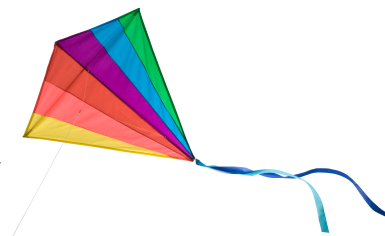


**Alignment of**



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**GOLD<sup>®</sup>**  
**Objectives for Development  
& Learning**



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With  
VT Early Learning Standards  
(Ad. 2015)

**Main Criteria:** VT Early Learning Standards

**Secondary Criteria:** GOLD® Objectives for Development and Learning

**Subject:** Early Childhood Education

**Grades:** Birth to 12 months, 9 to 18 months, 18 to 36 months, 36 to 48 months, 48 to 60 months, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade

**Adopted:** 2015

**Domain**

Approaches to Learning (ATL)

**Element**

Play and Exploration

**Goal**

Children engage in play to understand the world around them.

**Birth to 12 months**

**9 to 18 months**

**18 to 36 months**

**ATL.1.1.1.Birth\_to\_12\_months** Play independently (solitary play).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**ATL.1.1.2.Birth\_to\_12\_months** Respond to play activities (e.g. peek-a-boo).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**ATL.1.1.3.Birth\_to\_12\_months** Use senses to explore objects and toys (e.g., chews on toy).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**ATL.1.1.1.9\_to\_18\_months** Engage in solitary and parallel play (e.g., children building blocks next to each other, but not interacting with each other).

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**

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

**ATL.1.1.2.9\_to\_18\_months** Engage in intended use of toy (e.g., running car along the floor).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**ATL.1.1.3.9\_to\_18\_months** Engage in simple pretend play with actual objects (e.g., puts phone to ear, or doll to 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

**ATL.1.1.1.18\_to\_36\_months** Engage in constructive play (e.g., use blocks to build a tower).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**ATL.1.1.2.18\_to\_36\_months** Engage in representational play (e.g., use a gourd as a hammer or a block as a 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

**ATL.1.1.3.18\_to\_36\_months** Experiment with the outdoor environment (e.g., climb on rocks, roll down hills).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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



<b>Domain</b>	Approaches to Learning (ATL)
<b>Element</b>	Play and Exploration
<b>Goal (CONT...)</b>	Children engage in play to understand the world around them.

### Birth to 12 months

**ATL.1.1.4.Birth\_to\_12\_months** Relate objects to each other (e.g. banging 2 blocks).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**ATL.1.1.5.Birth\_to\_12\_months** Engage in simple turn-taking games.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

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

### 9 to 18 months

**ATL.1.1.4.9\_to\_18\_months** Play outside engaging with the natural environment (e.g., feeling leaves, digging in sand).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

### 18 to 36 months

**ATL.1.1.4.18\_to\_36\_months** Build friendships through play.

**GOLD® Objectives for Development and Learning**

**Objective 2d Makes friends**

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

### 36 to 48 months

**ATL.1.1.1.36\_to\_48\_months** Engage in associative play (e.g., play without planning and negotiation) with other children for short periods of time.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

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

### 48 to 60 months

**ATL.1.1.1.48\_to\_60\_months** Engage solidly in "solitary", "parallel", "associative" and "cooperative play" (e.g., play that involves engagement, negotiation and pre-planning).

**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

### Kindergarten

**ATL.1.1.1.K** Play basic games with rules.

**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



<b>Domain</b>	Approaches to Learning (ATL)
<b>Element</b>	Play and Exploration
<b>Goal (CONT...)</b>	Children engage in play to understand the world around them.

### 36 to 48 months

**ATL.1.1.2.36\_to\_48\_months** Primarily engage in basic constructive play activities (e.g., building road with rocks) and dramatic play activities by taking on a role.

**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

**ATL.1.1.3.36\_to\_48\_months** Build knowledge through play (e.g., blocks/math, dramatic play/literacy, water table/problem solving, outdoor play/science).

**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

### 48 to 60 months

**ATL.1.1.2.48\_to\_60\_months** Engage in sustained play episodes (e.g., stays in a dramatic play role like "the baby").

