

Alignment of



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



With

VA Early Learning & Development
Standards

(Ad. 2021)

Main Criteria: VA Early Learning & Development Standards
Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: 0-8 months, 6-14 months, 12-24 months, 22-36 months, 34-48 months, 44-60 months

Adopted: 2021

Domain	APPROACHES TO PLAY AND LEARNING (APL)		
SUB AREA	CURIOSITY AND INITIATIVE		
FOCUS AREA	Being curious learners		
0-8 months	6-14 months	12-24 months	
APL1.1a Shows awareness of what is going on around them by turning their head and looking around <u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds	APL1.1c Shows interest in new experiences such as reaching out to touch rain, hearing a new song, or examining new items <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment	APL1.1d Participates in new experiences, begins to ask questions, and experiments with new materials <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-4 Explores and investigates ways to make something happen	
APL1.1b Shows excitement with facial expressions, vocalizations, or physical movements <u>GOLD® Objectives for Development and Learning</u> Objective 9a Uses an expanding expressive vocabulary Objective 9a-2 Vocalizes and gestures to communicate			
22-36 months	34-48 months	44-60 months	
APL1.1e Asks questions about materials and how they are used <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-4 Explores and investigates ways to make something happen	APL1.1g Seeks out new information, asks "Why?" <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas	APL1.1h Shows curiosity by saying things like, "I wonder what will happen next." <u>GOLD® Objectives for Development and Learning</u> Objective 11d Shows curiosity and motivation Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas	

Domain	APPROACHES TO PLAY AND LEARNING (APL)
SUB AREA	CURIOSITY AND INITIATIVE
FOCUS AREA (CONT...)	Being curious learners

22-36 months

APL1.1f Shows interest and awareness in changes in the environment
GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-4 Explores and investigates ways to make something happen

44-60 months

APL1.1i Seeks out new information by asking, "How does that work?"
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

APL1.1j Shows eagerness to learn about a variety of topics
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 AREA	CURIOSITY AND INITIATIVE
FOCUS AREA	Taking initiative

0-8 months

APL1.2a Explores their own body by mouthing and clapping hands and by kicking and touching feet
GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment

6-14 months

APL1.2e Explores objects using their senses and by manipulating them in a variety of ways (e.g., bangs, shakes, throws)
GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment

12-24 months

ALP1.2j Initiates activities of interest and tries to get others involved
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



SUB AREA

CURIOSITY AND INITIATIVE

**FOCUS AREA
(CONT...)**

Taking initiative

0-8 months**APL1.2b** Reaches, stretches, or works to crawl towards a desired object or person**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

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

APL1.2c Repeats actions to get same reaction from an adult (e.g., smiling, laughing, verbalizing)**GOLD® Objectives for Development and Learning****Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

APL1.2d Repeats actions on objects to get same reaction from the object (e.g., kicking items on mobile, moving arms to sound rattle or bell noise on wrist)**GOLD® Objectives for Development and Learning****Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

6-14 months**APL1.2f** Moves toward interesting people, sounds, objects, and activities**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

APL1.2g Seeks out objects that an adult hides**GOLD® Objectives for Development and Learning****Objective 12a Recognizes and recalls**

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

APL1.2h Plays with one object for a few minutes before focusing on a different object**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

12-24 months**APL1.2k** Uses toys to make things happen (e.g., pushes a button on a toy to create a sound)**GOLD® Objectives for Development and Learning****Objective 11e Shows flexibility and inventiveness in thinking**

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

22-36 months**APL1.2l** Tries out different ways of using new materials**GOLD® Objectives for Development and Learning****Objective 11e Shows flexibility and inventiveness in thinking**

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

34-48 months**APL1.2m** Purposely tries different ways of doing things to see what happens (e.g., builds ramps with different blocks to make their cars go faster and farther)**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

44-60 months**APL1.2o** Chooses different ways to explore the environment based on prior experiences with tools 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



SUB AREA

CURIOSITY AND INITIATIVE

**FOCUS AREA
(CONT...)**

Taking initiative

34-48 months**APL1.2n** Makes attempts at new and challenging activities (e.g., climbs a new, higher slide)**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

Objective 11b Persists

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

44-60 months**APL1.2p** Suggests new ideas for play activities and follows through with self-direction and independence**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

APL1.2q Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide)**GOLD® Objectives for Development and Learning****Objective 11b Persists**

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

SUB AREA

CREATIVITY AND IMAGINATION

FOCUS AREA

Showing creativity and imagination

0-8 months**APL2.1a** Explores toys and safe objects with hands and mouth**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

6-14 months**APL2.1b** Observes other people's use of objects**GOLD® Objectives for Development and Learning****Objective 11e Shows flexibility and inventiveness in thinking**

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

12-24 months**APL2.1e** Uses realistic objects in pretend play (e.g., pretends to fit toy keys into a door lock)**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play**

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



SUB AREA

CREATIVITY AND IMAGINATION

**FOCUS AREA
(CONT...)**

Showing creativity and imagination

6-14 months**APL2.1c** Imitates simple actions (e.g., claps hands together, covers eyes with hands)**GOLD® Objectives for Development and Learning****Objective 11e Shows flexibility and inventiveness in thinking**

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

APL2.1d Uses everyday objects for a variety of purposes**GOLD® Objectives for Development and Learning****Objective 11e Shows flexibility and inventiveness in thinking**

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

12-24 months**APL2.1f** Plays with stuffed animals as though they were real**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-3 Emerging: Acts out familiar or imaginary scenarios; may use props to stand for something else

APL2.1g Shows imagination by using objects to stand-in for other objects (e.g., uses a block to represent a phone or a car)**GOLD® Objectives for Development and Learning****Objective 11e Shows flexibility and inventiveness in thinking**

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

APL2.1h Reenacts familiar events using props (e.g., pats a doll on the back, says, "night, night" and puts it in the toy bed)**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play**

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

22-36 months**APL2.1i** Creates three dimensional structures using blocks and found materials (e.g., stones or sticks)**GOLD® Objectives for Development and Learning**

No aligned objectives

34-48 months**APL2.1i** Transitions between reality and imagination in cooperative play, dramatic play, or during guided drama experience**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

Objective 14b Engages in sociodramatic play

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

Objective 11e Shows flexibility and inventiveness in thinking

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

44-60 months**APL2.1o** Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play)**GOLD® Objectives for Development and Learning****Objective 14a Thinks symbolically**

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

Objective 36 Explores drama through actions and language

SUB AREA

CREATIVITY AND IMAGINATION

**FOCUS AREA
(CONT...)**

Showing creativity and imagination

22-36 months

APL2.1j Incorporates props while talking about actions (e.g., takes play dough to the housekeeping area to fill muffin tins before putting them in the play oven)

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

APL2.1k Creates new words or rhymes

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

34-48 months

APL2.1m Begins to sequence actions in dramatic play (e.g., gathers pots, spoons, and plastic vegetables to "make soup")

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

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

APL2.1n Connects dramatic play to story (e.g., acts as a familiar character)

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

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

44-60 months

APL2.1p Utilizes realistic and open-ended materials in cooperative play

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

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

APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle)

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



SUB AREA

EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

FOCUS AREA

Focusing and paying attention

0-8 months

APL3.1a With adult support, starts to filter distractions to focus on people or objects in environment

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

6-14 months

APL3.1c Demonstrates increasing ability to attend to people, objects, and activities (e.g., quiets motor movements and shows intense concentration)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

12-24 months

APL3.1f Participates in activities with people and materials that require attention like listening to simple stories as they are read

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

APL3.1d Notices when something expected does not happen

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

APL3.1e Kicks a toy repeatedly and notices the movement of the toy

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

22-36 months

APL3.1g Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle)

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

34-48 months

APL3.1i With adult prompts and support, focuses attention on activities like listening to stories read to a group for short periods of time in spite of interruptions or distraction

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

44-60 months

APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence

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



APL3.1h Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes)

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

APL3.1j Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes)

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

APL3.1i Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes)

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

SUB AREA

EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

**FOCUS AREA
(CONT...)**

Focusing and paying attention

44-60 months**APL3.1m** Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group)**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

SUB AREA

EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

FOCUS AREA

Building working memory

0-8 months**APL3.2a** Shows recognition of familiar faces and voices by attending to that person**GOLD® Objectives for Development and Learning****Objective 12a Recognizes and recalls**

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

APL3.2b Develops expectations of what will happen based on prior experiences (e.g., caregiver will come when baby cries)**GOLD® Objectives for Development and Learning****Objective 12a Recognizes and recalls**

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

6-14 months**APL3.2c** Shows recognition and memory of familiar faces and objects over longer periods of time since last seen**GOLD® Objectives for Development and Learning****Objective 12a Recognizes and recalls**

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

APL3.2d Correctly looks and reaches toward a toy's hiding place when the place has been changed from one location to another**GOLD® Objectives for Development and Learning****Objective 12a Recognizes and recalls**

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

12-24 months**APL3.2e** Points to and names parents, siblings, body parts, and familiar objects**GOLD® Objectives for Development and Learning****Objective 12b Makes connections**

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

APL3.2f Sings some of the words to a favorite song**GOLD® Objectives for Development and Learning****Objective 15a Notices and discriminates rhyme**

Objective 15a-2 Joins in rhyming songs and games

Objective 34 Explores musical concepts and expression

SUB AREA

EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

**FOCUS AREA
(CONT...)**

Building working memory

12-24 months**APL3.2g** Follows simple 1-step verbal directions like "put your spare clothes in your cubby"**GOLD® Objectives for Development and Learning****Objective 8b Follows directions**

Objective 8b-4 Follows simple requests not accompanied by gestures

22-36 months**APL3.2h** Practices remembering by recounting a story or verbally describing a picture no longer in view**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

APL3.2i Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from cubby)**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

34-48 months**APL3.2j** Repeats a list of items needed for self-care or play**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

APL3.2k Plays simple memory and matching games**GOLD® Objectives for Development and Learning****Objective 12a Recognizes and recalls**

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

APL3.2l Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then help prepare or eat a snack")**GOLD® Objectives for Development and Learning****Objective 8b Follows directions**

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

44-60 months**APL3.2m** Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug)**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

APL3.2n Remembers actions that go with stories or songs**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

APL3.2o Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack)**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

SUB AREA

EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION



0-8 months

APL3.3a Explores objects by putting in the mouth and then rattling or shaking

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

APL3.3b Modifies expressions and actions based on others' responses (e.g., begins to smile in response to caregiver's smiling face)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

6-14 months

APL3.3c Shows ability to shift focus to attend to something else

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

APL3.3d Participates in a new activity or tries new ways to solve a problem with little protest

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

APL3.3e Allows caregiver to interrupt an activity to perform a routine as long as the caregiver notifies in advance (e.g., child playing with toy allows caregiver to wipe face)

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

12-24 months

APL3.3f Tries a variety of approaches to get what is wanted

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

APL3.3g Modifies actions or behavior in social situations, daily routines, to problem solve

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

SUB AREA

EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

**FOCUS AREA
(CONT...)**

Thinking flexibly and adapting

22-36 months**APL3.3h** Adjusts to changes in routines when informed in advance**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

APL3.3i Identifies signals for changes between activities**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

APL3.3j Makes transitions that are part of a daily schedule**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

34-48 months**APL3.3k** Demonstrates "cognitive flexibility" by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach)**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

APL3.3l Shows ability to shift attention from one task or activity to another when necessary**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

44-60 months**APL3.3m** Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape)**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

APL3.3n Considers ideas from adults and other children in finding a solution or strategy**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

APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials)**GOLD® Objectives for Development and Learning****Objective 11e Shows flexibility and inventiveness in thinking**

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

APL3.3p Responds consistently to adult suggestions to try out different activities**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



SUB AREA

EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

FOCUS AREA

Inhibiting responses

22-36 months

APL3.4a Begins to take turns and waits in line for short periods of time with adult support

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

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

34-48 months

APL3.4b Seeks adult help when distressed with behavior of or interaction with a peer

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

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

APL3.4c With adult support, begins to use words, signs or gestures to express distress with peers (instead of biting or pushing)

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

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

APL3.4d Begins to inhibit impulsive behaviors with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator's reminder)

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

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

44-60 months

APL3.4e Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out)

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

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

APL3.4f Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or 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

SUB AREA

EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

FOCUS AREA

Persisting and problem-solving

0-8 months

APL3.5a Cries persistently until needs are met

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

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

6-14 months

APL3.5d Repeats attempts to communicate or repeats actions to get desired action or object

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

Objective 11b-2 Repeats actions to obtain similar results

12-24 months

APL3.5g Shows increasing ability to stay engaged and complete task (e.g., putting all shapes in a shape sorter)

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

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

SUB AREA

EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

**FOCUS AREA
(CONT...)**

Persisting and problem-solving

0-8 months

APL3.5b Repeats attempts to reach a desired object by looking at or moving toward the object

