Executive Functioning)

Goal

Child demonstrates an increasing ability to control impulses.

By Entry to Kindergarten

ATL.2.1.4.By_Entry_to_K Sometimes refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.

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

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

By End of Kindergarten

ATL.2.1.4.By_End_of_K Consistently refrains from responding impulsively.

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

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

Sub-domain

Cognitive Self-Regulation (Executive Functioning)

Goal

Child maintains focus and sustains attention with minimal trusted adult support.

36 to 48 months - Age 3

ATL.2.2.1.3_years With trusted adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.2.2.1.4_to_5_years With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.

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

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

By Entry to Kindergarten

ATL.2.2.1.By_Entry_to_K Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more.

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

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

ATL.2.2.2.By_Entry_to_K Often engages in purposeful play for extended periods of time.

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

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

By End of Kindergarten

ATL.2.2.1.By_End_of_K Maintains focus on activities for extended periods of time, such as 15 minutes or more.

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

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

ATL.2.2.3.By_End_of_K Independently attends to an adult during large- and small group activities.

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

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



Sub-domain

Cognitive Self-Regulation (Executive Functioning)

Goal (CONT...)

Child maintains focus and sustains attention with minimal trusted adult support.

By Entry to Kindergarten

ATL.2.2.3.By_Entry_to_K With minimal support, attends to an adult during large- and small-group activities.

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

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

By End of Kindergarten

ATL.2.2.2.By_End_of_K Engages in purposeful play for extended periods of time.

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

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

Sub-domain

Cognitive Self-Regulation (Executive Functioning)

Goal

Child persists in tasks.

36 to 48 months - Age 3

ATL.2.3.1.3_years With or without trusted adult support, persists on preferred tasks when presented with small challenges, such as continuing to try to build a tall tower with blocks even when some pieces fall.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.2.3.1.4_to_5_years

Frequently persists on preferred tasks. With or without the support of a trusted adult, sometimes persists on less-preferred activities, such as working to clean up an activity area.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

By Entry to Kindergarten

ATL.2.3.1.By_Entry_to_K With encouragement from an adult, expresses the desire to take on challenges through verbal or nonverbal means.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

ATL.2.3.2.By_Entry_to_K

Shows some understanding that mistakes can provide information to learn from.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

By End of Kindergarten

ATL.2.3.1.By_End_of_K Takes on challenges through verbal or nonverbal means.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

ATL.2.3.2.By_End_of_K

Demonstrates understanding that mistakes can provide information to learn from.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-8 Plans and pursues own goal until it is reached



Sub-domain

Cognitive Self-Regulation (Executive Functioning)

Goal (CONT...)

Child persists in tasks.

By Entry to Kindergarten

By End of Kindergarten

ATL.2.3.3.By_Entry_to_K Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

ATL.2.3.3.By_End_of_K Often completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-8 Plans and pursues own goal until it is reached



Sub-domain

Cognitive Self-Regulation (Executive Functioning)

Goal (CONT...)

Child persists in tasks.

By Entry to Kindergarten

By End of Kindergarten

ATL.2.3.4.By_Entry_to_K Sometimes returns with focus to an activity or project after having been away from it.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

ATL.2.3.4.By_End_of_K Often returns focus to an activity or project after having been away from it.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions



Sub-domain

Cognitive Self-Regulation (Executive Functioning)

Goal

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

36 to 48 months - Age 3

ATL.2.4.1.3_years With the support of a trusted adult or peer, holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.2.4.1.4_to_5_years Holds an increasing amount of information in mind in order to successfully complete tasks.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

By Entry to Kindergarten

ATL.2.4.1.By_Entry_to_K

Often accurately recounts recent experiences in the correct order and includes relevant details.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

By End of Kindergarten

ATL.2.4.1.By_End_of_K

Consistently and accurately recounts recent experiences in the correct order and includes relevant details.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

ATL.2.4.2.By_Entry_to_K

Often successfully follows detailed, multistep directions, sometimes with reminders.

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

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

ATL.2.4.2.By_End_of_K

Successfully follows detailed, multistep directions, sometimes with few reminders.

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

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



Sub-domain

Cognitive Self-Regulation (Executive Functioning)

Goal (CONT...)

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

By Entry to Kindergarten

ATL.2.4.3.By_Entry_to_K Often remembers actions to go with stories or songs shortly after being taught.

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

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

By End of Kindergarten

ATL.2.4.3.By_End_of_K Consistently remembers actions to go with stories or songs shortly after being taught.

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

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



Sub-domain

Cognitive Self-Regulation (Executive Functioning)

Goal

Child demonstrates flexibility in thinking and learning.

36 to 48 months - Age 3

ATL.2.5.1.3_years Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by a trusted adult, such as trying a new way to climb a structure when the first attempt does not work.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.2.5.1.4_to_5_years Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to a trusted adult's suggestions to show flexibility in approaching tasks or solving problems, such as choosing a different toy when many children want to use the same one.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

By Entry to Kindergarten

ATL.2.5.1.By_Entry_to_K Tries different strategies to complete work or solve problems, including problems with other children.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-8 Resolves social problems through basic negotiation and compromise

Objective 11c Solves problems

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

By End of Kindergarten

ATL.2.5.1.By_End_of_K Often tries different strategies to complete work or solve problems, including problems with other children.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-8 Resolves social problems through basic negotiation and compromise

Objective 11c Solves problems

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



Sub-domain

Cognitive Self-Regulation (Executive Functioning)

Goal (CONT...)

Child demonstrates flexibility in thinking and learning.

By Entry to Kindergarten

ATL.2.5.2.By_Entry_to_K Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-8 Applies basic rules in new but similar situations

ATL.2.5.3.By_Entry_to_K Often transitions between activities without getting upset.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

By End of Kindergarten

ATL.2.5.2.By_End_of_K Engages in cooperative and collaborative tasks, activities, and projects.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

Objective 3a-8 Cooperates and shares ideas and materials in socially acceptable ways

ATL.2.5.3.By_End_of_K Consistently applies different rules in contexts that require different behaviors.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-8 Applies basic rules in new but similar situations

ATL.2.5.4.By_End_of_K Usually transitions between activities without getting upset.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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



Sub-domain

Initiative and Curiosity

Goal

Child demonstrates initiative and independence.

36 to 48 months - Age 3

ATL.3.1.1.3_years Regularly shows initiative, particularly in interactions with trusted adult. Without adult prompting, works independently for a brief length 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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.3.1.1.4_to_5_years Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

By Entry to Kindergarten

ATL.3.1.1.By_Entry_to_K Often engages in independent activities.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

ATL.3.1.2.By_Entry_to_K

Makes choices and usually communicates these to adults and other children.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 11a Attends and engages

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

By End of Kindergarten

ATL.3.1.1.By_End_of_K Engages in independent activities.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

ATL.3.1.2.By_End_of_K Makes choices and effectively communicates these to adults and other children.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 11a Attends and engages

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

Sub-domain

Initiative and Curiosity

Goal

Child demonstrates initiative and independence.

By End of Kindergarten

ATL.3.1.3.By_End_of_K Independently identifies and seeks supplies to complete activities or tasks.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 11a Attends and engages

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



Sub-domain

Initiative and Curiosity

Goal (CONT...)

Child demonstrates initiative and independence.

By Entry to Kindergarten

ATL.3.1.3.By_Entry_to_K Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 11a Attends and engages

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

ATL.3.1.4.By_Entry_to_K Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted.

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

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

By End of Kindergarten

ATL.3.1.4.By_End_of_K Plans a variety of play scenarios, including establishing roles for peers.

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

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



Sub-domain

Initiative and Curiosity

Goal

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

36 to 48 months - Age 3

ATL.3.2.1.3_years With trusted adult support, seeks out new information and explores new play and tasks.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.3.2.1.4_to_5_years

Independently and with the support of a trusted adult, seeks out new information and explores new play and tasks.