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

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

**ATL.1.1.3.48\_to\_60\_months** Practice concepts through play (e.g., emergent writing: restaurant menu, geometry: naming the block shapes used in building a garage).

**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

**ATL.1.1.4.48\_to\_60\_months** Play basic games with rules.

**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

### Kindergarten

**ATL.1.1.2.K** Engage in a variety of play-based contexts, to develop skills in oral language, idea expression, problem-solving, and self-regulation.

**GOLD® Objectives for Development and Learning**

**Objective 14b Engages in sociodramatic play**

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

**ATL.1.1.3.K** Incorporate the outdoor natural environment into play scenarios.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**ATL.1.1.4.K** Engage in productive play scenarios to develop oral language, express ideas, problem-solve, and develop self-regulation.

**GOLD® Objectives for Development and Learning**

**Objective 14b Engages in sociodramatic play**

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days



<b>Domain</b>	Approaches to Learning (ATL)
<b>Element</b>	Play and Exploration
<b>Goal (CONT...)</b>	Children engage in play to understand the world around them.

<b>1st Grade</b>	<b>2nd Grade</b>	<b>3rd Grade</b>
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**ATL.1.1.1.1st** Play moderate level games with rules with other children.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**  
Objective 2c-10 Works with a group toward a shared goal; participates in group games with rules

**ATL.1.1.1.2nd** Play advanced games with rules.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**  
Objective 2c-10 Works with a group toward a shared goal; participates in group games with rules

**ATL.1.1.1.3rd** Engage in, negotiate, develop and organize games with rules.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**  
Objective 2c-12 Fluidly alternates between the roles of leader and follower in order to sustain play

**ATL.1.1.2.1st** Engage in intricate dramatic play and role play scenarios, some in real-world settings, that help then make sense of the world (e.g. acts out favorite stories with a group of friends).

**GOLD® Objectives for Development and Learning**

**Objective 14b Engages in sociodramatic play**  
Objective 14b-10 Creates rich dialogue, props, costumes, scenery, and sound effects to support role-play

**ATL.1.1.2.2nd** Engage in dramatic play and role play scenarios and dramatic interpretations of text, including: flannel board stories, finger plays, and reader's theater.

**GOLD® Objectives for Development and Learning**

**Objective 14b Engages in sociodramatic play**  
Objective 14b-12 Composes a complex play and uses body, voice, and/or technology to communicate characters' personal thoughts, feelings, actions, and sounds; uses symbolic play themes or props to create games with rules

**ATL.1.1.2.3rd** Cooperatively play with others in intricate dramatic play scenarios, making own props, engaging in multiple topics, expressing ideas.

**GOLD® Objectives for Development and Learning**

**Objective 14b Engages in sociodramatic play**  
Objective 14b-14 Acts out real-life (including social issues) and fanciful scenarios through improvised and planned dramatic play and performances; manages and directs play during student-created dramatizations

**ATL.1.1.3.1st** Engage in child-initiated outdoor games and activities.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**  
Objective 2c-10 Works with a group toward a shared goal; participates in group games with rules

**ATL.1.1.3.2nd** Organize outdoor games and projects.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**  
Objective 2c-10 Works with a group toward a shared goal; participates in group games with rules

**ATL.1.1.3.3rd** Produce and execute reader's theater scripts.

**GOLD® Objectives for Development and Learning**

**Objective 14b Engages in sociodramatic play**  
Objective 14b-14 Acts out real-life (including social issues) and fanciful scenarios through improvised and planned dramatic play and performances; manages and directs play during student-created dramatizations

**ATL.1.1.4.3rd** Resolve conflicts during organized indoor and outdoor play activities.

**GOLD® Objectives for Development and Learning**

**Objective 3b Solves social problems**  
Objective 3b-12 Considers multiple viewpoints when solving conflicts

<b>Element</b>	Initiative
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**Goal**

Children show curiosity about the world around them and take action to interact with it and learn.

**Birth to 12 months**

**ATL.2.1.1.Birth\_to\_12\_months** Use senses to explore the immediate environment.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**ATL.2.1.2.Birth\_to\_12\_months** Show interest in themselves (e.g., play with own feet).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**ATL.2.1.3.Birth\_to\_12\_months** Seek, initiate and respond to interactions with people and objects.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

**9 to 18 months**

**ATL.2.1.1.9\_to\_18\_months** Experiment with object to see how it reacts to different actions (e.g. bang, shake and roll pinecone).