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

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

Objective 11c Solves problems

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

APL3.5c Uses more than one strategy to get what they want (e.g., vocalizing as well as reaching or moving toward)

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

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

6-14 months

APL3.5e Persists in looking to find things that are hidden

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

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

APL3.5f Uses trial and error to solve problems (e.g., pressing a lever to make a particular toy pop up)

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

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

12-24 months

APL3.5h Repeats preferred activities and gestures, signs, or asks for "more"

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

Objective 11b-2 Repeats actions to obtain similar results

APL3.5i Turns puzzle pieces different ways to complete a puzzle

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

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

APL3.5j Begins to use different strategies to solve a problem when one approach does not work

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

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

APL3.5k Uses language to request help

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

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



SUB AREA

EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

**FOCUS AREA
(CONT...)**

Persisting and problem-solving

22-36 months

APL3.5l Practices a skill or activity many times, even with difficulty (e.g., building a taller block tower or balancing on a log or balance beam)

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

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

APL3.5m Alters approach to tasks when initial approach does not work (e.g., tries different techniques when assembling a shape puzzle)

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

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

APL3.5n Responds to adult's verbal encouragement to try a new object or experience or try again after an unsuccessful attempt at an activity

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

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

Objective 11b Persists

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

34-48 months

APL3.5o Persists in preferred tasks that may be challenging, with or without adult support

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

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

APL3.5p Remembers solutions discovered before and uses them (e.g., uses a spoon to mix flour and water for playdough when fingers get sticky from using hands)

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

APL3.5q Responds to adult's positive feedback for effort to continue trying or practicing a new skill

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

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

Objective 11a Attends and engages

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

44-60 months

APL3.5r Sometimes persists in less preferred activities with or without adult support

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

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

APL3.5s Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work)

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

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



SUB AREA

BEHAVIORAL SELF-REGULATION

FOCUS AREA

Managing actions and behaviors

0-8 months**APL4.1a** Responds to caregivers' attempts at regulation (e.g., by rocking, talking to child)**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

Objective 1a-2 Uses adult support to calm self

6-14 months**APL4.1b** Looks to adult for guidance before acting in novel situations (e.g., looks at adults' facial cues)**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

12-24 months**APL4.1c** Follows simple routines established by adults (e.g., eating, napping, playing)**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

APL4.1d Follows simple instructions from adult (e.g., puts toy in a specified location)**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

22-36 months**APL4.1e** Participates in simple routines with adult support (e.g., hand washing before eating, clean up after eating)**GOLD® Objectives for Development and Learning****Objective 12b Makes connections**

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

34-48 months**APL4.1g** Follows classroom rules and routines with prompting and reminders from adults (e.g., uses visual aids to meet behavioral 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

44-60 months**APL4.1i** Follows classroom rules and routines more independently (e.g., morning arrival)**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

APL4.1j Uses classroom materials appropriately**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

APL4.1f Becomes familiar with basic safety rules (e.g., hold an adult's hand when crossing the street)**GOLD® Objectives for Development and Learning****Objective 12b Makes connections**

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

APL4.1h Uses classroom materials with adult support (e.g., how to handle appropriately, how to properly store)**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 AREA

BEHAVIORAL SELF-REGULATION

**FOCUS AREA
(CONT...)**

Managing actions and behaviors

44-60 months

APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and 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



Domain

SOCIAL AND EMOTIONAL DEVELOPMENT (SED)

SUB AREA

POSITIVE SELF-CONCEPT

FOCUS AREA

Developing self-awareness

0-8 months

SED1.1a Learns about self by exploring hands, feet, body, and movement

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

SED1.1b Turns to familiar voice

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-2 Shows an interest in the speech of others

6-14 months

SED1.1d Recognizes own name (e.g., looks up, smiles, or turns head toward a person who is saying their name)

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

SED1.1e Discovers how movement and gestures can be used to relate to others (e.g., reaches hand out to grab a snack from dad)

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

12-24 months

SED1.1f Shows awareness of one's own thoughts, feelings, and preferences (e.g., child hits peer, then says, "I'm mad")

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

SED1.1g Uses own first name

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Domain	SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
SUB AREA	POSITIVE SELF-CONCEPT
FOCUS AREA (CONT...)	Developing self-awareness

0-8 months

SED1.1c Displays personal preferences and individual temperament
GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

22-36 months

SED1.1i Describes own physical characteristics and behaviors
GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

SED1.1j Indicates likes and dislikes when asked
GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

34-48 months

SED1.1k Demonstrates awareness of self as a unique individual (e.g., refers to favorite shirt or boots)
GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

SED1.1l Uses own first and family (last) name
GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

SED1.1m Describes their physical characteristics, behavior, and abilities positively (e.g., tells a peer, "My hair is curly and beautiful.")
GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

44-60 months

SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests)
GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

SED1.1o Positively identifies self as a member of a specific culture or group that fits into a larger world picture
GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self
Objective 30 Shows basic understanding of people and how they live

SED1.1p Shares other identifying information (e.g., parent's name)
GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self



Domain	SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
SUB AREA	POSITIVE SELF-CONCEPT
FOCUS AREA (CONT...)	Developing self-awareness

44-60 months

SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live

SUB AREA	POSITIVE SELF-CONCEPT
FOCUS AREA	Developing self-confidence

0-8 months

SED1.2a Smiles or is comforted when a trusted caregiver speaks to them

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

6-14 months

SED1.2b Shows likes and dislikes consistent with the family's cultural expectations (e.g., happily eats the curry mashed vegetables and signs "more")

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

12-24 months

SED1.2c Shows awareness of being seen by others such as repeating an action when someone is watching

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED1.2d Begins to recognize own abilities; is aware of self and own preferences

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self



SUB AREA

POSITIVE SELF-CONCEPT

**FOCUS AREA
(CONT...)**

Developing self-confidence

22-36 months**SED1.2e** Performs the tasks requested of them and may initiate tasks on their own**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

SED1.2f Expresses likes and dislikes, including favorite foods, colors, or activities**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

SED1.2g Demonstrates new skills and abilities to others**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

34-48 months**SED1.2h** Begins to experiment with their own potential (e.g., sees how high they can climb on the playground equipment or sees how fast they can complete a task)**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**SED1.2i** Shows positive self-identity (e.g., "I am a smart girl")**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**SED1.2j** Exhibits confidence in performance (e.g., "Look how high I jumped.")**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**44-60 months****SED1.2k** Displays pride in their accomplishments**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-10 Practices skills to reach desired level of personal achievement

Objective 29 Demonstrates knowledge about self

SUB AREA

POSITIVE SELF-CONCEPT

FOCUS AREA

Becoming autonomous and independent

0-8 months

SED1.3a Uses facial expressions and body movements to express comfort or discomfort (e.g., turns head away when no longer hungry)

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

Objective 9a-2 Vocalizes and gestures to communicate

Objective 1c Takes care of own needs appropriately

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

SED1.3b Relies on familiar adults to meet all basic needs

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

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

6-14 months

SED1.3c Becomes calm when needs are met

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

Objective 1a-2 Uses adult support to calm self

SED1.3d Relies on familiar adults for help or assistance

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

Objective 1a-2 Uses adult support to calm self

12-24 months

SED1.3e Shows anxiety upon separation from primary caregiver and/or familiar adults

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

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

SED1.3f Asks for help from familiar adults but may attempt to complete parts of tasks independently

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

Objective 1c-4 Seeks to do things for self

22-36 months

SED1.3g Shows signs of security and trust when separated from familiar adults

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

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

SED1.3h Asks for help from familiar adults, but may push away and refuse help

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

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

34-48 months

SED1.3j Transitions into unfamiliar settings with assistance of familiar adults

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

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

SED1.3k Asks for help from adults when needed, but may prefer to complete tasks independently

GOLD® Objectives for Development and Learning

No aligned objectives

44-60 months

SED1.3l Acts independently in unfamiliar settings with unfamiliar adults

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

Objective 1c-6 Demonstrates confidence in meeting own needs

SED1.3m Attempts to complete tasks independently

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

Objective 1c-6 Demonstrates confidence in meeting own needs



SED1.3i Knows and states independent thoughts (e.g., "I do it myself.")

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED1.3n Asks for support from adults only when needed

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

SUB AREA

EMOTIONAL COMPETENCE

FOCUS AREA

Seeing and naming emotions in self and others

0-8 months

SED2.1a Watches, observes, and listens to adults and other children

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

Objective 8a Comprehends language

Objective 8a-2 Shows an interest in the speech of others

SED2.1b Responds to interactions from familiar caregiver (e.g., smiles when caregiver smiles, turns head when hears familiar voice)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

6-14 months

SED2.1c Shows a range of emotions (e.g., shares in wonders, amazement, delight, and disappointment)

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

SED2.1d Begins to have a greater awareness of own emotions (e.g., says or gestures "no" to refuse, babbles or laughs when happy)

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

12-24 months

SED2.1e Imitates emotions of others (e.g., pats a child or adult when upset)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

SED2.1f Recognizes and labels own feelings with adult support

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

22-36 months

SED2.1g Recognizes emotions of others (e.g., "mama sad," "papa happy")

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

34-48 months

SED2.1h Identifies complex emotions in a book, picture, or on a person's face (e.g., frustrated, confused, excited)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

44-60 months

SED2.1i Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when 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



SUB AREA

EMOTIONAL COMPETENCE

**FOCUS AREA
(CONT...)**

Seeing and naming emotions in self and others

44-60 months**SED2.1j** Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away)**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 AREA

EMOTIONAL COMPETENCE

FOCUS AREA

Expressing emotions

0-8 months**SED2.2a** Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

6-14 months**SED2.2b** Begins to spontaneously make emotional gestures and facial expressions that match the situation (e.g., happiness, sadness, anger, fear)**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

Objective 3b-2 Expresses feelings during a conflict

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

SED2.2c Recognizes and expresses emotion toward a familiar person (e.g., shows emotion by hugging a sibling)**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

12-24 months**SED2.2d** Uses gestures and symbolic actions to demonstrate feelings and needs (e.g., lays head on caregiver's lap when tired)**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

Objective 3b-2 Expresses feelings during a conflict

SED2.2e Names some emotions, (e.g., "me sad")**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

Objective 3b-2 Expresses feelings during a conflict

SED2.2f Uses movement or facial expressions to show an emotion (e.g., jumps up and down or shows wider smiles when excited, stomps feet when upset, shows bigger eyes when surprised)**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

Objective 3b-2 Expresses feelings during a conflict



22-36 months

SED2.2g Demonstrates an emotional response to a situation (e.g., throws toy because told to clean up; smiles and cheers when it is time to go outside)

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

SED2.2h Begins to express complex emotions such as pride, gratitude, embarrassment, shame, and guilt

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

34-48 months

SED2.2i Expresses feelings that are appropriate to the situation

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

SED2.2j Begins to recognize and express own emotions using words or visuals rather than actions (e.g., uses a communication board to point to picture of sad face)

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

44-60 months

SED2.2k Recognizes appropriate reaction to situations

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

SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.")

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

SUB AREA

EMOTIONAL COMPETENCE

FOCUS AREA

Communicating feelings, wants, and needs

0-8 months

SED2.3a Signals for needs (e.g., cries when hungry, arches back in discomfort)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

6-14 months

SED2.3b Communicates with a wide range of signals as crying diminishes (e.g., smiles, gestures, uses words)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

12-24 months

SED2.3c Uses verbal and nonverbal communication to signal the need for their caregiver (e.g., calls by name, crawls into a familiar adult's lap)

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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



SUB AREA

EMOTIONAL COMPETENCE

**FOCUS AREA
(CONT...)**

Communicating feelings, wants, and needs

22-36 months

SED2.3d Communicates wants and needs verbally or through alternative communication (e.g., "pick me up" or raises up arms)

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

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

34-48 months

SED2.3e Uses appropriate communication skills when expressing needs, wants, and feelings (e.g., uses an appropriate method of communication to tell adults when they are hungry)

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

Objective 1c-6 Demonstrates confidence in meeting own needs

44-60 months

SED2.3f Demonstrates confidence in meeting own needs

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

Objective 1c-6 Demonstrates confidence in meeting own needs

SED2.3g Seeks and accepts help when needed

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

Objective 1c-6 Demonstrates confidence in meeting own needs

SUB AREA

EMOTIONAL COMPETENCE

FOCUS AREA

Regulating emotions

0-8 months

SED2.4a Uses preferred adult to help soothe

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

Objective 1a-2 Uses adult support to calm self

6-14 months

SED2.4c Self-soothes more effectively (e.g., sucks thumb, holds favorite toy)

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

Objective 1a-2 Uses adult support to calm self

12-24 months

SED2.4d Uses caregiver's facial cues, voice tones, or other body language to assist in novel and uncertain situations (e.g., hides behind parent until encouraged to interact with an unfamiliar person)

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

Objective 1b-2 Responds to changes in an adult's tone of voice and expression



SUB AREA

EMOTIONAL COMPETENCE

**FOCUS AREA
(CONT...)**

Regulating emotions

0-8 months**SED2.4b** Disengages when over-stimulated (e.g., turns head, pushes hand away from body, falls asleep)**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

12-24 months**SED2.4e** Expresses strong feelings without regulation**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

22-36 months**SED2.4f** Engages in pretend play to manage uncertainty and fear (e.g., comforts stuffed animal and puts on Band-Aid after a "fall" or "cut")**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

Objective 14b Engages in sociodramatic play

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

SED2.4g Uses some self-comfort strategies**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

34-48 months**SED2.4j** Begins to respond to an adult's cues about regulating their emotions (e.g., "The slide looks scary, but I think you can do it.")**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

SED2.4k Begins to demonstrate acceptable reaction to situations (e.g., does not shout when upset)**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

44-60 months**SED2.4m** Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset)**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset)**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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



SUB AREA

EMOTIONAL COMPETENCE

FOCUS AREA
(CONT...)