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

By Entry to Kindergarten

ATL.3.2.1.By_Entry_to_K

Often expresses the belief that they can develop new skills, interests, and talents.

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

By End of Kindergarten

ATL.3.2.1.By_End_of_K

Expresses the belief that they can develop new skills, interests, and talents.

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



Sub-domain

Initiative and Curiosity

Goal (CONT...)

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

By Entry to Kindergarten

ATL.3.2.2.By_Entry_to_K With prompting from adult, asks questions and seeks new information.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

ATL.3.2.3.By_Entry_to_K Often is willing to participate in new activities or experiences even if they are perceived as challenging.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

ATL.3.2.4.By_Entry_to_K Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities

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

By End of Kindergarten

ATL.3.2.2.By_End_of_K Asks questions and seeks new information.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

ATL.3.2.3.By_End_of_K Is willing to participate in new activities or experiences even if they are perceived as challenging.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

ATL.3.2.4.By_End_of_K Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

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



Sub-domain

Creativity

Goal

Child expresses creativity in thinking and communication.

36 to 48 months - Age 3

ATL.4.1.1.3_years Responds to adults' prompts to express creative ideas in words and/or actions.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.4.1.1.4_to_5_years With prompting from a trusted adult, communicates creative ideas and actions.

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

By Entry to Kindergarten

ATL.4.1.1.By_Entry_to_K

Occasionally asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.

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

By End of Kindergarten

ATL.4.1.1.By_End_of_K Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

ATL.4.1.2.By_Entry_to_K With and without prompting from an adult, approaches tasks, activities, and play in ways that show creative problem solving.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Objective 11e Shows flexibility and inventiveness in thinking

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

ATL.4.1.2.By_End_of_K Approaches tasks, activities, and play in ways that show creative problem solving.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Objective 11e Shows flexibility and inventiveness in thinking

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

ATL.4.1.3.By_End_of_K Uses multiple means of communication to creatively express thoughts, feelings, or ideas.

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



Sub-domain

Creativity

Goal (CONT...)

Child expresses creativity in thinking and communication.

By Entry to Kindergarten

ATL.4.1.3.By_Entry_to_K With and without prompting from an adult, uses multiple means of communication to creatively express thoughts, feelings, or ideas.

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



Sub-domain	Creativity
Goal	Child uses imagination in play and interactions with others.

36 to 48 months - Age 3

ATL.4.2.1.3_years Uses imagination in play and other creative works. Begins to communicate creative ideas to other children and trusted adults.

GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-4 Explores and investigates ways to make something happen

48 to 60 months - Age 4-5/Not Yet in Kindergarten

ATL.4.2.1.4_to_5_years
 Develops more elaborate imaginary play, stories, and other creative works with children and trusted adults.

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

By Entry to Kindergarten

ATL.4.2.1.By_Entry_to_K
 Engages in social and pretend play.

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

By End of Kindergarten

ATL.4.2.1.By_End_of_K
 Frequently engages in social and pretend play.

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

Sub-domain

Creativity

Goal

Child uses imagination in play and interactions with others.

By Entry to Kindergarten

ATL.4.2.2.By_Entry_to_K Often uses imagination with materials to create stories or works of art.

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

Objective 14a Thinks symbolically

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

Objective 14b Engages in sociodramatic play

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

By End of Kindergarten

ATL.4.2.2.By_End_of_K Uses imagination with materials to create stories or works of art.

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

Objective 14a Thinks symbolically

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

Objective 14b Engages in sociodramatic play

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



Sub-domain

Creativity

Goal (CONT...)

Child uses imagination in play and interactions with others.

By Entry to Kindergarten

ATL.4.2.3.By_Entry_to_K Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.

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

Objective 14b Engages in sociodramatic play

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

By End of Kindergarten

ATL.4.2.3.By_End_of_K Uses a variety of objects or materials to represent something else during play.

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

Objective 14b Engages in sociodramatic play

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



Domain	Social-Emotional Development (SED)
Sub-domain	Senses of Identity and Belonging
Goal	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

36 to 48 months - Age 3

SED.4.1.1.3_years With the support of a trusted adult or peer, describes own physical characteristics and behaviors and indicates likes and dislikes when asked.

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

SED.4.1.1.4_to_5_years Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.

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

By Entry to Kindergarten

SED.4.1.1.By_Entry_to_K Describes self using several different characteristics.

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

SED.4.1.2.By_Entry_to_K Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, language(s) spoken, or culture.

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

By End of Kindergarten

SED.4.1.1.By_End_of_K Describes self using several different characteristics with increased confidence.

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

SED.4.1.2.By_End_of_K Consistently demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.

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

SED.4.1.3.By_End_of_K Demonstrates that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.

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



Domain	Social-Emotional Development (SED)
Sub-domain	Senses of Identity and Belonging
Goal (CONT...)	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

By Entry to Kindergarten

SED.4.1.3.By_Entry_to_K Begins to demonstrate understanding that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Sub-domain

Senses of Identity and Belonging

Goal

Child expresses confidence in own skills and positive feelings about self.

36 to 48 months - Age 3

SED.4.2.1.3_years Expresses enjoyment in accomplishing daily routines and new skills and may draw trusted adult attention to these accomplishments. When prompted by a trusted adult, may share own ideas or express positive feelings about self.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 29 Demonstrates knowledge about self**48 to 60 months - Age 4-5/Not Yet in Kindergarten**

SED.4.2.1.4_to_5_years Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and a trusted adult. With or without a trusted adult's prompting, makes increasing number of contributions to group discussion and may share ideas.

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

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

Objective 10a Engages in conversations

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

Objective 29 Demonstrates knowledge about self**By Entry to Kindergarten****SED.4.2.1.By_Entry_to_K**

Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.

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

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

Objective 29 Demonstrates knowledge about self**By End of Kindergarten****SED.4.2.1.By_End_of_K**

Often shows satisfaction or seeks acknowledgment when completing a task or solving a problem.

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

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

Objective 29 Demonstrates knowledge about self**SED.4.2.2.By_Entry_to_K**

Expresses own ideas or beliefs in group contexts or in interactions with others.

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 29 Demonstrates knowledge about self**SED.4.2.2.By_End_of_K**

Frequently expresses own ideas or beliefs in group contexts or in interactions with others.

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 29 Demonstrates knowledge about self**SED.4.2.3.By_Entry_to_K**

Uses descriptive words to define self that are acceptable within the child's culture.

GOLD® Objectives for Development and Learning**Objective 29 Demonstrates knowledge about self****SED.4.2.3.By_End_of_K**

Readily uses descriptive words to define self that are acceptable within the child's culture.

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

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

Objective 29 Demonstrates knowledge about self

Sub-domain

Senses of Identity and Belonging

Goal

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

36 to 48 months - Age 3

SED.4.3.1.3_years With the support of a trusted adult or peer, communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live

48 to 60 months - Age 4-5/Not Yet in Kindergarten

SED.4.3.1.4_to_5_years Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by a trusted adult or peer.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

By Entry to Kindergarten

SED.4.3.1.By_Entry_to_K Identifies self as being a part of different groups, such as family, community, team, organization, culture, faith, or preschool.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED.4.3.2.By_Entry_to_K Sometimes relates personal stories about being a part of different groups.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED.4.3.3.By_Entry_to_K Identifies similarities and differences about self across familiar environments and settings.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

By End of Kindergarten

SED.4.3.1.By_End_of_K Often identifies self as member of different groups, such as family, community, team, organization, culture, faith, or school.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED.4.3.2.By_End_of_K Often relates detailed personal stories about being a member of different groups.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED.4.3.3.By_End_of_K Often identifies similarities and differences about self across familiar and new environments and settings.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Sub-domain

Emotional Functioning

Goal

Child expresses a broad range of emotions and recognizes these emotions in self and others.