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

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

**ATL.2.1.2.9\_to\_18\_months** Experiment with multiple objects to gain information (e.g. rolls car, ball and stuffed animal down a ramp).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**ATL.2.1.3.9\_to\_18\_months** Engage in simple cause and effect (e.g., jack-in-the-box, placing hand under faucet and getting sprayed with water).

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

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

**ATL.2.1.4.9\_to\_18\_months** Indicate preferences or dislikes for activities, people and experiences.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**18 to 36 months**

**ATL.2.1.1.18\_to\_36\_months** Watch others and imitate or participate.

**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

**ATL.2.1.2.18\_to\_36\_months** Apply knowledge in new situations.

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

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

**ATL.2.1.3.18\_to\_36\_months** Ask questions to get new information.

**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

**ATL.2.1.4.18\_to\_36\_months** Initiate play with one peer.

**GOLD® Objectives for Development and Learning**

**Objective 2d Makes friends**

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



Element

Initiative

Goal (CONT...)

Children show curiosity about the world around them and take action to interact with it and learn.

### 9 to 18 months

**ATL.2.1.5.9\_to\_18\_months** Use memory as a foundation for more complex play, actions and ideas.

**GOLD® Objectives for Development and Learning**

**Objective 12b Makes connections**

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

### 36 to 48 months

**ATL.2.1.1.36\_to\_48\_months** Observe others to enter play.

**GOLD® Objectives for Development and Learning**

**Objective 11e Shows flexibility and inventiveness in thinking**

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

**ATL.2.1.2.36\_to\_48\_months** Initiate play with one or more peers.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**

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

**Objective 2c Interacts with peers**

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

**ATL.2.1.3.36\_to\_48\_months** Show interest in how things 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

### 48 to 60 months

**ATL.2.1.1.48\_to\_60\_months** Demonstrate flexibility, imagination and inventiveness in approaching task and activities through play.

**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

**ATL.2.1.2.48\_to\_60\_months** Explore and discuss a range of topics, ideas and tasks.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**ATL.2.1.3.48\_to\_60\_months** Attempt to master new skills (e.g., riding a bike).

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

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

### Kindergarten

**ATL.2.1.1.K** Initiate finding answers to questions using a variety of resources (e.g., find a book, through play with peer or simply asking an adult).

**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



Element

Initiative

Goal (CONT...)

Children show curiosity about the world around them and take action to interact with it and learn.

36 to 48 months

48 to 60 months

**ATL.2.1.4.36\_to\_48\_months** Explore and discuss a range 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

**ATL.2.1.4.48\_to\_60\_months** Ask questions to find out about future events.

**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

1st Grade

2nd Grade

3rd Grade

**ATL.2.1.1.1st** Engage in learning about new concepts and skills (e.g. use manipulatives to solve a math problem).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**ATL.2.1.1.2nd** Ask questions and conduct research about phenomena outside of own direct experiences.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**ATL.2.1.1.3rd** Ask increasingly complex questions about a variety of topics of interest.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

**ATL.2.1.2.1st** Ask questions to learn about surroundings and everyday events.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**ATL.2.1.2.2nd** Explore self-directed interests independently or collaboratively.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**ATL.2.1.2.3rd** Use basic logic to explore a question.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic



<b>Element</b>	Initiative
<b>Goal (CONT...)</b>	Children show curiosity about the world around them and take action to interact with it and learn.

**2nd Grade**

**3rd Grade**

**ATL.2.1.3.2nd** Develop a reasonable solution to a given problem.  
**GOLD® Objectives for Development and Learning**  
**Objective 11c Solves problems**  
 Objective 11c-10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers

**ATL.2.1.3.3rd** Demonstrate multiple methods for solving problems.  
**GOLD® Objectives for Development and Learning**  
**Objective 11c Solves problems**  
 Objective 11c-12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems

<b>Element</b>	Problem Solving
<b>Goal</b>	Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.