Regulating emotions

22-36 months

34-48 months

SED2.4h Accepts adult suggestions for managing feelings by themselves

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

SED2.4i Seeks caregiver support when feeling overwhelmed by emotion; may reject support

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

SED2.4I Begins to understand the impact of their emotional behavior (e.g., asks to join in peer play rather than angrily grabbing toy)

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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



SUB AREA

EMOTIONAL COMPETENCE

FOCUS AREA

Showing care and concern for others

0-8 months

SED2.5a Looks attentively when others show they are happy, sad, or fearful by their facial expressions, voices, or actions

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

6-14 months

SED2.5b Responds to others' emotional expressions, often by sharing an emotional reaction (e.g., looks sad when another child is crying)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

12-24 months

SED2.5c Tries to comfort another child or an adult who is upset (e.g., brings a comfort object, pats the person on the back)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions



SUB AREA

EMOTIONAL COMPETENCE

**FOCUS AREA
(CONT...)**

Showing care and concern for others

22-36 months

SED2.5d Expresses empathy toward other children who are crying by showing concerned attention; tries to comfort them with words or actions

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

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

Objective 3a Balances needs and rights of self and others

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

SED2.5e Expresses empathy toward adults who are sad by comforting them with words or actions

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

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

Objective 3a Balances needs and rights of self and others

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

34-48 months

SED2.5f Recognizes the needs of others and responds appropriately, with support from adults (e.g., asks Abraham to play after the teacher points out he is by himself)

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

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

SED2.5g Relates complex emotions to self and others (e.g., sees a friend is sad and offers a toy to share)

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

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

44-60 months

SED2.5h Shows care and concern for others, including comforting others in distress

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

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

SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion

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

SED2.5j Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys)

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 AREA

INTERACTING WITH OTHERS

FOCUS AREA

Developing relationships with adults

0-8 months

SED3.1a Responds differently to familiar and unfamiliar adults

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

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

6-14 months

SED3.1d Looks to familiar adults for emotional support and encouragement

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

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

12-24 months

SED3.1g Continues to need the security of a trusted adult; asks for help, if needed, in verbal and non-verbal ways (e.g., returns to familiar adult when at the playground)

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

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

SUB AREA

INTERACTING WITH OTHERS

**FOCUS AREA
(CONT...)**

Developing relationships with adults

0-8 months

SED3.1b Develops trust and attachment toward significant adults (e.g., stops crying when familiar caregiver picks child up)

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

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

SED3.1c Needs additional comforting (e.g., swaddling in a blanket when being held by an adult)

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

Objective 1a-2 Uses adult support to calm self

6-14 months

SED3.1e Reacts or may become distressed when separated from familiar adults

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

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

SED3.1f Expresses joy and mutual enjoyment in interactions with familiar adults (e.g., giggles during peek-a-boo)

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

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

12-24 months

SED3.1h Uses different words or signs to refer to self and others (e.g., joyously shouts "titi!" when sees aunt)

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

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

22-36 months

SED3.1j Engages in positive interactions in a wide variety of situations with familiar adults

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

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

34-48 months

SED3.1i Develops positive relationships and interacts comfortably with familiar adults

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

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

44-60 months

SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these 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



SUB AREA

INTERACTING WITH OTHERS

**FOCUS AREA
(CONT...)**

Developing relationships with adults

22-36 months**SED3.1k** Looks to or seeks familiar adults for comfort when distressed or tired**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

34-48 months**SED3.1m** Begins to interact with less familiar adults (e.g., substitute educator or neighbor)**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

44-60 months**SED3.1o** Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom)**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 AREA

INTERACTING WITH OTHERS

FOCUS AREA

Developing relationships with other children

0-8 months**SED3.2a** Notices peers by looking, touching, or making sounds directed toward the child (e.g., while lying on a blanket close to them)**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

Objective 8a Comprehends language

Objective 8a-2 Shows an interest in the speech of others

6-14 months**SED3.2c** Shows interest in peers who are playing nearby and interacts with them briefly**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

SED3.2d Interacts with a familiar child in simple back-and-forth exchanges (e.g., makes similar sounds)**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

12-24 months**SED3.2e** Participates in simple back-and-forth interactions with another child**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

SED3.2f Interacts with a few children on a regular basis, knows some of their names, knows their likes or dislikes**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

Objective 2d Makes friends

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



SUB AREA

INTERACTING WITH OTHERS

**FOCUS AREA
(CONT...)**

Developing relationships with other children

0-8 months**SED3.2b** Recognizes familiar others by making sounds, facial expressions, or behavior (e.g., reaches up arms, or touches others' face)**GOLD® Objectives for Development and Learning****Objective 12a Recognizes and recalls**

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

12-24 months**SED3.2g** Interacts with a few children on similar activities (e.g., runs after a child or plays next to other children)**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

SED3.2h Enjoys playful interactions and social exchange games**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

22-36 months**SED3.2i** Plays alongside peers and engages in simple turn-taking (e.g., takes turns on the slide at the playground)**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

34-48 months**SED3.2m** Builds social relationships and becomes more connected to other children (e.g., has a favorite friend at library story time)**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

Objective 2d Makes friends

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

44-60 months**SED3.2r** Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play)**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

SED3.2j Interacts with a few children on shared activities and understands simple social interaction rules (e.g., "your turn" or "my turn")**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

SED3.2n Shows preference for particular playmates, such as greeting friends by name**GOLD® Objectives for Development and Learning****Objective 2d Makes friends**

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

SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area)**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

SED3.2k Responds to others' questions in social interactions with words or actions**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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



SUB AREA

INTERACTING WITH OTHERS

**FOCUS AREA
(CONT...)**

Developing relationships with other children

22-36 months**SED3.2i** Begins to initiate interactions with other children in shared play activities**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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

34-48 months**SED3.2o** Makes friends and is able to name friends when asked by an adult or others**GOLD® Objectives for Development and Learning****Objective 2d Makes friends**

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

44-60 months**SED3.2t** Maintains friendships over time**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

SED3.2p Expresses interest in participating in a group activity by initiating or responding**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups

SED3.2u Responds to the needs of others and tries to help others with simple tasks**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

SED3.2q Engages in shared activities or play with shared toy or material**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

Objective 2c-4 Uses successful strategies for entering groups



SUB AREA

INTERACTING WITH OTHERS

FOCUS AREA

Engaging in cooperative play

0-8 months

SED3.3c Plays social games like peek-a-boo with a familiar adult

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

6-14 months

SED3.3d Begins to engage in solitary play with materials, and observes other people's use of objects

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

SED3.3e Imitates simple actions (e.g., claps hands together, covers eyes with hands)

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

SED3.3f Observes playful actions of familiar adults and imitates them

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

12-24 months

SED3.3g Engages in solitary play, watching other children nearby while continuing to play alone (e.g., putting a puzzle together or stacking blocks)

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

SED3.3h Pretends to talk on toy phone with familiar adult

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

22-36 months

SED3.3i Engages in parallel play, playing near or beside other children using similar materials (e.g., playing in the sand box using shared objects)

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

SED3.3j Plays simple games (e.g., Simon Says/Follow the Leader, Hide and Seek or the Hokey Pokey) led by familiar adults

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

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

34-48 months

SED3.3k Engages in associative play (e.g., playing in housekeeping with each child assuming individual roles)

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

SED3.3l Begins to engage in cooperative play, playing with a few other children to carry out familiar roles

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

44-60 months

SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme

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 AREA

INTERACTING WITH OTHERS

FOCUS AREA
(CONT...)

Engaging in cooperative play

34-48 months

SED3.3m Includes familiar adults in dramatic play

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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



SUB AREA

INTERACTING WITH OTHERS

FOCUS AREA

Solving social interaction problems

22-36 months

SED3.4a Begins to solve social problems when facilitated by an adult

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

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

34-48 months

SED3.4b Identifies and describes common social problems and may suggest some solutions

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

SED3.4c Uses problem-solving strategies with adult assistance (e.g., waits turn after adult reminds them how many children can be in art area)

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

44-60 months

SED3.4d Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

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

SED3.4e Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.")

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems



SUB AREA

INTERACTING WITH OTHERS

**FOCUS AREA
(CONT...)**

Solving social interaction problems

44-60 months

SED3.4f Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy)

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

Domain

COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)

SUB AREA

COMMUNICATION

FOCUS AREA

Understanding verbal and nonverbal cues

0-8 months

CLLD1.1a Responds to speaker by turning head or shifting eye gaze

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-2 Shows an interest in the speech of others

CLLD1.1b Responds to tone or voice changes

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

CLLD1.1c Directs attention to sounds or object pointed at/to

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

6-14 months

CLLD1.1e Follows simple requests paired with gestures

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

CLLD1.1f Begins to respond through sounds or gestures to others' questions

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Objective 10b Uses social rules of language

Objective 10b-2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating

Objective 10a Engages in conversations

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

12-24 months

CLLD1.1k Uses sounds or nonverbal cues to respond to oral reading

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

CLLD1.1l Responds to simple requests

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

CLLD1.1m Identifies familiar people, animals, and objects

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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



Domain	COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
SUB AREA	COMMUNICATION
FOCUS AREA (CONT...)	Understanding verbal and nonverbal cues

0-8 months

CLLD1.1d Responds by looking when name is called

GOLD® Objectives for Development and Learning

Objective 8b Follows directions
Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

6-14 months

CLLD1.1g Makes different sounds to get attention

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary
Objective 9a-2 Vocalizes and gestures to communicate

12-24 months

CLLD1.1n Begins to understand nouns

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary
Objective 9a-4 Names familiar people, animals, and objects

CLLD1.1h Understands and responds to simple commands and gestures (e.g., shared eye gaze/contact; may be influenced by cultural expectations)

GOLD® Objectives for Development and Learning

Objective 8b Follows directions
Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

CLLD1.1o Begins to understand action words (e.g., hop, jump, press, go, stop)

GOLD® Objectives for Development and Learning

Objective 8b Follows directions
Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

CLLD1.1i Recognizes common objects when named (e.g., cup)

GOLD® Objectives for Development and Learning

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

CLLD1.1p Completes a task in response to a request (e.g., pick up your cup, go find your coat)

GOLD® Objectives for Development and Learning

Objective 8b Follows directions
Objective 8b-4 Follows simple requests not accompanied by gestures

CLLD1.1j Begins to show understanding of approximately 50 words

GOLD® Objectives for Development and Learning

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

CLLD1.1q Identifies familiar people, animals, and objects (using gestures, words, or sounds)

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary
Objective 9a-4 Names familiar people, animals, and objects

Domain	COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
SUB AREA	COMMUNICATION
FOCUS AREA (CONT...)	Understanding verbal and nonverbal cues

12-24 months

CLLD1.1r Begins to recognize some body parts
GOLD® Objectives for Development and Learning
Objective 9a Uses an expanding expressive vocabulary
Objective 9a-4 Names familiar people, animals, and objects



Domain	COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
SUB AREA	COMMUNICATION
FOCUS AREA (CONT...)	Understanding verbal and nonverbal cues

12-24 months

CLLD1.1s Understands and responds to some pronouns (mine, you, me)
GOLD® Objectives for Development and Learning
Objective 9a Uses an expanding expressive vocabulary
 Objective 9a-4 Names familiar people, animals, and objects

22-36 months

CLLD1.1t Listens to and attends to spoken language and read-aloud texts
GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
 Objective 8a-4 Identifies familiar people, animals, and objects when prompted
Objective 17a Uses and appreciates books and other texts
 Objective 17a-2 Shows interest in books

34-48 months

CLLD1.1x Demonstrates understanding by answering questions
GOLD® Objectives for Development and Learning
Objective 8a Comprehends language
 Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

44-60 months

CLLD1.1aa Answers questions and adds comments relevant to the 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



Domain	COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
SUB AREA	COMMUNICATION
FOCUS AREA (CONT...)	Understanding verbal and nonverbal cues

22-36 months

CLLD1.1u Follows simple and short directions for routine practices

GOLD® Objectives for Development and Learning

Objective 8b Follows directions
Objective 8b-4 Follows simple requests not accompanied by gestures

34-48 months

CLLD1.1y Follows two-step unrelated directions

GOLD® Objectives for Development and Learning

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

44-60 months

CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker's tone and/ or gestures (e.g., finger on lip and saying "shhhh" means be quiet)

GOLD® Objectives for Development and Learning

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



Domain	COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
SUB AREA	COMMUNICATION
FOCUS AREA (CONT...)	Understanding verbal and nonverbal cues

22-36 months

CLLD1.1v Understands and responds to several hundred words or more

GOLD® Objectives for Development and Learning

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

34-48 months

CLLD1.1z Understands and responds to spatial concepts (e.g., in/out, under, front, behind)

GOLD® Objectives for Development and Learning

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

44-60 months

CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square)

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	COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
SUB AREA	COMMUNICATION
FOCUS AREA (CONT...)	Understanding verbal and nonverbal cues

22-36 months

CLLD1.1w Understands and responds to basic attribute word differences such as personal (I/me/ you/it) and possessive (my and mine) pronouns

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

44-60 months

CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

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

CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.)