36 to 48 months - Age 3

SED.3.1.1.3_years Expresses a broad range of emotions across contexts, such as during play and in interactions with a trusted adult. Notices when strong emotions are exhibited by others and begins to use words or gestures to describe some of these emotions, such as happy, sad, or mad.

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten**SED.3.1.1.4_to_5_years**

Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassment or worry. Communicates to describe own feelings when prompted and may at times communicate without prompting, such as communicating "Don't be mad" when engaged in play with other children.

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

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

Objective 2b Responds to emotional cues

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

By Entry to Kindergarten**SED.3.1.1.By_Entry_to_K**

Recognizes and labels basic emotions in books, photographs, or other media images.

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

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

SED.3.1.2.By_Entry_to_K Uses at least 3 to 5 words or gestures to describe own feelings, such as happy, sad, mad, or surprised.

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

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

Objective 29 Demonstrates knowledge about self

SED.3.1.3.By_Entry_to_K Uses at least 3 to 5 words or gestures to describe the feelings of adults or other children.

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

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

By End of Kindergarten**SED.3.1.1.By_End_of_K**

Frequently recognizes and labels a variety of emotions across different media.

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

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

SED.3.1.2.By_End_of_K

Frequently uses a variety of expressive words or gestures to describe own feelings.

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

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

Objective 29 Demonstrates knowledge about self

SED.3.1.3.By_End_of_K Often uses words or gestures to describe the feelings of a trusted adult or other children.

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

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



Sub-domain

Emotional Functioning

Goal

Child expresses care and concern toward others.

36 to 48 months - Age 3

SED.3.2.1.3_years Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out trusted adult support to help another child who is distressed.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

SED.3.2.1.4_to_5_years

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

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

By Entry to Kindergarten

SED.3.2.1.By_Entry_to_K

Sometimes makes empathetic statements or gestures to adults or other children.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

By End of Kindergarten

SED.3.2.1.By_End_of_K

Often makes empathetic statements or gestures to adults or other children.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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



Sub-domain

Emotional Functioning

Goal (CONT...)

Child expresses care and concern toward others.

By Entry to Kindergarten

By End of Kindergarten

SED.3.2.2.By_Entry_to_K Offers support to adults or other children who are distressed.

SED.3.2.2.By_End_of_K Offers support to adults or other children who are distressed, with increased confidence.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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



Sub-domain

Emotional Functioning

Goal

Child manages emotions with increasing independence.

36 to 48 months - Age 3

SED.3.3.1.3_years Manages less intense emotions, such as mild frustration, independently. May require trusted adult support to manage more intense emotions.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

SED.3.3.1.4_to_5_years Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to a trusted adult for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

By Entry to Kindergarten

SED.3.3.1.By_Entry_to_K

Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

SED.3.3.2.By_Entry_to_K

Looks for adult assistance when feelings are most intense.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

By End of Kindergarten

SED.3.3.1.By_End_of_K

Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs, with increasing confidence.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

SED.3.3.2.By_End_of_K Looks for adult assistance when feelings are most intense.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time



Sub-domain

Emotional Functioning

Goal

Child manages emotions with increasing independence.

By Entry to Kindergarten

SED.3.3.3.By_Entry_to_K With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

By End of Kindergarten

SED.3.3.3.By_End_of_K Uses a range of coping strategies to manage emotions, such as using words or taking a deep breath, independently or with some adult support.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-7 Emerging: Controls strong emotions in an appropriate manner most of the time

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time



Sub-domain

Relationships with a Trusted Adult

Goal

Child engages in and maintains positive relationships and interactions with a trusted adult.

36 to 48 months - Age 3

SED.1.1.1.3_years Engages in positive interactions with a trusted adult, such as by demonstrating affection. Separates from trusted adults when in familiar settings. Uses trusted adults as a resource to solve problems.

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

SED.1.1.1.4_to_5_years Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these trusted adults with minimal distress when in a familiar setting. Initiates interactions with trusted adults and participates in longer and more reciprocal interactions with both trusted and new adults.

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

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

By Entry to Kindergarten

SED.1.1.1.By_Entry_to_K Interacts with trusted adults.

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

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

SED.1.1.2.By_Entry_to_K

Sometimes engages in positive interactions with less familiar adults, such as volunteers.

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

By End of Kindergarten

SED.1.1.1.By_End_of_K Interacts with adults when needed.

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

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

SED.1.1.2.By_End_of_K Often engages in positive interactions with less familiar adults, such as volunteers.

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



Sub-domain

Relationships with a Trusted Adult

Goal

Child engages in and maintains positive relationships and interactions with a trusted adult.

By Entry to Kindergarten

SED.1.1.3.By_Entry_to_K Shows affection and preference for trusted adults who interact with them on a regular basis.

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

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

SED.1.1.4.By_Entry_to_K Usually seeks help from adults when needed.

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

By End of Kindergarten

SED.1.1.3.By_End_of_K Often shows affection and preference for adults who interact with them on a regular basis.

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

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

SED.1.1.4.By_End_of_K Seeks help from adults when needed.

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



Sub-domain

Relationships with a Trusted Adult

Goal

Child engages in prosocial and cooperative behavior with a trusted adult.

36 to 48 months - Age 3

SED.1.2.1.3_years Sometimes engages in prosocial behavior with a trusted adult, such as greeting the teacher or saying goodbye, and responds to trusted adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with a familiar trusted adult, such as saying "No" to requests, but these moments are typically resolved with support from the trusted adult.

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten**SED.1.2.1.4_to_5_years**

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

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

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

By Entry to Kindergarten**SED.1.2.1.By_Entry_to_K**

Engages in prosocial behaviors with adults, such as using respectful language or greetings.

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

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

SED.1.2.2.By_Entry_to_K

Attends to an adult when asked.

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

By End of Kindergarten**SED.1.2.1.By_End_of_K**

Engages in prosocial behaviors with adults when needed.

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

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

SED.1.2.2.By_End_of_K

Follows adult guidelines and expectations for behavior.

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



Sub-domain

Relationships with a Trusted Adult

Goal (CONT...)

Child engages in prosocial and cooperative behavior with a trusted adult.

By Entry to Kindergarten

SED.1.2.3.By_Entry_to_K Often follows adult guidelines and expectations for behavior.

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

By End of Kindergarten

SED.1.2.3.By_End_of_K Asks or waits for adult permission before doing something when they are unsure.

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



Sub-domain

Relationships with a Trusted Adult

Goal (CONT...)

Child engages in prosocial and cooperative behavior with a trusted adult.

By Entry to Kindergarten

SED.1.2.4.By_Entry_to_K Often asks or waits for adult permission before doing something when they are unsure.

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



Sub-domain

Relationships with Other Children

Goal

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

36 to 48 months - Age 3

SED.2.1.1.3_years Sometimes engages in and maintains interactions with other children without support from a trusted adult, or demonstrates skills in doing this when prompted by a trusted adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage with prompting from a trusted adult.

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

Objective 2c-4 Uses successful strategies for entering groups

48 to 60 months - Age 4-5/Not Yet in Kindergarten

SED.2.1.1.4_to_5_years Sustains interactions with other children more often and for increasing periods of time. With and without prompting from a trusted adult, demonstrates prosocial behaviors with other children. Likely to show at least some preference for playing with particular children.

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

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

Objective 2d Makes friends

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

By Entry to Kindergarten**SED.2.1.1.By_Entry_to_K**

Engages in and maintains positive interactions with other children at times.

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

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

SED.2.1.2.By_Entry_to_K

Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.

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

By End of Kindergarten**SED.2.1.1.By_End_of_K**

Consistently engages in and maintains positive interactions with other children.

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

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

SED.2.1.2.By_End_of_K

Enters familiar and new social situations with other children when needed, such as suggesting something to do together, joining an existing activity, or sharing a toy.

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

Sub-domain

Relationships with Other Children

Goal (CONT...)

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

By Entry to Kindergarten

SED.2.1.3.By_Entry_to_K Often takes turns in conversations and interactions with other children.