**Birth to 12 months**

**9 to 18 months**

**18 to 36 months**

**ATL.3.1.1.Birth\_to\_12\_months** Use hands, mouth, and eyes in a coordinated manner to explore body, objects and surroundings.  
**GOLD® Objectives for Development and Learning**  
**Objective 11d Shows curiosity and motivation**  
 Objective 11d-2 Uses senses to explore the immediate environment

**ATL.3.1.1.9\_to\_18\_months** Make discoveries about self, others, and the environment through a variety of multi-sensory/motor interactions.  
**GOLD® Objectives for Development and Learning**  
**Objective 11d Shows curiosity and motivation**  
 Objective 11d-4 Explores and investigates ways to make something happen

**ATL.3.1.1.18\_to\_36\_months** Ask questions to gain information.  
**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

**ATL.3.1.2.Birth\_to\_12\_months** React to new voices or sounds by turning in the direction of the sound or changing facial expression.  
**GOLD® Objectives for Development and Learning**  
**Objective 11a Attends and engages**  
 Objective 11a-2 Pays attention to sights and sounds

**ATL.3.1.2.9\_to\_18\_months** Experiment and practice to expand skill level.  
**GOLD® Objectives for Development and Learning**  
**Objective 11b Persists**  
 Objective 11b-4 Practices an activity many times until successful

**ATL.3.1.2.18\_to\_36\_months** Experiment with the environment, toys, and peers with purpose.  
**GOLD® Objectives for Development and Learning**  
**Objective 11d Shows curiosity and motivation**  
 Objective 11d-4 Explores and investigates ways to make something happen

Element

Problem Solving

Goal (CONT...)

Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.

### Birth to 12 months

**ATL.3.1.3.Birth\_to\_12\_months** Demonstrate creativity by exploring objects in multiple ways (e.g. pushes a chair to maintain balance).

#### **GOLD® Objectives for Development and Learning**

##### **Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

**ATL.3.1.4.Birth\_to\_12\_months** Watch and imitate the actions of others.

#### **GOLD® Objectives for Development and Learning**

##### **Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

**ATL.3.1.5.Birth\_to\_12\_months** Use actions to solve simple problems (e.g., rolling to side to reach object).

#### **GOLD® Objectives for Development and Learning**

##### **Objective 11c Solves problems**

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

### 9 to 18 months

**ATL.3.1.3.9\_to\_18\_months** Use creative role playing to solve problems and to communicate needs.

#### **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

**ATL.3.1.4.9\_to\_18\_months** Try solutions to everyday problems until discovers one that works.

#### **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

### 18 to 36 months

**ATL.3.1.3.18\_to\_36\_months** Demonstrate a willingness to try new activities and experiences.

#### **GOLD® Objectives for Development and Learning**

##### **Objective 11d Shows curiosity and motivation**

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

**ATL.3.1.4.18\_to\_36\_months** Experiment with the effect of own actions on things and people.

#### **GOLD® Objectives for Development and Learning**

##### **Objective 11b Persists**

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

**ATL.3.1.5.18\_to\_36\_months** Use simple problem-solving skills to figure out solutions to everyday problems.

#### **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

### 36 to 48 months

**ATL.3.1.1.36\_to\_48\_months** Invent new ways to use everyday items.

#### **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

### 48 to 60 months

**ATL.3.1.1.48\_to\_60\_months** Use imagination and creativity to interact with objects and materials.

#### **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

### Kindergarten

**ATL.3.1.1.K** Use available materials in novel ways to meet desired goals. (e.g. build a new marble maze with recycled materials).

#### **GOLD® Objectives for Development and Learning**

##### **Objective 11c Solves problems**

Objective 11c-8 Thinks problems through, considering several possibilities and analyzing results



**Element**

Problem Solving

**Goal (CONT...)**

Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.