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 AREA	COMMUNICATION
FOCUS AREA	Using vocabulary and nonverbal cues to communicate

0-8 months

CLLD1.2a Uses sound, inflection, and gestures to communicate needs, desires, or emotions

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

6-14 months

CLLD1.2d Imitates actions of others as nonverbal communication

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

12-24 months

CLLD1.2h Repeats words heard in conversations

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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



SUB AREA

COMMUNICATION

**FOCUS AREA
(CONT...)**

Using vocabulary and nonverbal cues to communicate

0-8 months**CLLD1.2b** Cries, coos, babbles and makes other sounds**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

CLLD1.2c Reaches and points to communicate**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

6-14 months**CLLD1.2e** Makes vocal or non-vocal protests/demands**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

CLLD1.2f Vocalizes or gestures (e.g., pointing or using sign language) to communicate or to direct adult attention**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

CLLD1.2g Participates and initiates communication with family members or familiar others by using consistent sounds, gestures, and some words (CLLD1.2g)**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations

12-24 months**CLLD1.2i** Makes simple one-word requests such as saying or signing "milk" or "leche" when asking for a drink)**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

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

CLLD1.2j Uses vocabulary for familiar items and events (e.g., hat, ball)**GOLD® Objectives for Development and Learning****Objective 9a** Uses an expanding expressive vocabulary

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

Objective 9d Tells about another time or place

Objective 9d-2 Makes simple statements about recent events and familiar people and objects that are not present

CLLD1.2k Begins to combine words, verbally or through signing**GOLD® Objectives for Development and Learning****Objective 9b** Speaks clearly

Objective 9b-4 Uses some words and word-like sounds and is understood by most familiar people



SUB AREA

COMMUNICATION

**FOCUS AREA
(CONT...)**

Using vocabulary and nonverbal cues to communicate

22-36 months**CLLD1.2l** Asks short questions and requests clarifications**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

CLLD1.2m Speaks in or signs short sentences and some expanded sentences and is understood by familiar peers or adults most of the time**GOLD® Objectives for Development and Learning****Objective 9b Speaks clearly**

Objective 9b-4 Uses some words and word-like sounds and is understood by most familiar people

Objective 9c Uses conventional grammar

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

Objective 9d Tells about another time or place

Objective 9d-2 Makes simple statements about recent events and familiar people and objects that are not present

CLLD1.2n Begins to use more diverse types of words, such as color and quantity words (all, some, more, and including numbers)**GOLD® Objectives for Development and Learning****Objective 9b Speaks clearly**

Objective 9b-4 Uses some words and word-like sounds and is understood by most familiar people

34-48 months**CLLD1.2o** Begins to use complex sentences and ask simple questions (e.g., "After the gingerbread man ran, he swam on the fox's back."; "What happened to the gingerbread man?")**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

CLLD1.2p Answers questions from unfamiliar people including some open-ended questions**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

CLLD1.2q Uses adjectives to describe people, objects, or environments**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

44-60 months**CLLD1.2s** Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did)**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

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

CLLD1.2t Answers open-ended questions comfortably**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.)**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 AREA

COMMUNICATION

FOCUS AREA

Learning and engaging in conversational interactions

0-8 months

CLLD1.3a Responds and engages with an adult or older peer

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

CLLD1.3b Reacts to facial cues and eye contact

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

CLLD1.3c Engages in vocal exchanges by babbling

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

6-14 months

CLLD1.3d Takes turn in "conversation" or vocal play with adults

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

CLLD1.3e Turns, smiles, and begins to speak when name is spoken

GOLD® Objectives for Development and Learning

Objective 10b Uses social rules of language

Objective 10b-2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating

CLLD1.3f Begins to follow adult pointing or gaze to establish joint attention (e.g., looks across the room when adult points or gazes)

GOLD® Objectives for Development and Learning

Objective 10b Uses social rules of language

Objective 10b-2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating

12-24 months

CLLD1.3g Responds with facial expressions, vocalizations, and/or gestures to engage in conversation with others

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

Objective 10b Uses social rules of language

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



SUB AREA

COMMUNICATION

FOCUS AREA

Learning and engaging in conversational interactions

22-36 months

CLLD1.3h Uses simple verbal responses and nonverbal gestures

GOLD® Objectives for Development and Learning

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

34-48 months

CLLD1.3k Continues a conversation through several exchanges with or without adult help

GOLD® Objectives for Development and Learning

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

44-60 months

CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals)

GOLD® Objectives for Development and Learning

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



SUB AREA

COMMUNICATION

**FOCUS AREA
(CONT...)**

Learning and engaging in conversational interactions

22-36 months

CLLD1.3i Uses words, gestures, signs, and phrases to converse with others

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

Objective 10a-4 Initiates and attends to brief conversations

Objective 10b Uses social rules of language

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

CLLD1.3j Begins to ask and respond to questions

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

Objective 10a-4 Initiates and attends to brief conversations

34-48 months

CLLD1.3i Alternates between speaker/listener roles

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

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

CLLD1.3m Asks and responds to questions

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 10a Engages in conversations

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

44-60 months

CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems)

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

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

CLLD1.3p Asks and responds to questions with accurate information

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 AREA

FOUNDATIONS OF READING

FOCUS AREA

Paying attention to print as meaningful

0-8 months

CLLD2.1a Explores a book by touching it, patting it, or putting it in mouth

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

6-14 months

CLLD2.1b Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book or other written material

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

12-24 months

CLLD2.1c Recognizes and engages with print and pictures, or braille in their environment (e.g., points to words and images; touches with fingers)

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books



SUB AREA

FOUNDATIONS OF READING

**FOCUS AREA
(CONT...)**

Paying attention to print as meaningful

12-24 months**CLLD2.1d** Demonstrates interest in written forms of language, such as print in books or signs on building**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

CLLD2.1e Distinguishes print from pictures**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

22-36 months**CLLD2.1f** Attributes meaning to some symbols, such as a familiar logo or design**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

CLLD2.1g Identifies common words in the environment (e.g., name, exit, stop)**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

34-48 months**CLLD2.1i** Begins to select books for reading enjoyment and reading related activities, including pretending to read to self or others**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

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

44-60 months**CLLD2.1l** Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.)**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

CLLD2.1m Begins to track individual words in text or braille by pointing or touching**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

SUB AREA

FOUNDATIONS OF READING

FOCUS AREA
(CONT...)

Paying attention to print as meaningful

22-36 months

CLLD2.1h Points to and names some letters or characters in their names when seen in other words

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

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

34-48 months

CLLD2.1j Demonstrates an understanding of the conventions of print (e.g., directionality of print and texts)

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

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

Objective 17b Uses print concepts

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

CLLD2.1k Understands that the print communicates the message in stories or other texts

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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



SUB AREA

FOUNDATIONS OF READING

FOCUS AREA

Understanding ideas, vocabulary, and information in stories and texts

0-8 months

CLLD2.2a Looks at picture books and listens to an adult talk about pictures in a book

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

6-14 months

CLLD2.2b Touches or points to pictures in response to adult's prompt

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

12-24 months

CLLD2.2c Begins to show specific interest in being read to

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books



SUB AREA

FOUNDATIONS OF READING

**FOCUS AREA
(CONT...)**

Understanding ideas, vocabulary, and information in stories and texts

12-24 months

CLLD2.2d Engages in familiar stories verbally (e.g., fills in a word when the reader pauses) or with motions (e.g., imitates actions with an adult)

GOLD® Objectives for Development and Learning

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

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



SUB AREA

FOUNDATIONS OF READING

**FOCUS AREA
(CONT...)**

Understanding ideas, vocabulary, and information in stories and texts

12-24 months**CLLD2.2e** Listens to explanations of words or repeats words adults explain or emphasize**GOLD® Objectives for Development and Learning****Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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

22-36 months**CLLD2.2f** Identifies the feelings of characters in a book or story**GOLD® Objectives for Development and Learning****Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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

34-48 months**CLLD2.2k** Asks or answers questions about what is happening in a book or story**GOLD® Objectives for Development and Learning****Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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

44-60 months**CLLD2.2q** Tells fictional or personal stories sequentially and with 3 or more details**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

CLLD2.2g Asks to be read to or asks the meaning of written text**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

Objective 17b Uses print concepts

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

CLLD2.2i Retells 1-2 key events from a story**GOLD® Objectives for Development and Learning****Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting



SUB AREA

FOUNDATIONS OF READING

**FOCUS AREA
(CONT...)**

Understanding ideas, vocabulary, and information in stories and texts

22-36 months**CLLD2.2h** Makes connections to the story through talking about characters and events**GOLD® Objectives for Development and Learning****Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting

34-48 months**CLLD2.2m** Narrates a story using pictures as a guide**GOLD® Objectives for Development and Learning****Objective 18c Retells stories and recounts details from informational texts**

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

44-60 months**CLLD2.2s** Predicts what will happen next in an unfamiliar story**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 AREA

FOUNDATIONS OF READING

**FOCUS AREA
(CONT...)**

Understanding ideas, vocabulary, and information in stories and texts

22-36 months

CLLD2.2i Expresses empathy for characters and problems in text and stories with adult guidance and support

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

Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting

34-48 months

CLLD2.2n Recites from memory words, phrases, and parts of favorite stories

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

Objective 18c-5 Emerging: Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

44-60 months

CLLD2.2t Uses new words learned through listening to stories

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 AREA

FOUNDATIONS OF READING

FOCUS AREA
(CONT...)

Understanding ideas, vocabulary, and information in stories and texts

22-36 months

34-48 months

CLLD2.2j Repeats words heard during story reading

GOLD® Objectives for Development and Learning

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

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

CLLD2.2o Recognizes nouns as the person, place, or thing in a sentence

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



SUB AREA

FOUNDATIONS OF READING

FOCUS AREA

Learning spoken language is composed of smaller segments of sound

0-8 months

CLLD2.3a Listens and attends to culturally and linguistically familiar words or signs (including rhymes and songs)

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

Objective 8a-2 Shows an interest in the speech of others

CLLD2.3b Begins to create speech and non-speech like sounds (e.g., babbling)

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

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

6-14 months

CLLD2.3c Begins to imitate sounds they hear in their everyday environment

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

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

12-24 months

CLLD2.3d Orally repeats a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs or directions/requests from adults or peers

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

Objective 15a-2 Joins in rhyming songs and games

Objective 34 Explores musical concepts and expression

SUB AREA

FOUNDATIONS OF READING

FOCUS AREA

Learning spoken language is composed of smaller segments of sound

22-36 months

CLLD2.3e Orally produces or reproduces simple culturally and linguistically familiar rhymes or sings favorite songs

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

Objective 15a-2 Joins in rhyming songs and games

CLLD2.3f Imitates most sounds of language using familiar words

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

Objective 15a-2 Joins in rhyming songs and games

34-48 months

CLLD2.3g Imitates and enjoys rhyme and alliteration (e.g., Jalisa jumped)

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

CLLD2.3h With instructional support, distinguishes when two words rhyme and when two words begin with the same sound (e.g., boy/toy, dog/dad)

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

44-60 months

CLLD2.3i Begins to rhyme and produce rhymes of simple words

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

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

CLLD2.3j Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox)

GOLD® Objectives for Development and Learning**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-6 Verbally blends and separates onset and rime in one-syllable words

CLLD2.3k Begins to segment and combine syllables (e.g., purple segmented is pur-ple; when combined it is purple)

GOLD® Objectives for Development and Learning**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-6 Verbally blends and separates onset and rime in one-syllable words



SUB AREA

FOUNDATIONS OF READING

**FOCUS AREA
(CONT...)**

Learning spoken language is composed of smaller segments of sound

44-60 months**CLLD2.3l** Begins to identify the initial and final sound in words (e.g., /b/ in bat)**GOLD® Objectives for Development and Learning****Objective 15b Notices and discriminates alliteration**

Objective 15b-6 Matches beginning sounds of some words

SUB AREA

FOUNDATIONS OF READING

FOCUS AREA

Learning how letters and print work to create words and meaning

22-36 months**CLLD2.4a** Begins to recognize a few upper or lower case letters (if taught)**GOLD® Objectives for Development and Learning****Objective 16a Identifies and names letters**

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

34-48 months**CLLD2.4b** Begins to recognize more upper, and lower case letters if taught**GOLD® Objectives for Development and Learning****Objective 16a Identifies and names letters**

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name

CLLD2.4c Identifies sounds and recognizes letters associated with beginning of first name and last name**GOLD® Objectives for Development and Learning****Objective 16b Identifies letter-sound correspondences**

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

44-60 months**CLLD2.4f** For many, with instructional support, matches the sound with the corresponding letter**GOLD® Objectives for Development and Learning****Objective 16b Identifies letter-sound correspondences**

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

CLLD2.4g For many, with instructional support, matches the letter with the corresponding sound**GOLD® Objectives for Development and Learning****Objective 16b Identifies letter-sound correspondences**

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



SUB AREA

FOUNDATIONS OF READING

FOCUS AREA
(CONT...)