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

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

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

SED.2.1.4.By_Entry_to_K Develops at least one friendship with another child.

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

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

By End of Kindergarten

SED.2.1.3.By_End_of_K Initiates and responds to conversations and interactions with other children while attending to social cues.

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 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

SED.2.1.4.By_End_of_K Develops and maintains friendships with other children.

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

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



Sub-domain

Relationships with Other Children

Goal

Child engages in cooperative play with other children.

36 to 48 months - Age 3

SED.2.2.1.3_years With the support of an adult, often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact play in a coordinated way.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

48 to 60 months - Age 4-5/Not Yet in Kindergarten

SED.2.2.1.4_to_5_years

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

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

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

By Entry to Kindergarten

SED.2.2.1.By_Entry_to_K

Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

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

By End of Kindergarten

SED.2.2.1.By_End_of_K

Often engages in joint activities and projects, such as using coordinated goals, planning, roles, and games with rules, with at least one other child or small groups of peers.

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 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

Sub-domain

Relationships with Other Children

Goal

Child engages in cooperative play with other children.

By Entry to Kindergarten

SED.2.2.2.By_Entry_to_K Shows a willingness to include others' ideas during interactions and play.

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

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

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

By End of Kindergarten

SED.2.2.2.By_End_of_K Often shows a willingness to include others' ideas during interactions and play.

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

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

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



Sub-domain

Relationships with Other Children

Goal (CONT...)

Child engages in cooperative play with other children.

By Entry to Kindergarten

SED.2.2.3.By_Entry_to_K Demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.

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 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

SED.2.2.4.By_Entry_to_K Engages in reflection and conversation about past play experiences.

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 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

By End of Kindergarten

SED.2.2.3.By_End_of_K Often demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.

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 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

SED.2.2.4.By_End_of_K Engages in reflection and conversation about past play experiences with increasing complexity.

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 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



Sub-domain

Relationships with Other Children

Goal

Child uses basic problem-solving skills to resolve conflicts with other children.

36 to 48 months - Age 3

SED.2.3.1.3_years Begins to recognize and describe social problems. With trusted adult guidance and support, suggests solutions to conflicts.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

SED.2.3.1.4_to_5_years

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

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

By Entry to Kindergarten

SED.2.3.1.By_Entry_to_K

Often recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

By End of Kindergarten

SED.2.3.2.By_End_of_K

Independently uses strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

SED.2.3.3.By_End_of_K

Consistently expresses feelings, needs, and opinions in conflict situations.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict



Sub-domain

Relationships with Other Children

Goal (CONT...)

Child uses basic problem-solving skills to resolve conflicts with other children.

By Entry to Kindergarten

SED.2.3.2.By_Entry_to_K Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising some of the time.

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

Objective 3b-6 Suggests solutions to social problems

SED.2.3.3.By_Entry_to_K Often expresses feelings, needs, and opinions in conflict situations.

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

Objective 3b-2 Expresses feelings during a conflict

By End of Kindergarten

SED.2.3.4.By_End_of_K Seeks adult help when needed to resolve conflicts.

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

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

SED.2.3.1.By_End_of_K Recognizes and describes basic social problems in books, newspapers, and electronic media, such as game playing, sports, and during interactions with other children, such as "How will you share computer time?"

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

Objective 3b-6 Suggests solutions to social problems



Sub-domain

Relationships with Other Children

Goal (CONT...)

Child uses basic problem-solving skills to resolve conflicts with other children.

By Entry to Kindergarten

SED.2.3.4.By_Entry_to_K Often seeks adult help when needed to resolve conflicts.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

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



Domain

Language and Communication (LANG)

Sub-domain

Attending and Understanding

Goal

Child attends to communication and language from others.

36 to 48 months - Age 3

LANG.1.1.1.3_years With the support of a trusted adult or peer, shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

LANG.1.1.1.4_to_5_years Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

By Entry to Kindergarten

LANG.1.1.1.By_Entry_to_K Uses verbal and nonverbal signals to acknowledge the comments or questions of others.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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



Domain	Language and Communication (LANG)
Sub-domain	Attending and Understanding
Goal (CONT...)	Child attends to communication and language from others.

By Entry to Kindergarten

LANG.1.1.2.By_Entry_to_K Shows ongoing connection to a conversation, group discussion, or presentation.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-8 Engages in complex, lengthy conversations of five or more exchanges

Sub-domain	Attending and Understanding
Goal	Child understands and responds to increasingly complex communication and language from others.

36 to 48 months - Age 3

LANG.1.2.1.3_years With the support of a trusted adult or peer, understands and responds (verbally and nonverbally) to increasingly longer sentences, simple questions, and simple stories.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

LANG.1.2.1.4_to_5_years Understands and responds (verbally and nonverbally) to complex statements, questions, and stories containing multiple phrases and ideas.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

By Entry to Kindergarten

LANG.1.2.1.By_Entry_to_K Shows an ability to recall (in order) multiple step directions.

GOLD® Objectives for Development and Learning

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

By End of Kindergarten

LANG.1.2.1.By_End_of_K Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K.SL.2)

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs

Sub-domain

Attending and Understanding

Goal (CONT...)

Child understands and responds to increasingly complex communication and language from others.

By Entry to Kindergarten

LANG.1.2.2.By_Entry_to_K Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/ Why?"

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

LANG.1.2.3.By_Entry_to_K Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

LANG.1.2.4.By_Entry_to_K Shows an understanding of talk related to the past or future.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

By End of Kindergarten

LANG.1.2.2.By_End_of_K Asks and answers questions in order to seek help, get information, or clarify something that is not understood. (K.SL.3)

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs



Sub-domain

Attending and Understanding

Goal (CONT...)

Child understands and responds to increasingly complex communication and language from others.

By Entry to Kindergarten

LANG.1.2.5.By_Entry_to_K Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations on a given topic.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

LANG.1.2.6.By_Entry_to_K Children who are dual language learners may demonstrate more complex communication and language in their home language than in English.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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



Sub-domain

Communicating and Speaking

Goal

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

36 to 48 months - Age 3

LANG.2.1.1.3_years Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of trusted adults.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

LANG.2.1.1.4_to_5_years Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of trusted adults.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

By Entry to Kindergarten

LANG.2.1.1.By_Entry_to_K

Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Objective 9a Uses an expanding expressive vocabulary

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

By End of Kindergarten

LANG.2.1.1.By_End_of_K

Describes familiar people, places, things, and events and, with prompting and supports, provides additional detail. (K.SL.4)

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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



Sub-domain

Communicating and Speaking

Goal (CONT...)

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

By Entry to Kindergarten

LANG.2.1.2.By_Entry_to_K Uses language, spoken or sign, to clarify a word or statement when misunderstood.

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

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

Objective 9a Uses an expanding expressive vocabulary

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

By End of Kindergarten

LANG.2.1.2.By_End_of_K Adds drawings or other visual displays to descriptions as desired to provide additional detail. (K.SL.5)

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

Objective 9a-11

Objective 19b Writes to convey ideas and information

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed



Sub-domain

Communicating and Speaking

Goal (CONT...)

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

By Entry to Kindergarten

LANG.2.1.3.By_Entry_to_K Children who are dual language learners may switch between their languages.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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



Sub-domain

Communicating and Speaking

Goal

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

36 to 48 months - Age 3

LANG.2.2.1.3_years Engages in conversations with trusted adults, other children, or within the group setting lasting 2 to 3 conversational turns, and, with support, will sometimes adjust tone and volume for different situations.

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten**LANG.2.2.1.4_to_5_years**

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

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

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

By Entry to Kindergarten**LANG.2.2.1.By_Entry_to_K**

Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.

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

Objective 10a-8 Engages in complex, lengthy conversations of five or more exchanges

LANG.2.2.2.By_Entry_to_K

With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.