**36 to 48 months****ATL.3.1.2.36\_to\_48\_months** Investigate new objects, scenarios, and problem situations.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

**ATL.3.1.3.36\_to\_48\_months** Seek to understand cause and effect ("If I do this, why does that happen?").**GOLD® Objectives for Development and Learning****Objective 11b Persists**

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

**ATL.3.1.4.36\_to\_48\_months** During play, problem-solve with others.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

**48 to 60 months****ATL.3.1.2.48\_to\_60\_months** Uses a new skill in a variety of contexts.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

**ATL.3.1.3.48\_to\_60\_months** Engage in learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

**ATL.3.1.4.48\_to\_60\_months** Demonstrate appropriate solutions to simple problems.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

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

**Kindergarten****ATL.3.1.2.K** Work with peers to solve problems.**GOLD® Objectives for Development and Learning****Objective 11c Solves problems**

Objective 11c-8 Thinks problems through, considering several possibilities and analyzing results

**ATL.3.1.3.K** Ask questions to find out about phenomenon of interest.**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



Element

Problem Solving

Goal (CONT...)

Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.

### 1st Grade

**ATL.3.1.1.1st** Use prior knowledge to ask increasingly complex questions to gain information.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**ATL.3.1.2.1st** Use a variety of means to gather new information. (e.g. read, experiment, use manipulatives, research, use technology, ask an expert).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

### 2nd Grade

**ATL.3.1.1.2nd** Extend and elaborate ideas and conversation with peers and adults.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**ATL.3.1.2.2nd** Explore self-directed interests.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**ATL.3.1.3.2nd** Demonstrate multiple methods for solving a problem.

**GOLD® Objectives for Development and Learning**

**Objective 11c Solves problems**

Objective 11c-10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers

### 3rd Grade

**ATL.3.1.1.3rd** Use basic "if, then" logic when thinking about complex information.

**GOLD® Objectives for Development and Learning**

**Objective 11e Shows flexibility and inventiveness in thinking**

Objective 11e-14 Reverses thoughts mentally; understands directional perspectives other than their own

**ATL.3.1.2.3rd** Ask complex questions about an issue or problem.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

**ATL.3.1.3.3rd** Synthesize information from multiple sources to be applied in a new context.

**GOLD® Objectives for Development and Learning**

**Objective 12b Makes connections**

Objective 12b-14 Associates people and events with the past, present, and future; begins to organize and compile information from multiple sources to create a useful document connecting events



<b>Domain</b>	Growing, Moving, and Being Healthy (GROW)
<b>Element</b>	Motor Development and Coordination
<b>Goal</b>	Children develop strength, coordination, and control of their large muscles

### Birth to 12 months

**GROW.1.1.1.Birth\_to\_12\_months** Maintain upright posture when sitting or standing.

**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

**GROW.1.1.2.Birth\_to\_12\_months** Move to explore immediate environment (e.g. scoots, creeps, crawls).

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-2 Moves to explore immediate environment

**GROW.1.1.3.Birth\_to\_12\_months** Pull to stand, cruise, then walk a few steps independently.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-2 Moves to explore immediate environment

**GROW.1.1.4.Birth\_to\_12\_months** Balance while exploring immediate environment (e.g., sit and reach for toys without toppling over).

**GOLD® Objectives for Development and Learning**

**Objective 5 Demonstrates balancing skills**

Objective 5-2 Balances while exploring immediate environment

### 9 to 18 months

**GROW.1.1.1.9\_to\_18\_months** Move hands and legs together to push, pull, and climb (e.g., carry objects while walking, pull a toy on a string behind them, push a toy shopping cart, climb on the coffee table).

**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

**GROW.1.1.2.9\_to\_18\_months** Demonstrate emerging balance and coordination (e.g., stoop and squat to explore objects on the ground, crawl up stairs and down them backwards).

**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

**GROW.1.1.3.9\_to\_18\_months** Sustain balance during simple movements (e.g., walk independently, stand legs apart and swat to music).

**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

### 18 to 36 months

**GROW.1.1.1.18\_to\_36\_months** Walk and run with increasing skill demonstrating the ability to change speeds and direction.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-4 Experiments with different ways of moving

**GROW.1.1.2.18\_to\_36\_months** Coordinate moving arms and legs to complete a task (e.g., catch a large ball against body, climb on play equipment, kick a stationary ball).

**GOLD® Objectives for Development and Learning**

**Objective 5 Demonstrates balancing skills**

Objective 5-6 Sustains balance during simple movement experiences

**Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-4 Manipulates balls or similar objects with stiff body movements

**GROW.1.1.3.18\_to\_36\_months** Sustain balance during simple movements (e.g., jump off low step landing with both feet; walk up and down stairs one at a time with both feet; walk backwards).