Learning how letters and print work to create words and meaning

34-48 months

44-60 months

CLLD2.4d Begins to connect alphabet letters and corresponding sounds (e.g., connecting letters and sounds of common letters/words)

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

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

CLLD2.4h Recognizes many upper and lower case 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



SUB AREA

FOUNDATIONS OF READING

**FOCUS AREA
(CONT...)**

Learning how letters and print work to create words and meaning

34-48 months**CLLD2.4e** Can often write first name from memory**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-9 Emerging: Writes partially accurate first name

44-60 months**CLLD2.4i** Will use a combination of letters and symbols to represent words**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

SUB AREA

FOUNDATIONS OF WRITING

FOCUS AREA

Drawing, scribbling, and writing to communicate

6-14 months**CLLD3.1a** Makes scribbles or marks on writing materials**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-2 Makes scribbles or marks

Objective 7b Uses writing and drawing tools

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

12-24 months**CLLD3.1d** Begins to use controlled marks like swoops, circles, and waves to represent their ideas**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-4 Makes controlled linear scribbles

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

22-36 months**CLLD3.1h** Begins to use distinct letter-like symbols and letter formations with curves, lines, circles, and dots to represent words, ideas, phrases, sentences, and stories or events with or without drawing**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

CLLD3.1b Understands that marks on a page can communicate meaning**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

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



SUB AREA

FOUNDATIONS OF WRITING

**FOCUS AREA
(CONT...)**

Drawing, scribbling, and writing to communicate

6-14 months**CLLD3.1c** Uses writing instruments to make distinct marks**GOLD® Objectives for Development and Learning****Objective 7b Uses writing and drawing tools**

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

Objective 19b Writes to convey ideas and information

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

12-24 months**CLLD3.1e** Writes in a linear fashion and connects marks with repetitive up/down or looping motions**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-4 Makes controlled linear scribbles

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

CLLD3.1f Begins to use scribbles or intentional marks to represent objects**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

CLLD3.1g Attempts to "read" their writing or drawing to others, including their name**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

22-36 months**CLLD3.1i** Begins to draw/write for a variety of audiences (e.g., family members and teachers)**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

CLLD3.1j Begins to draw/write for a variety of purposes (e.g., grocery lists, invitations, birthday cards)**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message



SUB AREA**FOUNDATIONS OF WRITING****FOCUS AREA
(CONT...)**

Drawing, scribbling, and writing to communicate

34-48 months**CLLD3.1k** Begins to use letter strings or a group of letters to represent words, ideas, phrases, sentences, and stories or events**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

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

Objective 19b Writes to convey ideas and information

Objective 19b-5 Emerging: Uses drawing, dictation, and mock letters or letter forms to convey a message

CLLD3.1l Begins to use print in the environment as part of their writing (e.g., attempts to copy a sign or poster in room)**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-5 Emerging: Uses drawing, dictation, and mock letters or letter forms to convey a message

CLLD3.1m Begins to copy or write letters or numbers**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-7 Emerging: Writes letter strings

Objective 19b Writes to convey ideas and information

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

CLLD3.1n Begins to represent all letters in their name**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-7 Emerging: Writes letter strings

CLLD3.1o Begins to recognize name as separate from other pictures or writing produced**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-7 Emerging: Writes letter strings

CLLD3.1p Begins to distinguish print from images or illustrations**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

44-60 months**CLLD3.1q** Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish)**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

CLLD3.1r Begins to represent the initial and final sounds to represent a word (e.g., 'dg' for dog)**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

CLLD3.1s Retells or reads their writing to others**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

CLLD3.1t Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-8 Writes letter strings

CLLD3.1u Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-8 Writes letter strings

CLLD3.1v Begins to copy names of familiar people and objects**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

SUB AREA**FOUNDATIONS OF WRITING**

FOCUS AREA

Developing writing habits and skills

6-14 months

CLLD3.2a Shows interest in exploring writing by watching others write and experimenting with writing tools (e.g., tries using crayons, markers, etc. to make marks)

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

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

Objective 19b Writes to convey ideas and information

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

12-24 months

CLLD3.2b Begins to share drawings/writing and explains the meaning of the illustrations/text (e.g., says circle is a ball)

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

Objective 19b-3 Emerging: Uses drawing, dictation, and controlled linear scribbles to convey a message

22-36 months

CLLD3.2c Shares writing with others as a way to represent their understandings and ideas

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

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

34-48 months

CLLD3.2d Begins to revise writing in the moment based on interactions with peers and adults

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

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

44-60 months

CLLD3.2h Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes)

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

Objective 19b-3 Emerging: Uses drawing, dictation, and controlled linear scribbles to convey a message



SUB AREA

FOUNDATIONS OF WRITING

FOCUS AREA

Handling writing tools

6-14 months

CLLD3.3a Begins to grasp writing tools to make random marks on a paper with limited control over results

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

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

Objective 19a Writes name

Objective 19a-2 Makes scribbles or marks

12-24 months

CLLD3.3c Uses the whole arm to control and direct the scribbles, marks, drawing, and writing intentions

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

Objective 7b-4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

22-36 months

CLLD3.3d Attempts to use their fingertips to grip writing tools, finger grip may be loose or too tight and finger positioning may be too high or too close to the tip

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

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

CLLD3.3b Begins to use a whole hand grip to manipulate the writing tool

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

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

34-48 months

CLLD3.3e Begins to show increased fine motor strength in writing

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

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

CLLD3.3f Becomes more skillful with a variety of writing tools (e.g., markers, pens, pencils, crayons, chalk)

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

44-60 months

CLLD3.3g Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools

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



Domain

HEALTH AND PHYSICAL DEVELOPMENT (HPD)

SUB AREA

USING SENSES

FOCUS AREA

Learning through all senses

0-8 months

HPD1.1a Uses their senses to explore objects and people in the environment

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

HPD1.1b Turns head or body in the direction of a sound to learn more about the environment (e.g., a young infant turns toward an adult and repositions their body to be picked up)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

Objective 11d Shows curiosity and motivation

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

HPD1.1c Adjusts balance and movement with the changing size and proportion of their body (e.g., rolls over and moves from sitting to crawling or scooting)

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

HPD1.1d Uses oral sensory exploration to learn about the environment and for soothing

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

6-14 months

HPD1.1e Understands properties of objects in matching and associates them with each other through play and interaction (e.g., uses a bottle to feed a baby)

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

HPD1.1f Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

HPD1.1g Uses depth perception, scans for obstacles, and plans movement while learning to scoot, crawl, walk or move in another way

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

12-24 months

HPD1.1i Demonstrates sensory preferences (e.g., chooses clothes of a particular color or enjoys putting their feet in sand or grass)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

HPD1.1j Combines information from the senses to inform the way they interact with the environment and acquire information (e.g., touches a variety of objects during walk)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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



Domain	HEALTH AND PHYSICAL DEVELOPMENT (HPD)
SUB AREA	USING SENSES
FOCUS AREA	Learning through all senses

6-14 months

HPD1.1h Uses touch to learn about different textures in the environment (e.g., touches grass with hands when outside, sticky foods)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 7a Uses fingers and hands

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

22-36 months

HPD1.1k Uses the information received from their senses to guide interactions with the environment (e.g., notices that adults put on coats before going outside and then goes to get their own coat)

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

HPD1.1m Shows increased balance and coordination in play activities and daily routines, such as playing a game or singing a song with hand motions

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing

34-48 months

HPD1.1o Shows some awareness of one's own body, space, and relationship to other objects (e.g., jumps three times and then turns around without bumping into a peer or other object)

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

44-60 months

HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line)

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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



SUB AREA

GROSS MOTOR

FOCUS AREA

Developing large muscle control

0-8 months

HPD2.1a Explores new body positions and movements, such as rolling over, sitting, scooting, crawling, hitting, or kicking at objects while lying on back

GOLD® Objectives for Development and Learning

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

6-14 months

HPD2.1b Moves from crawling to standing to cruising to walking, learning new muscle coordination for each new skill

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills
Objective 5-2 Balances while exploring immediate environment

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

HPD2.1c Manages moving around on different types of surfaces, like carpet and grass

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills
Objective 5-2 Balances while exploring immediate environment

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

HPD2.1d Moves around in their environment by pulling to stand, cruising, and standing alone

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills
Objective 5-2 Balances while exploring immediate environment

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

12-24 months

HPD2.1e Moves through the world with more independence

GOLD® Objectives for Development and Learning

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

HPD2.1f Develops strength, balance, and coordination by repeating movements (e.g., walks up and down stairs while holding on, climbs onto furniture, and begins to run)

GOLD® Objectives for Development and Learning

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

Objective 5 Demonstrates balancing skills
Objective 5-4 Experiments with different ways of balancing



SUB AREA

GROSS MOTOR

FOCUS AREA

Developing large muscle control

22-36 months

HPD2.1g Gains control of a variety of movements including running and jumping with increasing independence

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

HPD2.1h Uses familiar objects that encourage large motor movements (e.g., riding toys, crawl tubes, slides)

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

HPD2.1i Performs actions smoothly with balance, strength, and coordination (e.g., dances, bends over to pick up a toy, reaches up high on a shelf, walks up and down steps)

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

34-48 months

HPD2.1j Moves body in space with good coordination (e.g., running, hopping in place, galloping)

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

HPD2.1m Demonstrates strength and balance by managing uneven surfaces such as hills, ramps, and steps

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

HPD2.1n Uses a variety of toys and equipment that enhance gross motor skills and coordination (e.g., throws and catches balls, climbs up steps to a slide)

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-6 Manipulates balls or similar objects with flexible body movements

44-60 months

HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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



SUB AREA

GROSS MOTOR

FOCUS AREA

Exploring the environment

0-8 months

HPD2.2a Uses each new position (raising head, rolling onto back, sitting) to learn new ways to explore the environment, (e.g., sits up to be able to reach for an object)

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

Objective 4-2 Moves to explore immediate environment

6-14 months

HPD2.2b Uses body position, balance, and movement to explore and examine materials, activities, and to move in environments (e.g., pulling up to stand holding on to couch, cruising around tables)

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

Objective 5-2 Balances while exploring immediate environment

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

12-24 months

HPD2.2c Shows enjoyment of active play and engages in regular and sustained movement (e.g., pushes toys around, goes up and down slide over and over, dumps items out of containers)

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

Objective 4-4 Experiments with different ways of moving

22-36 months

HPD2.2d Uses a variety of increasingly complex movements and body positions to participate in active and quiet indoor and outdoor play

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

Objective 4-4 Experiments with different ways of moving

34-48 months

HPD2.2e Chooses to participate in simple games and other structured motor activities (indoor and outdoor) that enhance physical fitness, such as songs with movement, throwing and catching balls

GOLD® Objectives for Development and Learning**Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-6 Manipulates balls or similar objects with flexible body movements

44-60 months

HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light)

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

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

SUB AREA

FINE MOTOR

FOCUS AREA

Using eyes and hands together

0-8 months

HPD3.1a Coordinates hands and eyes when reaching for and holding items

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

Objective 7a Uses fingers and hands

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

6-14 months

HPD3.1c Performs more complex actions such as transferring objects from one hand to the other and dropping them into a container

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

Objective 7a Uses fingers and hands

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

12-24 months

HPD3.1d Plays with objects such as putting together and taking apart toys

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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



SUB AREA

FINE MOTOR

**FOCUS AREA
(CONT...)**

Using eyes and hands together

0-8 months

HPD3.1b Uses both hands to swipe at, reach for, grasp, hold, shake, release objects, and begins to transfer objects from hand to hand