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

Objective 9b-10 Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups

By End of Kindergarten**LANG.2.2.1.By_End_of_K**

Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (K.SL.1) Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continues conversations through multiple exchanges.

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

Objective 10a-8 Engages in complex, lengthy conversations of five or more exchanges

Objective 10b Uses social rules of language

Objective 10b-8 Uses acceptable language and basic social rules during communication with others



Sub-domain

Communicating and Speaking

Goal

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

36 to 48 months - Age 3**LANG.2.3.1.3_years**

Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3-to-5-word phrases/ sentences when communicating. With some prompting, can offer multiple (2 to 3) pieces of information on a single topic. Children who are dual language learners may use 2 to 3 words to communicate an entire idea or thought, such as "Me paint."

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

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

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten**LANG.2.3.1.4_to_5_years**

Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions. Children who are dual language learners may use the language structure of the home language when speaking English, such as "I have a dog big."

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

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

Objective 38 Demonstrates progress in speaking English

Objective 38-6 Develops multiword phrases by using socially interactive English terms; adds new words to the phrase

Objective 38 Demonstrates progress in speaking English

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

By Entry to Kindergarten**LANG.2.3.1.By_Entry_to_K**

Communicates clearly enough to be understood by a trusted adult across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/ irregular past tense, possessives, and noun-verb agreement.

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

Objective 9b-7 Emerging: Pronounces multisyllabic or unusual words correctly; speaks audibly

Objective 9b Speaks clearly

Objective 9b-8 Pronounces multisyllabic or unusual words correctly; speaks audibly

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)

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)

By End of Kindergarten**LANG.2.3.1.By_End_of_K**

Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. (K.L.1) Uses frequently occurring nouns and verbs. Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how). Uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produces and expands complete sentences in shared language activities.

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

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

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)

Sub-domain

Communicating and Speaking

Goal (CONT...)

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

By Entry to Kindergarten

LANG.2.3.2.By_Entry_to_K Typically uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.

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

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

By End of Kindergarten

LANG.2.3.2.By_End_of_K Applies audibly and expresses thoughts, feelings, and ideas clearly. (K.SL.6)

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

Objective 9b-8 Pronounces multisyllabic or unusual words correctly; speaks audibly



Sub-domain

Communicating and Speaking

Goal

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

By Entry to Kindergarten

LANG.2.3.3.By_Entry_to_K Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and can answer a variety of question types.

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 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

Objective 9c Uses conventional grammar

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

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



Sub-domain

Vocabulary

Goal

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

36 to 48 months - Age 3

LANG.3.1.1.3_years Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by trusted adults.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

LANG.3.1.1.4_to_5_years

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

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

By Entry to Kindergarten

LANG.3.1.1.By_Entry_to_K

Demonstrates the use of multiple (2 to 3) new words or signs a day during play and other activities.

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

By End of Kindergarten

LANG.3.1.1.By_End_of_K

Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (K.L.4) Identifies new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Uses the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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



Sub-domain

Vocabulary

Goal (CONT...)

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

By Entry to Kindergarten

LANG.3.1.2.By_Entry_to_K Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.

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

By End of Kindergarten

LANG.3.1.2.By_End_of_K With guidance and support from adults, explores word relationships and nuances in word meanings. (K.L.5) Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identifies real-life connections between words and their use (e.g., note places at school that are colorful). Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

Objective 13 Uses classification skills

Objective 13-10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations



Sub-domain

Vocabulary

Goal (CONT...)

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

By Entry to Kindergarten

LANG.3.1.3.By_Entry_to_K With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the lifecycle of caterpillars or "cylinder" when learning about 3D shapes.

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

By End of Kindergarten

LANG.3.1.3.By_End_of_K Uses words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)

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



Sub-domain

Vocabulary

Goal (CONT...)

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

By Entry to Kindergarten

LANG.3.1.4.By_Entry_to_K With support, forms guesses about the meaning of new words from context clues.

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



Sub-domain

Vocabulary

Goal

Child shows understanding of word categories and relationships among words.

36 to 48 months - Age 3

LANG.3.2.1.3_years Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.

GOLD® Objectives for Development and Learning

Objective 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)

48 to 60 months - Age 4-5/Not Yet in Kindergarten

LANG.3.2.1.4_to_5_years

Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying words that have the same meaning (synonyms) and words that have opposite meanings (antonyms).

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 13 Uses classification skills

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

By Entry to Kindergarten

LANG.3.2.1.By_Entry_to_K

Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

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

By End of Kindergarten

LANG.3.2.1.By_End_of_K

With guidance and support from adults, explores word relationships and nuances in word meanings.

(K.L.5) Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identifies real-life connections between words and their use (e.g., notes places at school that are colorful). Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations

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

Objective 8a Comprehends language

Objective 8a-8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs



Sub-domain

Vocabulary

Goal (CONT...)

Child shows understanding of word categories and relationships among words.

By Entry to Kindergarten

LANG.3.2.2.By_Entry_to_K Discusses new words in relation to known words and word categories, such as "It fell to the bottom when it sank" or "When you hop it's like jumping on one leg" or "The bear and fox are both wild animals."

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

Objective 13 Uses classification skills

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



Sub-domain

Vocabulary

Goal (CONT...)

Child shows understanding of word categories and relationships among words.

By Entry to Kindergarten

LANG.3.2.3.By_Entry_to_K Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.

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

Objective 13 Uses classification skills

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



Sub-domain

Vocabulary

Goal (CONT...)

Child shows understanding of word categories and relationships among words.

By Entry to Kindergarten

LANG.3.2.4.By_Entry_to_K Identifies key common antonyms, such as black/white or up/down. Identifies 1 to 2 synonyms for very familiar words, such as glad or happy.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-7 Emerging: Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs

Objective 8a Comprehends language

Objective 8a-8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs



Sub-domain

Vocabulary

Goal

Child shows understanding of word categories and relationships among words.

By Entry to Kindergarten

LANG.3.2.5.By_Entry_to_K Shows an ability to distinguish similar words, such as "I don't like it, I love it!" or "It's more than tall, it's gigantic" or "It's so cold, it's freezing."

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-7 Emerging: Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs

Objective 8a Comprehends language

Objective 8a-8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs

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



Domain	Literacy (LIT)
Sub-domain	Phonological Awareness
Goal	Child demonstrates awareness that spoken language is composed of smaller segments of sound.

36 to 48 months - Age 3

LIT.1.1.1.3_years Shows rote imitation and enjoyment of rhyme and words that start with the same sound (alliteration). With support, distinguishes when two words rhyme and when two words begin with the same sound.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

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

Objective 15b Notices and discriminates alliteration

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

LIT.1.1.1.4_to_5_years

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

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme

Objective 15c Notices and discriminates discrete units of sound

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

By Entry to Kindergarten

LIT.1.1.1.By_Entry_to_K

Provides one or more words that rhyme with a given word, such as "What rhymes with log?"

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-8 Generates a group of rhyming words when given a word

LIT.1.1.2.By_Entry_to_K

Produces the beginning sound in a spoken word, such as "Dog begins with /d/."

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-8 Isolates and identifies the beginning sound of a word

LIT.1.1.3.By_Entry_to_K

With adult support, provides a word that fits with a group of words that have the same beginning sound, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-6 Matches beginning sounds of some words

By End of Kindergarten

LIT.1.1.1.By_End_of_K

Demonstrates understanding of spoken words, syllables, and sounds (phonemes). (K.RF.2) Recognizes and produces rhyming words. Counts, pronounces, blends, and segments syllables in spoken words. Blends and segments the beginning sound in a word (onset) and the last letters of the word (rime) of single-syllable spoken words. For example, in the word "CAT", the onset is "C" and the rime is "AT". Isolates and pronounces the beginning (initial), middle (medial) vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-8 Generates a group of rhyming words when given a word

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words



Sub-domain

Print and Alphabet Knowledge

Goal

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

36 to 48 months - Age 3

LIT.2.1.1.3_years Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking a trusted adult "What does this say?" or "Read this."