**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 5-6 Sustains balance during simple movement experiences

<b>Domain</b>	Growing, Moving, and Being Healthy (GROW)
<b>Element</b>	Motor Development and Coordination
<b>Goal</b>	Children develop strength, coordination, and control of their large muscles

### 36 to 48 months

**GROW.1.1.1.36\_to\_48\_months** Sustain balance during more complex movements (e.g., balance on one foot for a few moments, walk along a straight line or low beam; jump over obstacles landing on two feet).

**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

**GROW.1.1.2.36\_to\_48\_months** Coordinate moving arms and legs to complete a task more complex task (e.g., pedal a tricycle).

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**GROW.1.1.3.36\_to\_48\_months** Move through space with good coordination and show body awareness to stop and start with control.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**GROW.1.1.4.36\_to\_48\_months** Manipulate balls or similar objects with flexible body movements (e.g., catch a ball by trapping it against body, kick stationary ball by running or stepping up to it, throw a ball).

**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

### 48 to 60 months

**GROW.1.1.1.48\_to\_60\_months** Exhibit motor control and balance when moving the whole body in a range of physical activities (e.g., alternate feet walking up and down stairs, propelling a wheelchair or mobility device, skipping, running, climbing and hopping).

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**Objective 5 Demonstrates balancing skills**

Objective 5-8 Sustains balance during complex movement experiences

**GROW.1.1.2.48\_to\_60\_months** Demonstrate motor control and coordination when using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, pedaling a tricycle).

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**Objective 6 Demonstrates gross motor manipulative skills**

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

**GROW.1.1.3.48\_to\_60\_months** Move through space showing awareness of own body in relation to other people and objects.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

### Kindergarten

**GROW.1.1.1.K** Solve simple movement challenges individually involving body parts or self and general space.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**GROW.1.1.2.K** Identify large and small body parts.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**GROW.1.1.3.K** Demonstrate progress toward the mature form of selected loco-motor and manipulative skills, and the ability to stop and start on a signal.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**GROW.1.1.4.K** Identify and demonstrate personal and general space.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**GROW.1.1.5.K** Demonstrate momentary stillness in a variety of balance activities.

**GOLD® Objectives for Development and Learning**

**Objective 5 Demonstrates balancing skills**

Objective 5-8 Sustains balance during complex movement experiences



<b>Domain</b>	Growing, Moving, and Being Healthy (GROW)
<b>Element</b>	Motor Development and Coordination
<b>Goal (CONT...)</b>	Children develop strength, coordination, and control of their large muscles

### 48 to 60 months

**GROW.1.1.4.48\_to\_60\_months** Manipulate balls or similar objects with flexible body movements (e.g., bounce and catch a ball.)

**GOLD® Objectives for Development and Learning**

**Objective 6 Demonstrates gross motor manipulative skills**

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

### 1st Grade

**GROW.1.1.1.1st** Solve simple movement challenges with a partner and movement challenges involving one or more movement concepts alone or with a partner.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction

**GROW.1.1.2.1st** Select a developmentally appropriate level of challenge, and perform successfully.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction

### 2nd Grade

**GROW.1.1.1.2nd** Solve simple movement challenges with a partner and movement challenges involving one or more movement concepts alone or with a partner.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction

**GROW.1.1.2.2nd** Select a developmentally appropriate level of challenge, and perform successfully.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction

### 3rd Grade

**GROW.1.1.1.3rd** Solve simple movement challenges in a group, and increasingly more complex challenges.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-12 Coordinates multiple complex movements while traveling

**GROW.1.1.2.3rd** Select an appropriate piece of equipment to be challenged yet successful at a task.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-12 Coordinates multiple complex movements while traveling

**GROW.1.1.3.3rd** Adjust own movement to work successfully with a partner.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-12 Coordinates multiple complex movements while traveling



<b>Domain</b>	Growing, Moving, and Being Healthy (GROW)
<b>Element</b>	Motor Development and Coordination
<b>Goal (CONT...)</b>	Children develop strength, coordination, and control of their large muscles