GOLD® Objectives for Development and Learning**Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-2 Reaches, grasps, and releases objects

Objective 7a Uses fingers and hands

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

12-24 months

HPD3.1e Uses simple tools (e.g., spoon, play hammer, crayon)

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

Objective 7b-4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

Objective 7a Uses fingers and hands

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

22-36 months

HPD3.1f Uses tools that require finger and hand control (e.g., painting with a large paintbrush, holding eating utensils, buttoning clothes)

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

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

34-48 months

HPD3.1g Plays with smaller objects with increasing control

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

Objective 7a-6 Uses refined wrist and finger movements

HPD3.1h Draws simple shapes and figures (square, circle) and copies straight lines and circles

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

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

Objective 7b Uses writing and drawing tools

Objective 7b-4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

44-60 months

HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife)

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

Objective 7a-6 Uses refined wrist and finger movements

HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features)

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



SUB AREA

FINE MOTOR

**FOCUS AREA
(CONT...)**

Using eyes and hands together

34-48 months**HPD3.1i** Uses tools that require strength, control, and skills of small muscles such as a fork and scissors**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

SUB AREA

FINE MOTOR

FOCUS AREA

Developing small muscle control

0-8 months**HPD3.2a** Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around**GOLD® Objectives for Development and Learning****Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-2 Reaches, grasps, and releases objects

Objective 7a Uses fingers and hands

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

Objective 11d Shows curiosity and motivation

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

HPD3.2b Uses full hand to grab items to explore (e.g., picks up toy, holds onto an adult's finger)**GOLD® Objectives for Development and Learning****Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-2 Reaches, grasps, and releases objects

Objective 7a Uses fingers and hands

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

6-14 months**HPD3.2c** Explores properties of objects and materials by using various hand actions, such as picking them up to examine them; enjoys playing with manipulatives and materials of various shapes and textures**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

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

HPD3.2d Matches grasp to the task such as using an index finger and thumb to pick up pieces of cereal while using the whole hand to bang items together**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

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

12-24 months**HPD3.2e** Uses hands and fingers to build a tall block tower, turns single book pages, twists toy nuts and bolts, uses one hand to hold and drink from a cup**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

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

HPD3.2f Extends reach by using simple tools such as a stick or rake to pull a distant object closer**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

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



SUB AREA

FINE MOTOR

**FOCUS AREA
(CONT...)**

Developing small muscle control

22-36 months

HPD3.2g Plans ways to use hands for various activities, such as stacking, building, connecting, drawing

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

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

HPD3.2h Adjusts grasp to use different tools for different purposes, such as a spoon and marker

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

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

34-48 months

HPD3.2i Uses scissors to cut along a straight line and circle, with some precision (within 1/2" to 1/4" of line)

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

Objective 7a-6 Uses refined wrist and finger movements

44-60 months

HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle)

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 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping)

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

Objective 7a-6 Uses refined wrist and finger movements



SUB AREA

PHYSICAL HEALTH AND SELF-CARE

FOCUS AREA

Taking care of daily health needs

0-8 months

HPD4.1a Cooperates in care routines (e.g., diapering, hand-washing, dressing, and brushing gums)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

6-14 months

HPD4.1c Cooperates in daily routines, such as opens mouth for spoon or toothbrush, or raises arms for dressing

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

12-24 months

HPD4.1f Cooperates and helps with care routines (e.g., dental care, hand-washing)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self



SUB AREA

PHYSICAL HEALTH AND SELF-CARE

**FOCUS AREA
(CONT...)**

Taking care of daily health needs

0-8 months**HPD4.1b** Communicates needs for comfort and care**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

6-14 months**HPD4.1d** Uses gestures, sounds, or sign language to communicate need for food, drink, or diaper change**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

Objective 1c Takes care of own needs appropriately

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

HPD4.1e Shows trust in familiar caregivers (e.g., calms down with adult help)**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

12-24 months**HPD4.1g** Uses gestures, words, or sign language to communicate what they need**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

HPD4.1h Soothes themselves when needed (e.g., looks at book before nap)**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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



SUB AREA

PHYSICAL HEALTH AND SELF-CARE

FOCUS AREA

Taking care of daily health needs

22-36 months

HPD4.1i Takes care of personal self-care needs like hand-washing with some adult assistance

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

34-48 months

HPD4.1n Begins to take care of personal health needs and self-care needs independently by washing hands after using the toilet

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

44-60 months

HPD4.1r Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-7 Emerging: Takes responsibility for own well-being



SUB AREA

PHYSICAL HEALTH AND SELF-CARE

**FOCUS AREA
(CONT...)**

Taking care of daily health needs

22-36 months

HPD4.1j Uses words or sign language to ask for what they need (e.g., food when hungry, drink when thirsty)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

HPD4.1k Begins to use different strategies to calm themselves when needed (e.g., seeks out a quiet space)

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

34-48 months

HPD4.1o Uses language to ask adults or peers for help needed to start a zipper or turn on water to wash hands

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

HPD4.1p Uses a variety of strategies to calm themselves (e.g., changing activities, getting a comfort object)

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

HPD4.1q Understands need for good dental hygiene, including brushing teeth

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

44-60 months

HPD4.1t Consistently uses strategies to calm themselves when needed

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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



SUB AREA

PHYSICAL HEALTH AND SELF-CARE

FOCUS AREA

Adopting safe behaviors

0-8 months**HPD4.2a** Cries to indicate stress and to seek help**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

HPD4.2b Responds to verbal or physical signals of danger with a cry or reach towards primary caregiver**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

6-14 months**HPD4.2c** Seeks physical contact with primary caregivers when faced with new or unfamiliar people or environments**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

HPD4.2d Reacts to simple directions that support safety (e.g., washing hands after diaper changes)**GOLD® Objectives for Development and Learning****Objective 8b Follows directions**

Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

12-24 months**HPD4.2e** Cooperates with safety instructions and warnings (e.g., holding a caregiver's hand)**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

HPD4.2f Watches for adult reactions to unfamiliar people or situations**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-2 Responds to changes in an adult's tone of voice and expression

22-36 months**HPD4.2g** Accepts adult guidance, support, and protection when encountering unsafe situations**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults

34-48 months**HPD4.2j** Shows awareness of a growing number of personal safety practices and routines; looks to adults for support in enacting these; participates in safety drills**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

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

44-60 months**HPD4.2o** Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules**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 AREA

PHYSICAL HEALTH AND SELF-CARE

**FOCUS AREA
(CONT...)**

Adopting safe behaviors

22-36 months

HPD4.2h Learns some differences between safe and unsafe play behaviors (e.g., not standing on chairs or tables)

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults



SUB AREA

PHYSICAL HEALTH AND SELF-CARE

**FOCUS AREA
(CONT...)**

Adopting safe behaviors

34-48 months

HPD4.2k Tells peers and adults when dangerous situations are observed

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 AREA

PHYSICAL HEALTH AND SELF-CARE

FOCUS AREA
(CONT...)

Adopting safe behaviors

22-36 months

HPD4.2i Pays attention to simple safety instructions

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

34-48 months

HPD4.2i Tells a trusted adult when someone gets hurt

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

HPD4.2m Demonstrates safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults



SUB AREA

PHYSICAL HEALTH AND SELF-CARE

FOCUS AREA

Eating with healthy habits

6-14 months

HPD4.3c May begin to eat food with fingers, like small pieces of papaya and mango

GOLD® Objectives for Development and Learning

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

HPD4.3d Shows preference for some foods

GOLD® Objectives for Development and Learning

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

12-24 months

HPD4.3e Shows interest in new foods that are offered

GOLD® Objectives for Development and Learning

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

HPD4.3f Begins to distinguish between food and non-food items

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

22-36 months

HPD4.3g Eats a variety of nutritious foods and recognizes healthy foods

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-6 Demonstrates confidence in meeting own needs

44-60 months

HPD4.3m Makes healthy eating choices both independently and with support

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-8 Takes responsibility for own well-being



SUB AREA

PHYSICAL HEALTH AND SELF-CARE

**FOCUS AREA
(CONT...)**

Eating with healthy habits

22-36 months

HPD4.3h Prepares nutritious snacks with adult assistance by stirring and using measuring cups

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



SUB AREA

PHYSICAL HEALTH AND SELF-CARE

FOCUS AREA

Developing healthy habits for rest and sleep

6-14 months

HPD4.4c Settles down and falls asleep after a familiar sleep routine (e.g., story and song before napping)

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

Objective 1a-2 Uses adult support to calm self

HPD4.4d Responds to verbal cues like "it's time to take a nap" by snuggling favorite sleep toy; takes several naps during the day

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

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

12-24 months

HPD4.4e Sleeps more consistently and shows alertness when awake

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

Objective 1c-4 Seeks to do things for self

HPD4.4f Cooperates with sleep routines

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

Objective 1b-4 Accepts redirection from adults

22-36 months

HPD4.4g Sleeps well, wakes up rested and ready for daily activities

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

Objective 1c-6 Demonstrates confidence in meeting own needs

HPD4.4h Participates in sleep routines with guidance

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

Objective 1c-4 Seeks to do things for self

HPD4.4i Indicates they are tired by saying, "I'm sleepy."

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

Objective 1c-4 Seeks to do things for self

34-48 months

HPD4.4j With increasing independence, starts and participates in sleep routines to calm the body and prepare for sleeping

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

Objective 1c-6 Demonstrates confidence in meeting own needs

HPD4.4k Recognizes when they are tired and tells an adult

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

Objective 1c-6 Demonstrates confidence in meeting own needs

HPD4.4l Gradually ends naps

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

Objective 1c-6 Demonstrates confidence in meeting own needs

44-60 months

HPD4.4m Independently starts and participates in sleep routines

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

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

Domain	COGNITIVE DEVELOPMENT (CD)
SUB AREA	SCIENCE: THE NATURAL AND PHYSICAL WORLD
FOCUS AREA	Paying attention to the natural world

0-8 months

CD1.1a Reacts with interest to nearby sights and sounds

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-2 Pays attention to sights and sounds

6-14 months

CD1.1c Explores objects and events with all senses briefly (e.g., watch, listen, touch, smell, taste)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

12-24 months

CD1.1d Shows more focus and spends more time when observing or exploring

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



Domain	COGNITIVE DEVELOPMENT (CD)
SUB AREA	SCIENCE: THE NATURAL AND PHYSICAL WORLD
FOCUS AREA (CONT...)	Paying attention to the natural world

0-8 months

CD1.1b Reaches for and moves toward objects
GOLD® Objectives for Development and Learning
Objective 6 Demonstrates gross motor manipulative skills
 Objective 6-2 Reaches, grasps, and releases objects
Objective 7a Uses fingers and hands
 Objective 7a-2 Reaches for, touches, and holds objects purposefully
Objective 4 Demonstrates traveling skills
 Objective 4-2 Moves to explore immediate environment

12-24 months

CD1.1e Handles toys and materials in different ways (e.g., filling, dumping, etc.)
GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-2 Uses senses to explore the immediate environment

Domain	COGNITIVE DEVELOPMENT (CD)
SUB AREA	SCIENCE: THE NATURAL AND PHYSICAL WORLD
FOCUS AREA	Paying attention to the natural world

22-36 months

CD1.1f Observes and describes items and events in the natural world using words, signs, or gestures

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 27 Demonstrates knowledge of Earth's environment

34-48 months

CD1.1h Notices and talks with adults about similarities and differences among objects and living things

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

44-60 months

CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics)

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials



Domain	COGNITIVE DEVELOPMENT (CD)
SUB AREA	SCIENCE: THE NATURAL AND PHYSICAL WORLD
FOCUS AREA (CONT...)	Paying attention to the natural world

22-36 months

CD1.1g Observes and describes natural phenomena using the tools of the arts (e.g., expressions, sounds, movements, drawing)

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills
Objective 36 Explores drama through actions and language

34-48 months

CD1.1i Notices and talks with adults about changes in nature and in substances (e.g., water to ice)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things
Objective 26 Demonstrates knowledge of the physical properties of objects and materials

44-60 months

CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials
Objective 27 Demonstrates knowledge of Earth's environment

CD1.1l Shows detail in drawings, constructions, demonstrations to show thinking

GOLD® Objectives for Development and Learning

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



SUB AREA

SCIENCE: THE NATURAL AND PHYSICAL WORLD

FOCUS AREA

Testing questions and ideas

0-8 months

CD1.2a Repeats actions (e.g., making a noise or expression) to get repeated adult reaction

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

6-14 months

CD1.2b Looks for verbal, facial and gestural cues from adults about whether to continue or stop an activity

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

CD1.2c Enjoys searching for objects within reach but hidden from view (e.g., under a blanket)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Objective 12a Recognizes and recalls

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

CD1.2d Uses adult help to explore toys and materials to discover how they work

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

12-24 months

CD1.2e Continues to play or explore in spite of distracting sounds or objects

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

CD1.2f Shows more independence and uses "trial and error" when exploring toys and materials