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

LIT.2.1.1.4_to_5_years Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print has rules, such as holding a book correctly or following a book left to right when reading in English.

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

By Entry to Kindergarten**LIT.2.1.1.By_Entry_to_K**

Understands that print is organized differently for different purposes, such as a note, list, or storybook.

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

LIT.2.1.2.By_Entry_to_K

Understands that written words are made up of a group of individual letters.

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

LIT.2.1.4.By_Entry_to_K

Identifies book parts and features, such as the front, back, title, and author.

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

By End of Kindergarten**LIT.2.1.1.By_End_of_K**

Demonstrates understanding of the organization and basic features of print. (K.RF.1) Follows words from left to right, top to bottom, and page by page. Recognizes that spoken words are represented in written language by specific sequences of letters. Understands that words are separated by spaces in print.

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

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

LIT.2.1.2.By_End_of_K

Recognizes common types of texts (e.g., storybooks, poems). (K.RL.5)

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

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



Sub-domain

Print and Alphabet Knowledge

Goal (CONT...)

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

By End of Kindergarten

LIT.2.1.3.By_End_of_K With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story. (K.RL.6)

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



Sub-domain

Print and Alphabet Knowledge

Goal

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

36 to 48 months - Age 3

LIT.2.2.1.3_years With support from a trusted adult, shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten**LIT.2.2.1.4_to_5_years**

Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters often seen in the environment.

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

LIT.2.2.2.4_to_5_years Produces the sound of many recognized letters.

GOLD® Objectives for Development and Learning**Objective 16b Identifies letter-sound correspondences**

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

By Entry to Kindergarten**LIT.2.2.1.By_Entry_to_K**

Names 18 upper- 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

LIT.2.2.2.By_Entry_to_K

Knows the sounds associated with several letters.

GOLD® Objectives for Development and Learning**Objective 16b Identifies letter-sound correspondences**

Objective 16b-3 Emerging:
Produces the correct sounds for 10 to 20 letters

Objective 16b Identifies letter-sound correspondences

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

By End of Kindergarten**LIT.2.2.1.By_End_of_K**

Demonstrates understanding of the organization and basic features of print. (K.RF.1)
Recognizes and name all uppercase and lowercase letters of the alphabet.

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

Objective 16a-8 Identifies and names all upper- and lowercase letters when presented in random order



Sub-domain

Print and Alphabet Knowledge

Goal (CONT...)

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

By End of Kindergarten

LIT.2.2.2.By_End_of_K Know and apply grade-level phonics and word analysis skills in decoding words. (K.RF.3) Demonstrates basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Associates the long and short sounds with the common spellings (graphemes) for the five major vowels.

GOLD® Objectives for Development and Learning

Objective 15d Applies phonics concepts and knowledge of word structure to decode text

Objective 15d-4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (long and short sounds); notices different letter sounds in similarly spelled words

Objective 16b Identifies letter-sound correspondences

Objective 16b-8 Produces short and long vowel sounds and most frequent sounds for each consonant

Sub-domain

Comprehension and Text Structure

Goal

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

36 to 48 months - Age 3

LIT.3.1.1.3_years With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.

GOLD® Objectives for Development and Learning

Objective 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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

LIT.3.1.1.4_to_5_years Retells 2 to 3 key events from a well-known story, typically in the right order and using some simple sequencing terms, such as "first ... and then."

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

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

By Entry to Kindergarten

LIT.3.1.1.By_Entry_to_K Retells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause-and-effect relationships.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

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

By End of Kindergarten

LIT.3.1.1.By_End_of_K With prompting and support, retells familiar stories, including key details. (K.RL.2)

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

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

LIT.3.1.2.By_End_of_K With prompting and support, identifies the main topic and retells key details of a text. (K.RI.2)

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

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

Sub-domain

Comprehension and Text Structure

Goal (CONT...)

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

By Entry to Kindergarten

LIT.3.1.2.By_Entry_to_K Tells fictional or personal stories using a sequence of at least 2 to 3 connected events

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

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

LIT.3.1.3.By_Entry_to_K Identifies characters and main events in books and stories.

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

By End of Kindergarten

LIT.3.1.3.By_End_of_K With prompting and support, identifies characters, settings, and major events in a story. (K.RL.3)

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

Objective 18c-8 Retells stories and recounts informational texts with many details about characters, events, ideas, and story lines

LIT.3.1.4.By_End_of_K With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3)

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

Objective 18c Retells stories and recounts details from informational texts

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



Sub-domain

Comprehension and Text Structure

Goal (CONT...)

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

By End of Kindergarten

LIT.3.1.5.By_End_of_K With prompting and support, describes the relationship between illustrations and the story/ text in which they appear. (K.RL.7)

GOLD® Objectives for Development and Learning

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

Objective 18a-8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

Objective 18c Retells stories and recounts details from informational texts

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



Sub-domain

Comprehension and Text Structure

Goal (CONT...)

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

By End of Kindergarten

LIT.3.1.6.By_End_of_K With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories. (K.RL.9)

GOLD® Objectives for Development and Learning

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

Objective 18a-8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

Objective 18c Retells stories and recounts details from informational texts

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



Sub-domain

Comprehension and Text Structure

Goal (CONT...)

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

By End of Kindergarten

LIT.3.1.7.By_End_of_K With prompting and support, identifies basic similarities in and differences between two texts on the same topic. (K.RI.9)

GOLD® Objectives for Development and Learning

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

Objective 18a-8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

Objective 18c Retells stories and recounts details from informational texts

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



Sub-domain

Comprehension and Text Structure

Goal

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

36 to 48 months - Age 3

LIT.3.2.1.3_years With support, can answer basic questions about likes or dislikes in a book or story. With support, asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections
Objective 18a-4 Asks and answers questions about the text; refers to pictures

48 to 60 months - Age 4-5/Not Yet in Kindergarten

LIT.3.2.1.4_to_5_years With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer questions about stories, such as predictions or how/why something is happening in a particular moment.

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections
Objective 18a-4 Asks and answers questions about the text; refers to pictures

By Entry to Kindergarten

LIT.3.2.1.By_Entry_to_K
Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."

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

By End of Kindergarten

LIT.3.2.1.By_End_of_K With prompting and support, asks and answers questions about key details in a text. (K.RL.1) (K.RI.1)

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections
Objective 18a-8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

LIT.3.2.2.By_End_of_K Asks and answers questions about unknown words in a text. (K.RL.4)(K.RI.4)

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections
Objective 18a-8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points



Sub-domain

Comprehension and Text Structure

Goal

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

By Entry to Kindergarten

LIT.3.2.2.By_Entry_to_K Answers increasingly complex questions that require making predictions based on multiple pieces of information from the story, understanding characters' feelings or intentions, or explaining why something happened in the story.

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

Objective 18a-7 Emerging: Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

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

Objective 18a-8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

By End of Kindergarten

LIT.3.2.3.By_End_of_K Actively engages in group reading activities with purpose and understanding. (K.RL.10) (K.RI.10)

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

Objective 18a-8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points



Sub-domain

Comprehension and Text Structure

Goal (CONT...)

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

By Entry to Kindergarten

LIT.3.2.3.By_Entry_to_K Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

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



Sub-domain

Writing

Goal

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

36 to 48 months - Age 3

LIT.4.1.1.3_years With support, holds a writing tool and copies single lines and circles. With support, engages in writing activities that consist largely of drawing and scribbling. With support, begins to convey meaning. With modeling and support, writes some letter-like forms and letters.

GOLD® Objectives for Development and Learning**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

Objective 19a Writes name

Objective 19a-6 Writes mock letters or letter-like forms

Objective 19b Writes to convey ideas and information

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

LIT.4.1.1.4_to_5_years With trusted adult prompting, holds a writing tool with a three-finger grasp. Able to imitate zigzag and crossed lines, trace dotted lines, and draw simple figures.

Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of main or beginning sounds, such as MV for movie or B for bug.

GOLD® Objectives for Development and Learning**Objective 7b Uses writing and drawing tools**

Objective 7b-8 Uses three-point finger grip and efficient hand placement when writing and drawing

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

By Entry to Kindergarten

LIT.4.1.1.By_Entry_to_K With minimal adult prompting, holds a writing tool with a three-finger grasp.

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

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

By End of Kindergarten

LIT.4.1.1.By_End_of_K Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). (K.W.1)

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

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

LIT.4.1.2.By_End_of_K Uses a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)

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

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

Sub-domain

Writing

Goal

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

By Entry to Kindergarten

LIT.4.1.2.By_Entry_to_K Able to copy more sophisticated figures, such as squares, crossed lines, and triangles.

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

Objective 7b-8 Uses three-point finger grip and efficient hand placement when writing and drawing

LIT.4.1.3.By_Entry_to_K Creates a variety of written products that may or may not phonetically relate to intended messages.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

LIT.4.1.4.By_Entry_to_K Shows an interest in copying simple words posted in the environment.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

By End of Kindergarten

LIT.4.1.3.By_End_of_K Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.3)

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

LIT.4.1.4.By_End_of_K With guidance and support from trusted adult, responds to questions and suggestions from peers and add details to strengthen writing as needed. (K.W.5)

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed



Sub-domain

Writing

Goal (CONT...)

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

By Entry to Kindergarten

LIT.4.1.5.By_Entry_to_K Attempts to independently write some words using invented spelling, such as K for kite.

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

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

By End of Kindergarten

LIT.4.1.5.By_End_of_K With guidance and support from trusted adult, explores a variety of digital tools to produce and publish writing, including in collaboration with peers. (K.W.6)

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

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

Objective 28 Uses tools and other technology to perform tasks



Sub-domain

Writing

Goal (CONT...)

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

By Entry to Kindergarten

LIT.4.1.6.By_Entry_to_K Writes first name correctly or close to correctly.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-11

Objective 19a Writes name

Objective 19a-12 Writes accurate first name



Sub-domain

Writing

Goal (CONT...)

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

By Entry to Kindergarten

LIT.4.1.7.By_Entry_to_K Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print, such as creating a book that moves left to right

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

By End of Kindergarten

LIT.4.1.6.By_End_of_K Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K.W.7)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

Objective 19b Writes to convey ideas and information

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed



Sub-domain

Writing

Goal

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

By End of Kindergarten

LIT.4.1.7.By_End_of_K With guidance and support from an adult, recalls information from experiences or gathers information from provided sources to answer a question. (K.W.8)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

Objective 19b Writes to convey ideas and information

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed



Sub-domain

Writing

Goal (CONT...)

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

By End of Kindergarten

LIT.4.1.8.By_End_of_K Demonstrates commands of the conventions of Standard English capitalization, punctuation, and spelling when writing. (K.L.2) Capitalizes the first word in a sentence and the pronoun I. Recognizes and names end punctuation. Writes a letter or letters for most consonant and short-vowel sounds (phonemes). Spells simple words phonetically, drawing on knowledge of sound-letter relationships.

GOLD® Objectives for Development and Learning

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



Sub-domain

Writing

Goal (CONT...)

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

By End of Kindergarten

LIT.4.1.9.By_End_of_K Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. (K.L.1) Prints many uppercase and lowercase letters

GOLD® Objectives for Development and Learning

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



Domain	Mathematics (MATH)
Sub-domain	Counting and Cardinality
Goal	Child knows number names and the count sequence.

36 to 48 months - Age 3

MATH.1.1.1.3_years Says or signs some number words in sequence (up to 10), starting with one. With support, understands that counting words are separate words, such as "one," "two," "three" versus "one, two, three".

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

MATH.1.1.1.4_to_5_years Says or signs more number words in sequence.

GOLD® Objectives for Development and Learning

Objective 20a Counts

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

By Entry to Kindergarten

MATH.1.1.1.By_Entry_to_K Counts verbally or signs to at least 20 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

By End of Kindergarten

MATH.1.1.1.By_End_of_K Counts to 100 by ones and by 10's. (K.CC.1)

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

MATH.1.1.2.By_End_of_K Counts forward beginning from a given number within the known sequence (instead of having to begin at one). (K.CC.2)

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20



Sub-domain

Counting and Cardinality

Goal

Child recognizes the number of objects in a small set.

36 to 48 months - Age 3

MATH.1.2.1.3_years Develops an understanding of what whole numbers mean. With support, begins to recognize the number of small objects in groups without counting (referred to as "subitizing"). For example, there are two cars in a pile. A child looks and quickly says, "Look, two cars!"

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

MATH.1.2.1.4_to_5_years Quickly recognizes the number of objects in a small set (referred to as "subitizing").

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

Objective 20b-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

By Entry to Kindergarten

MATH.1.2.1.By_Entry_to_K Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.

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



Sub-domain

Counting and Cardinality

Goal

Child understands the relationship between numbers and quantities.

36 to 48 months - Age 3

MATH.1.3.1.3_years With support, begins to coordinate verbal counting with objects by pointing to or moving objects or small groups of objects laid in a line (referred to as one-to-one correspondence). With support, begins to understand that the last number represents how many objects are in a group (cardinality). For example, a child is asked to count a pile of bears. The adult asks "How many?" The child points and counts one, two, three and says, "Three!"

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten**MATH.1.3.1.4_to_5_years**

Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence).

Understands that the last number represents how many objects are in a group (cardinality).

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

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

By Entry to Kindergarten**MATH.1.3.1.By_Entry_to_K**

When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.

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

MATH.1.3.2.By_Entry_to_K

Counts and answers "How many?" questions for approximately 10 objects.

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

By End of Kindergarten**MATH.1.3.1.By_End_of_K**

Understands the relationship between numbers and quantities; connect counting to cardinality. a.

When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b.

Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c.

Understands that each successive number name refers to a quantity that is one larger. (K.CC.4)

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

Sub-domain

Counting and Cardinality

Goal (CONT...)

Child understands the relationship between numbers and quantities.

By Entry to Kindergarten

MATH.1.3.3.By_Entry_to_K Accurately counts as many as 5 objects in a scattered configuration.

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

MATH.1.3.4.By_Entry_to_K Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five.

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

MATH.1.3.5.By_Entry_to_K Understands that the last number said represents the number of objects in a set.

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

By End of Kindergarten

MATH.1.3.2.By_End_of_K Counts and answers "How many?" questions for approximately 10 objects.

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



Sub-domain

Counting and Cardinality

Goal

Child compares numbers.

36 to 48 months - Age 3

MATH.1.4.1.3_years With support, begins to accurately count and compare objects that are about the same size and are in small groups with trusted adult assistance, such as counts a pile of two blocks and a pile of four, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.

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

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

Objective 22c Represents and analyzes data

Objective 22c-2 Knows a few ordinal numbers

48 to 60 months - Age 4-5/Not Yet in Kindergarten**MATH.1.4.1.4_to_5_years**

Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position. For example, the child knows that three comes before four.

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

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

By Entry to Kindergarten**MATH.1.4.2.By_Entry_to_K**

Identifies and uses numbers related to order or position from 1 to 10.

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

Objective 22c-2 Knows a few ordinal numbers

By End of Kindergarten**MATH.1.4.2.By_End_of_K**

Compares two numbers between 1 and 10 presented as written numerals. (K.CC.7)

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

Objective 20c Connects numerals with their quantities

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



Sub-domain

Counting and Cardinality

Goal

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

36 to 48 months - Age 3

MATH.1.5.1.3_years With support, 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-2 Recognizes and names a few numerals

48 to 60 months - Age 4-5/Not Yet in Kindergarten**MATH.1.5.1.4_to_5_years**

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

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

Objective 20c-5 Emerging: Identifies numerals to 10 by name and connects each to counted objects

Objective 20c Connects numerals with their quantities

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

By Entry to Kindergarten**MATH.1.5.1.By_Entry_to_K**

Associates a number of objects with a written numeral 0 to 5.