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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



SUB AREA

SCIENCE: THE NATURAL AND PHYSICAL WORLD

FOCUS AREA

Testing questions and ideas

22-36 months

CD1.2g Notices differences among materials such as sand and water

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

CD1.2h Follows adult's model to use simple tools to manipulate and explore objects

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

34-48 months

CD1.2j Answers questions (e.g., "What will happen if...") to make predictions

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

CD1.2k With adult support, asks a question, gathers information, and makes a prediction

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

44-60 months

CD1.2n Uses many sources (e.g., pictures, books) to gather information

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

CD1.2o With adult guidance, plans and conducts investigations

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



SUB AREA

SCIENCE: THE NATURAL AND PHYSICAL WORLD

**FOCUS AREA
(CONT...)**

Testing questions and ideas

22-36 months**CD1.2i** Reacts to and comments on changes when mixing or manipulating materials**GOLD® Objectives for Development and Learning****Objective 26** Demonstrates knowledge of the physical properties of objects and materials**34-48 months****CD1.2i** Uses mathematical ideas such as counting, weighing, and measuring to understand objects and categories of objects**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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

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 20c Connects numerals with their quantities

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

Objective 22a Measures objects

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

44-60 months**CD1.2p** Analyzes results, draws conclusions, and communicates results**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills**CD1.2q** Collaborates with others to conduct investigations**GOLD® Objectives for Development and Learning****Objective 24** Uses scientific inquiry skills

SUB AREA

SCIENCE: THE NATURAL AND PHYSICAL WORLD

**FOCUS AREA
(CONT...)**

Testing questions and ideas

34-48 months**CD1.2m** Uses drawing, building, and demonstrating to show thinking about an object or idea**GOLD® Objectives for Development and Learning****Objective 14a Thinks symbolically**

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

SUB AREA

Social Science: People, Community, and Culture

FOCUS AREA

Learning about ways that people interact

0-8 months**CD2.1a** Reacts to, and carefully observes, the actions of adults and peers**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

6-14 months**CD2.1b** Uses expressions, movements, and vocalizations to get attention from adults and older children for play or basic needs**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

12-24 months**CD2.1c** Imitates sounds, gestures, and actions observed in daily interactions and routines**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play**

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

CD2.1d Shows preference for a familiar adult over others**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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



SUB AREA

Social Science: People, Community, and Culture

**FOCUS AREA
(CONT...)**

Learning about ways that people interact

22-36 months

CD2.1e Uses props and dramatic play to play out roles (e.g., mother, teacher, baby) and play out relationships and routines such as feeding, shopping, or story time

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

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

Objective 36 Explores drama through actions and language**34-48 months**

CD2.1h Communicates about family members in terms of relationships (e.g., "Riley is my sister.")

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

CD2.1i Communicates about family members in terms of roles (e.g., "Grandma picks me up from school.")

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****44-60 months**

CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books and other media (artists, cooks, cashiers, construction workers)

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

SUB AREA

Social Science: People, Community, and Culture

**FOCUS AREA
(CONT...)**

Learning about ways that people interact

22-36 months

CD2.1f Makes comments, signs, or gestures about family members and friends, including where they are and what they do

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

CD2.1g Helps with daily routines at home or in the classroom

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

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

34-48 months

CD2.1j Communicates about past events and changes over time

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

CD2.1k Communicates about the roles of people encountered in the community (e.g., bus driver, mail carrier)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

44-60 months

CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus)

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

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

Objective 30 Shows basic understanding of people and how they live



SUB AREA

Social Science: People, Community, and Culture

**FOCUS AREA
(CONT...)**

Learning about ways that people interact

34-48 months**CD2.1i** Uses props and dramatic play to dramatize stories from culturally responsive books, movies and shows**GOLD® Objectives for Development and Learning****Objective 14b Engages in sociodramatic play**

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

Objective 36 Explores drama through actions and language**Objective 30 Shows basic understanding of people and how they live****44-60 months****CD2.1p** Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections**GOLD® Objectives for Development and Learning****Objective 14a Thinks symbolically**

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

Objective 30 Shows basic understanding of people and how they live**CD2.1m** Uses visual arts such as drawing, sculpting, and building to show thinking**GOLD® Objectives for Development and Learning****Objective 14a Thinks symbolically**

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

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

SUB AREA

Social Science: People, Community, and Culture

FOCUS AREA

Understanding relationships and connections

0-8 months**CD2.2a** Shows preference for familiar people with smiles and an open facial expression**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

6-14 months**CD2.2b** Shows awareness of strangers and of separation from parents with hesitation and/or distress**GOLD® Objectives for Development and Learning****Objective 2a Forms relationships with adults**

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

12-24 months**CD2.2c** Pays attention to children nearby by watching and possibly imitating their play**GOLD® Objectives for Development and Learning****Objective 2c Interacts with peers**

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



SUB AREA

Social Science: People, Community, and Culture

**FOCUS AREA
(CONT...)**

Understanding relationships and connections

22-36 months

CD2.2d Communicates about self and others in terms of physical characteristics (e.g., big/little, curly hair/straight hair)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

34-48 months

CD2.2f Participates as a member of the group to work cooperatively, make plans and solves problems

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

44-60 months

CD2.2g Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 30 Shows basic understanding of people and how they live

CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

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



SUB AREA

Social Science: People, Community, and Culture

**FOCUS AREA
(CONT...)**

Understanding relationships and connections

44-60 months**CD2.2i** With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

Objective 3b-6 Suggests solutions to social problems



SUB AREA

Social Science: People, Community, and Culture

FOCUS AREA

Learning about differences

0-8 months

CD2.3a Notices an unfamiliar person whose face is near and briefly gazes at that new face

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

6-14 months

CD2.3b Shows awareness of strangers or less familiar people by showing hesitation or distress

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

12-24 months

CD2.3c Imitates other children's behavior

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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



SUB AREA

Social Science: People, Community, and Culture

**FOCUS AREA
(CONT...)**

Learning about differences

22-36 months

CD2.3d Uses words to describe their own physical features (e.g., size, gender, assistive devices, etc.) and those of peers and adults

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

34-48 months

CD2.3f Follows caregiver or educator's model to talk accurately and respectfully about similarities and differences present in the group

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

44-60 months

CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 30 Shows basic understanding of people and how they live

CD2.3i With adult help, notices and communicates about different family structures represented in the group

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



SUB AREA

Social Science: People, Community, and Culture

**FOCUS AREA
(CONT...)**

Learning about differences

44-60 months**CD2.3j** Communicates about own family's culture and traditions and accepts that children and families are different**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SUB AREA**

MATHEMATICS

FOCUS AREA

Comparing numbers, counting, and recognizing quantities

0-8 months**CD3.1a** After observing a picture or display with one item, pays longer attention to a picture or display with two or three items**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

6-14 months**CD3.1b** Says, signs, or gestures for "more" to request additional food or items**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

Objective 1c Takes care of own needs appropriately

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

12-24 months**CD3.1c** Sings number words in chants or songs**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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



SUB AREA

MATHEMATICS

FOCUS AREA
(CONT...)

Comparing numbers, counting, and recognizing quantities

12-24 months

CD3.1d Can name and sing/chant some numbers with no sequence

GOLD® Objectives for Development and Learning

Objective 20a Counts

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



SUB AREA

MATHEMATICS

**FOCUS AREA
(CONT...)**

Comparing numbers, counting, and recognizing quantities

22-36 months

CD3.1e Notices or points to the presence of numbers (as distinct from letters) in the environment such as in books or on buildings or signs

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

Objective 20c-2 Recognizes and names a few numerals

CD3.1f Compares quantities of items and indicates "same" or "more"

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

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

CD3.1g Begins to match numerals to the correct quantity (amount)

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

Objective 20c-2 Recognizes and names a few numerals

34-48 months

CD3.1j Names some numbers when they appear in print

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

Objective 20c-2 Recognizes and names a few numerals

CD3.1k Continues counting from a running start, as in "What comes after 1, 2, 3, 4...?"

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

CD3.1l Uses own fingers to show a number

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

44-60 months

CD3.1q Counts forward to 20 by memory

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

CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 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



SUB AREA

MATHEMATICS

**FOCUS AREA
(CONT...)**

Comparing numbers, counting, and recognizing quantities

22-36 months**CD3.1h** Uses number words for counting, though not necessarily in order**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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

CD3.1i Imitates an adult who is counting along with actions such as clapping**GOLD® Objectives for Development and Learning****Objective 20a Counts**

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

34-48 months**CD3.1m** Instantly recognizes a collection of up to 4 objects (i.e. subitizes)**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

CD3.1n Begins to explore one-to-one correspondence (e.g., setting places at a table), counting up to 10**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

CD3.1o Counts up to 5 objects in a line**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

CD3.1p Compares sets of objects that range in size from 1-5, as having "more" or "fewer"**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

44-60 months**CD3.1t** Counts up to 10 objects in a line**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

CD3.1u Answers the question "How many?" for up to 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

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

CD3.1v Counts out 10-20 objects in a line from a larger group**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

CD3.1w Instantly recognizes a collection of up to 10 objects (i.e. subitizes)**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 AREA

MATHEMATICS

FOCUS AREA
(CONT...)

Comparing numbers, counting, and recognizing quantities

44-60 months

CD3.1z Compares sets of objects that range in size from 1-10, as having "more", "fewer" or "same"

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 AREA

MATHEMATICS

FOCUS AREA

Understanding number relationships and solving problems using operations

34-48 months

CD3.2a With adult help, adds (joins) two small sets of objects (e.g., "I have two books and you have two books. How many books do we have all together?")

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

CD3.2b With adult help, subtracts (separates) small sets of objects (e.g., "You have four ribbons. If you share three with your friends, how many will you have left?")

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

44-60 months

CD3.2c Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks)

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 AREA

MATHEMATICS

**FOCUS AREA
(CONT...)**

Understanding number relationships and solving problems using operations

44-60 months**CD3.2d** Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks)**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

CD3.2e With adult help, uses "counting on" as a strategy to solve addition (joining) problems (e.g., "I have 3 and 2 more gives me 4, 5")**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

CD3.2f With adult help, uses "counting back from" as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, "5,4,3...leaves 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 AREA

MATHEMATICS

FOCUS AREA

Geometric thinking and spatial reasoning

6-14 months**CD3.3a** Shows interest in space and location by looking in mirrors, noticing what is reflected, and looking for it**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

12-24 months**CD3.3c** Matches simple shapes in a sorting box or puzzle**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

22-36 months**CD3.3g** Imitates adult in calling simple shapes (e.g., circle, square, triangle) by name**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes



SUB AREA

MATHEMATICS

**FOCUS AREA
(CONT...)**

Geometric thinking and spatial reasoning

6-14 months

CD3.3b Explores relationships of things in space by combining objects of different sizes and shapes with containers of different sizes and shapes

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills
Objective 13-2 Matches similar objects

12-24 months

CD3.3d Places one block or an alternative item on another and says or signs "on"

GOLD® Objectives for Development and Learning

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

CD3.3e Plays with blocks, found materials (e.g., stones or sticks), or other items by placing them side by side

GOLD® Objectives for Development and Learning

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

CD3.3f Uses blocks or found materials to represent a simple construction such as a road or a room

GOLD® Objectives for Development and Learning

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

22-36 months

CD3.3h Sorts items or pictures by shape

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes
Objective 21b-2 Matches two identical shapes
Objective 13 Uses classification skills
Objective 13-2 Matches similar objects

CD3.3i Recognizes certain shapes (circle or square) in the classroom, home, or neighborhood

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes
Objective 21b-2 Matches two identical shapes

CD3.3j Responds to and uses words describing a place in space such as "next to", "inside of", "under"

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships
Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)
Objective 21a Understands spatial relationships
Objective 21a-4 Follows simple directions related to proximity (beside, between, next to)



34-48 months

CD3.3i Uses words that describe and compare shapes in the environment (e.g., "the cracker is a circle", "the green square is smaller than the purple square")

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

CD3.3m Recognizes and names a typical circle, square, and sometimes triangle

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

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

CD3.3n Matches some shapes that are different sizes or orientations with adult support

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)

CD3.3o Describes the spatial features of objects in the classroom, home, or neighborhood (e.g., Pointing to a picture of the sun, child says "It's a circle.")

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

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

CD3.3p Uses words about position "first", "last", "middle" to describe the placement of a person or thing

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

Objective 22c-2 Knows a few ordinal numbers

CD3.3q Uses words about direction and distance (e.g., "run toward the tree", "my car went farther than your car")

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

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

44-60 months

CD3.3s Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square)

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

CD3.3t Correctly names squares, rectangles and triangles regardless of size or 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

CD3.3u Describes attributes of two and three dimensional shapes (e.g., "A square has four corners/angles", "a triangle has three straight sides")

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

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

CD3.3v Draws and describes pictures that show relative locations and uses terms like "near to" or "closer to"

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

Objective 21a-8 Uses and makes simple sketches, models, or pictorial maps to locate objects

SUB AREA

MATHEMATICS

FOCUS AREA
(CONT...)