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

MATH.1.5.2.By_Entry_to_K

Recognizes and, with support, writes some numerals up to 10.

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

Objective 20c-5 Emerging: Identifies numerals to 10 by name and connects each to counted objects

Objective 20c Connects numerals with their quantities

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

By End of Kindergarten**MATH.1.5.2.By_End_of_K**

Represents a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects). (K.CC.3)

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

Objective 20c-8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

MATH.1.5.1.By_End_of_K

Writes numbers from 0 to 20.

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

Objective 20c-8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

Sub-domain

Operations and Algebraic Thinking

Goal

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

36 to 48 months - Age 3

MATH.2.1.1.3_years Begins to add and subtract very small collections of objects with trusted adult support. For example, the adult says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

MATH.2.1.1.4_to_5_years With adult support, solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.

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

Objective 20b-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

By Entry to Kindergarten**MATH.2.1.1.By_Entry_to_K**

Represents addition and subtraction in different ways, such as with fingers, objects, 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

By End of Kindergarten**MATH.2.1.1.By_End_of_K**

Represents addition and subtraction with objects, fingers, mental images, or drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.) (K.OA.1)

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

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



Sub-domain

Operations and Algebraic Thinking

Goal (CONT...)

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

By Entry to Kindergarten

MATH.2.1.2.By_Entry_to_K Solves addition and subtraction word problems. For example, when told "You have two carrots and your friend gives you two more. How many do you have now?" Adds and subtracts up to five to or from a given number.

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

By End of Kindergarten

MATH.2.1.2.By_End_of_K Solves addition and subtraction word problems and adds and subtracts within 10, (e.g., by using objects or drawings to represent the problem). (K.OA.2)

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

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



Sub-domain

Operations and Algebraic Thinking

Goal

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

By Entry to Kindergarten

MATH.2.1.3.By_Entry_to_K With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three ..." and then counts on "four, five!" (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, "Five, four, three ... two!" (keeping track with fingers).

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

By End of Kindergarten

MATH.2.1.3.By_End_of_K Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and records each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). (K.OA.3)

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

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



Sub-domain

Operations and Algebraic Thinking

Goal (CONT...)

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

By End of Kindergarten

MATH.2.1.4.By_End_of_K For any number from 1 to 9, finds the number that makes 10 when added to the given number (e.g., by using objects or drawings) and records the answer with a drawing or equation. (K.OA.4)

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

Objective 20e Applies properties of mathematical operations and relationships

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

MATH.2.1.5.By_End_of_K Fluently adds and subtracts within five. (K.OA.5)

GOLD® Objectives for Development and Learning

Objective 20f Applies number combinations and mental number strategies in mathematical operations

Objective 20f-2 Adds and subtracts whole numbers fluently within five



Sub-domain

Operations and Algebraic Thinking

Goal

Child understands simple patterns.

36 to 48 months - Age 3

MATH.2.2.1.3_years With support, recognizes a simple pattern, and with trusted adult assistance, fills in the missing element of a pattern, such as red, blue, red, blue, ____, blue. Duplicates and extends ABABAB patterns.

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

Objective 23-4 Copies simple repeating patterns

48 to 60 months - Age 4-5/Not Yet in Kindergarten

MATH.2.2.1.4_to_5_years Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.

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

Objective 23-6 Extends and creates simple repeating patterns

By Entry to Kindergarten

MATH.2.2.1.By_Entry_to_K Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.

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

Objective 23-6 Extends and creates simple repeating patterns

MATH.2.2.2.By_Entry_to_K Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.

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

Objective 23-6 Extends and creates simple repeating patterns

Sub-domain

Number and Operations in Base Ten

Goal

Child works with numbers 11 to 19 to gain foundations for place value.

By End of Kindergarten

MATH.3.1.1.By_End_of_K Composes and decomposes numbers from 11 to 19 into 10 ones and some further ones (e.g., by using objects or drawings) and records each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understands that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.

GOLD® Objectives for Development and Learning**Objective 20d Understands and uses place value and base ten**

Objective 20d-2 Indicates base-ten equivalents for numbers 11-19 using objects and drawings; may use simple equations



Sub-domain

Measurement and Data

Goal

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

36 to 48 months - Age 3

MATH.4.1.1.3_years With trusted adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-2 Makes simple comparisons between two objects

48 to 60 months - Age 4-5/Not Yet in Kindergarten

MATH.4.1.1.4_to_5_years With some trusted adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.

GOLD® Objectives for Development and Learning

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

By Entry to Kindergarten**MATH.4.1.1.By_Entry_to_K**

Measures using the same unit, such as putting together snap cubes to see how tall a book is.

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

MATH.4.1.2.By_Entry_to_K

Compares or orders up to five objects based on their measurable attributes, such as height or 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

MATH.4.1.3.By_Entry_to_K

Uses comparative language, such as shortest, heavier, or biggest.

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

By End of Kindergarten**MATH.4.1.1.By_End_of_K**

Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object. (K.MD.1)

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-8 Uses measurement words and some standard measurement tools accurately

MATH.4.1.2.By_End_of_K

Directly compares two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describes the difference. For example, directly compares the heights of two children and describes one child as taller/shorter. (K.MD.2)

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



Sub-domain

Measurement and Data

Goal

Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10).

By End of Kindergarten

MATH.4.2.1.By_End_of_K Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10.) (K.MD.3)

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

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

Sub-domain

Geometry and Spatial Sense

Goal

Child identifies, describes, compares, and composes shapes.

36 to 48 months - Age 3

MATH.5.1.1.3_years Recognizes and names typical circle, square, and sometimes a triangle. With trusted adult support, matches some shapes that are different sizes and orientations.

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

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten**MATH.5.1.1.4_to_5_years**

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

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

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

By Entry to Kindergarten**MATH.5.1.1.By_Entry_to_K**

Names and describes shapes in terms of length of sides, number of sides, and number of angles.

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

By End of Kindergarten**MATH.5.1.1.By_End_of_K**

Correctly names shapes regardless of their orientations or overall size. (K.G.2)

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



Sub-domain

Geometry and Spatial Sense

Goal (CONT...)

Child identifies, describes, compares, and composes shapes.

By Entry to Kindergarten

MATH.5.1.2.By_Entry_to_K Correctly names basic shapes regardless of size and orientation.

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

By End of Kindergarten

MATH.5.1.2.By_End_of_K Identifies shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid"). (K.G.3)

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



Sub-domain

Geometry and Spatial Sense

Goal (CONT...)

Child identifies, describes, compares, and composes shapes.

By Entry to Kindergarten

MATH.5.1.3.By_Entry_to_K Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

MATH.5.1.4.By_Entry_to_K Creates and builds shapes from components.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-7 Emerging: Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Objective 21b Understands shapes

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

By End of Kindergarten

MATH.5.1.3.By_End_of_K Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (K.G.4)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

MATH.5.1.4.By_End_of_K Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.5)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes



Sub-domain

Geometry and Spatial Sense

Goal (CONT...)

Child identifies, describes, compares, and composes shapes.

By End of Kindergarten

MATH.5.1.5.By_End_of_K Composes simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" (K.G.6)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes



Sub-domain

Geometry and Spatial Sense

Goal

Child explores the positions of objects in space.

36 to 48 months - Age 3

MATH.5.2.1.3_years Begins to understand spatial vocabulary. With trusted adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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

48 to 60 months - Age 4-5/Not Yet in Kindergarten

MATH.5.2.1.4_to_5_years

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

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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

By Entry to Kindergarten

MATH.5.2.1.By_Entry_to_K

Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.

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

MATH.5.2.2.By_Entry_to_K

Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."

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

By End of Kindergarten

MATH.5.2.1.By_End_of_K

Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.1)

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