Geometric thinking and spatial reasoning

34-48 months

CD3.3r In outside play, uses and responds to direction (e.g., up, down) or position (e.g., on top of, beside) words

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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



SUB AREA

MATHEMATICS

FOCUS AREA

Sorting, classifying, and patterning

0-8 months

CD3.4a Shows a beginning alertness to something "different" by holding attention to briefly study the new item or face

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

CD3.4b Anticipates the next move in a game of peek-a-boo

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

6-14 months

CD3.4c Anticipates the next action in a pattern of clapping or bouncing on a caregiver's knee

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

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

12-24 months

CD3.4d Sorts and classifies objects according to one attribute or feature (e.g., sorts socks by color, sorts twigs from leaves)

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-2 Matches similar objects

CD3.4e Imitates patterns in movement (e.g., clapping patterns)

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns



SUB AREA

MATHEMATICS

FOCUS AREA
(CONT...)

Sorting, classifying, and patterning

12-24 months

CD3.4f Imitates adult's words in naming a pattern (e.g., blue - red - blue - red)

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

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



SUB AREA

MATHEMATICS

**FOCUS AREA
(CONT...)**

Sorting, classifying, and patterning

22-36 months

CD3.4g Imitates an adult in naming the elements of a pattern and then predicts the next item in the chain

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

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

CD3.4h Predicts the next word or phrase in a familiar story

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

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

CD3.4i Recognizes and follows simple patterns in stories or books such as I Know an Old Lady Who Swallowed a Fly or The Very Hungry Caterpillar

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

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

34-48 months

CD3.4j Shows understanding of simple patterns by recognizing and extending simple, repeating, "ABAB" patterns (e.g., of movements such as "tap head, tap knees, tap head..."; or of objects such as "red car, yellow car, red car...")

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

Objective 23-4 Copies simple repeating patterns

CD3.4k With adult help, fills in the missing element of a pattern (e.g., red, blue, red, ____, red)

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

Objective 23-4 Copies simple repeating patterns

44-60 months

CD3.4l Identifies, duplicates, extends, and creates simple repeating patterns

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

Objective 23-6 Extends and creates simple repeating patterns

CD3.4n Recognizes, names, and extends simple repeating patterns

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

Objective 23-8 Recognizes, creates, and explains more complex repeating and simple growing patterns



SUB AREA

MATHEMATICS

FOCUS AREA

Describing, comparing, and measuring

0-8 months

CD3.5a Explores familiar and unfamiliar people or objects through touching (handling) or mouthing (oral exploration)

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

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

6-14 months

CD3.5b Examines differences between familiar or unfamiliar people or objects with greater focus (e.g., shaking or squeaking different sound producing toys, such as keys, rattles, and noisemakers)

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

Objective 13-2 Matches similar objects

12-24 months

CD3.5c With adult support, begins to match objects by similar or related attributes/characteristics (e.g. explores matching shapes using a shape sorting box)

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

Objective 22a-2 Makes simple comparisons between two objects

22-36 months

CD3.5d With adult support, sorts objects into two groups based on a single attribute/characteristic (e.g. grouping blocks separately from toy animals or putting red blocks and blue blocks in different piles)

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

Objective 13-2 Matches similar objects

34-48 months

CD3.5e With adult support, makes direct comparisons of objects' volume or length (e.g., standing two students back to back to see which one is taller)

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

Objective 22a-2 Makes simple comparisons between two objects

44-60 months

CD3.5g Directly compares the length or volume of two objects

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

CD3.5f With adult support, indirectly compares the length of two objects using a third object (e.g., using a piece of string to measure two objects on the playground and determining which is taller)

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

CD3.5h Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.)

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 AREA

MATHEMATICS

FOCUS AREA
(CONT...)

Describing, comparing, and measuring

44-60 months

CD3.5j With adult support, compares or orders up to 5 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

CD3.5k With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-8 Uses measurement words and some standard measurement tools accurately

CD3.5l With adult support, demonstrates "size seriation" by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size)

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)

CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/characteristic being measured

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-8 Uses measurement words and some standard measurement tools accurately



SUB AREA

MATHEMATICS

FOCUS AREA
(CONT...)

Describing, comparing, and measuring

44-60 months

CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

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



SUB AREA

FINE ARTS

FOCUS AREA

Exploring and expressing ideas through movement and dance

0-8 months

CD4.1a With feet on a flat surface, and with adult support, pushes down with legs

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

6-14 months

CD4.1b Stands alone very briefly with adult supporting nearby

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

12-24 months

CD4.1e Keeps a steady beat by tapping on legs or shaking or tapping a simple instrument while seated on the floor

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CD4.1c Takes a step or more while holding on to adult or other supports

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

CD4.1f With adult help, practices moving through space and exploring different movements such as jumping, walking, bouncing, and turning

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

Objective 35 Explores dance and movement concepts

CD4.1d Responds to music by bouncing

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

22-36 months

CD4.1g Follows adult's guidance for recognizing personal space

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

34-48 months

CD4.1j Imitates adult's model of moving body parts in isolation or coordination

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CD4.1k Uses words that describe movement (e.g., roll, gallop, etc.)

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

44-60 months

CD4.1p Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts



SUB AREA

FINE ARTS

**FOCUS AREA
(CONT...)**

Exploring and expressing ideas through movement and dance

22-36 months

CD4.1h Adjusts movements to match the music or beat when adult introduces varied types of music to invite kinds and rates of movement

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CD4.1i Repeats short rhythm patterns

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

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

Objective 35 Explores dance and movement concepts

34-48 months

CD4.1i Follows adult's guidance to recognize other children's personal space, as suggested by the cultures of the children in the 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

CD4.1m Repeats longer rhythm patterns

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

CD4.1n Imitates dance movements or patterns of movement

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CD4.1o Contributes ideas to create dance movements

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

44-60 months

CD4.1q Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CD4.1r Changes tempo of movements in response to changes in tempo or beat of music

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CD4.1s Follows directions or example to stop moving on cue

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CD4.1t Reproduces dance steps or movements several times

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

CD4.1u Uses dance to communicate ideas or feelings

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts



SUB AREA

FINE ARTS

FOCUS AREA

Learning about and through music

0-8 months**CD4.2a** Responds to adult by copying sounds**GOLD® Objectives for Development and Learning****Objective 9b Speaks clearly**

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

Objective 10a Engages in conversations

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

CD4.2b Engages in a "conversation" with adult by taking turns making sounds**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

CD4.2c Responds to music by either quieting or becoming more active**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression****22-36 months****CD4.2h** Asks with words, signs, or gestures to hear music again**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression****6-14 months****CD4.2d** Imitates adults sounds including multiple syllables (e.g., "mamama", "dadada")**GOLD® Objectives for Development and Learning****Objective 9b Speaks clearly**

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

CD4.2e Responds to music by changing expression, moving head or limbs, swaying, nodding, bouncing or clapping**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression****12-24 months****CD4.2f** Directs attention to the source of sound and shows interest or pleasure when provided music**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****CD4.2g** Imitates a steady beat with body parts or simple "instruments" (e.g., hitting a metal bowl with a spoon, drumming on a table top)**GOLD® Objectives for Development and Learning****Objective 35 Explores dance and movement concepts****34-48 months****CD4.2n** Shows preferences for music by requesting songs**GOLD® Objectives for Development and Learning****Objective 34 Explores musical concepts and expression****44-60 months****CD4.2s** Creates original lyrics and songs**GOLD® Objectives for Development and Learning****Objective 15b Notices and discriminates alliteration**

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

Objective 34 Explores musical concepts and expression

SUB AREA

FINE ARTS

**FOCUS AREA
(CONT...)**

Learning about and through music

22-36 months**CD4.2i** Participates in group musical experiences**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**CD4.2j** Echoes short phrases as sung by an adult**GOLD® Objectives for Development and Learning****Objective 15b** Notices and discriminates alliteration

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

Objective 34 Explores musical concepts and expression**CD4.2k** Changes the tempo of a beat between fast and slow**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**CD4.2l** Repeats short rhythm patterns**GOLD® Objectives for Development and Learning****Objective 23** Demonstrates knowledge of patterns

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

Objective 34 Explores musical concepts and expression**CD4.2m** Responds to and follows changes in tempo**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**34-48 months****CD4.2o** Participates in conversations about music dynamics, including sound qualities and pitch (high or low)**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**CD4.2p** Repeats longer rhythm patterns**GOLD® Objectives for Development and Learning****Objective 23** Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

Objective 34 Explores musical concepts and expression**Objective 35** Explores dance and movement concepts**CD4.2q** Creates beats, patterns or simple melodies using the voice or simple materials in the environment**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**CD4.2r** Sings alone and with others**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**44-60 months****CD4.2t** Keeps a steady beat for 8-16 counts by patting body parts or using small instruments**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**CD4.2u** Draws to represent patterns in sound (e.g., "clap, clap, stomp, stomp" drawn as "dot, dot, dash, dash")**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**CD4.2v** Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships**GOLD® Objectives for Development and Learning****Objective 34** Explores musical concepts and expression**SUB AREA**

FINE ARTS



0-8 months

CD4.3a Responds to people whose faces are nearby by smiling and copying basic facial expressions

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-2 Reacts to others' emotional expressions

Objective 10a Engages in conversations

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

CD4.3b Protests with expression or vocalization when playful interactions stop

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

6-14 months

CD4.3c Explores materials by using them in different ways such as shaking, banging, throwing

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

Objective 7b Uses writing and drawing tools

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

CD4.3d Copies simple gestures such as waving goodbye

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

Objective 14b Engages in sociodramatic play

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

12-24 months

CD4.3e Recognizes and demonstrates actual uses of objects (e.g., combing hair with comb)

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language

CD4.3f Interacts with an adult in role play (e.g., acting out the characters and story in a familiar book)

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

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

Objective 36 Explores drama through actions and language

SUB AREA

FINE ARTS

**FOCUS AREA
(CONT...)**

Building understanding, empathy, and relationship skills through drama and theatre arts

22-36 months

CD4.3g Shows imagination by substituting items to represent actual items (e.g., using a block as a cell phone)

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

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

CD4.3h Uses figures (e.g., dolls, action figures) to role play interactions and relationships, including differences related to culture, gender, race, age, and ability

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

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

Objective 36 Explores drama through actions and language

CD4.3i Transitions between imagination and reality in dramatic play or in a guided drama experience

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

Objective 14b-3 Emerging: Acts out familiar or imaginary scenarios; may use props to stand for something else

CD4.3j Uses props and dramatic play to explore roles in their circle of family and friends (e.g., holding and patting a baby doll on the back to demonstrate care)

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

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

Objective 36 Explores drama through actions and language

34-48 months

CD4.3k Uses props and dramatic play to act out emotions related to fear, excitement, happiness, sadness and anger

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

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

Objective 36 Explores drama through actions and language

CD4.3l When engaged in role play, contributes dialogue, gesture, and facial expressions to convey meaning, ideas and feelings

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

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

Objective 36 Explores drama through actions and language

CD4.3m With adult guiding dramatic play, explores character, plot and setting

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

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

Objective 36 Explores drama through actions and language

44-60 months

CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world

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

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

Objective 36 Explores drama through actions and language

CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play

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

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

Objective 36 Explores drama through actions and language



SUB AREA

FINE ARTS

FOCUS AREA

Using visual arts media to express thoughts and feelings

0-8 months

CD4.4a Responds to visual elements in the environment by gazing at light, color, and patterns

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

6-14 months

CD4.4b Watches faces and responds to presence of familiar figures

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

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

Objective 2a Forms relationships with adults

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

CD4.4d Participates in a variety of tactile/sensory experiences such as feeling different fabrics and textures or playing with water under close adult supervision

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 7a Uses fingers and hands

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

CD4.4e Shows interest in certain images or objects by vocalizing or reaching

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 33 Explores the visual arts

12-24 months

CD4.4f Begins to use materials (e.g., crayons, chalk) to leave marks on paper

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CD4.4g Begins to make controlled marks and drawings on paper

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

Objective 33 Explores the visual arts



SUB AREA

FINE ARTS

**FOCUS AREA
(CONT...)**

Using visual arts media to express thoughts and feelings

22-36 months

CD4.4h Explores a variety of media including paper, tape, glue, clay, watercolor, etc.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

34-48 months

CD4.4i Begins to transition drawings from spontaneous loops and lines to intentional shapes, including ovals, circles, and rectangles

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 33 Explores the visual arts

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

CD4.4j Shows control and coordination with scissors

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

44-60 months

CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 33 Explores the visual arts

CD4.4l Draws the human form with more accuracy and detail

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

CD4.4m Begins to describe art and the story it tells

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CD4.4n With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. 3-D vs. collage)

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