1st Grade	2nd Grade	3rd Grade
<p><b>GROW.1.1.3.1st</b> Demonstrate body movement and shapes.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 4 Demonstrates traveling skills</b> Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>	<p><b>GROW.1.1.3.2nd</b> Demonstrate body movement and shapes.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 4 Demonstrates traveling skills</b> Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>	<p><b>GROW.1.1.4.3rd</b> Identify body parts, their actions when describing a movement (including muscle groups), and an awareness of the relationship of body parts.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 4 Demonstrates traveling skills</b> Objective 4-12 Coordinates multiple complex movements while traveling</p>
<p><b>GROW.1.1.4.1st</b> Demonstrate competency in the mature form of selected locomotors and manipulative skills, and the ability to stop with control at a boundary.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 4 Demonstrates traveling skills</b> Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>	<p><b>GROW.1.1.4.2nd</b> Demonstrate competency in the mature form of selected locomotors and manipulative skills, and the ability to stop with control at a boundary.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 4 Demonstrates traveling skills</b> Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>	<p><b>GROW.1.1.5.3rd</b> Demonstrating competency in the mature form of a leap, alternating the leading foot.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 4 Demonstrates traveling skills</b> Objective 4-12 Coordinates multiple complex movements while traveling</p>
<p><b>GROW.1.1.5.1st</b> Demonstrate the ability to change direction, quickly and safely, without falling.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 4 Demonstrates traveling skills</b> Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>	<p><b>GROW.1.1.5.2nd</b> Demonstrate the ability to change direction, quickly and safely, without falling.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 4 Demonstrates traveling skills</b> Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>	<p><b>GROW.1.1.6.3rd</b> Solve more complex movement challenges with others, including apply space concepts in simple games and other activities.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 4 Demonstrates traveling skills</b> Objective 4-12 Coordinates multiple complex movements while traveling</p>
<p><b>GROW.1.1.6.1st</b> Identify the locomotors movement.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 4 Demonstrates traveling skills</b> Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>	<p><b>GROW.1.1.6.2nd</b> Identify the locomotors movement.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 4 Demonstrates traveling skills</b> Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>	<p><b>GROW.1.1.7.3rd</b> Demonstrate balancing with control on a variety of equipment, and an understanding of static and dynamic balance.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 5 Demonstrates balancing skills</b> Objective 5-12 Balances on apparatus with control and stability</p>



<b>Domain</b>	Growing, Moving, and Being Healthy (GROW)
<b>Element</b>	Motor Development and Coordination
<b>Goal (CONT...)</b>	Children develop strength, coordination, and control of their large muscles

<b>1st Grade</b>	<b>2nd Grade</b>	<b>3rd Grade</b>
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**GROW.1.1.7.1st** Apply space concepts in simple games and other activities.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**  
Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction

**GROW.1.1.7.2nd** Apply space concepts in simple games and other activities.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**  
Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction

**GROW.1.1.8.3rd** Demonstrate an understanding of how the body creates and absorbs force.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**  
Objective 4-12 Coordinates multiple complex movements while traveling

**GROW.1.1.8.1st** Demonstrate and understand balancing skills alone or with equipment.

**GOLD® Objectives for Development and Learning**

**Objective 5 Demonstrates balancing skills**  
Objective 5-10 Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses

**GROW.1.1.8.2nd** Demonstrate and understand balancing skills alone or with equipment.

**GOLD® Objectives for Development and Learning**

**Objective 5 Demonstrates balancing skills**  
Objective 5-12 Balances on apparatus with control and stability

**GROW.1.1.9.3rd** Demonstrate contrast between fast, medium and slow movement, incorporation of a variety of equipment with rhythmic movements and patterns, and develop a movement sequence that incorporates a change in tempo.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**  
Objective 4-12 Coordinates multiple complex movements while traveling

**GROW.1.1.9.1st** Demonstrate an understanding of the variations in force.

**GOLD® Objectives for Development and Learning**

**Objective 6 Demonstrates gross motor manipulative skills**  
Objective 6-10 Manipulates balls or similar objects by propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy

**GROW.1.1.9.2nd** Demonstrate an understanding of the variations in force.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**  
Objective 4-12 Coordinates multiple complex movements while traveling

**GROW.1.1.10.2nd** Demonstrate contrast between fast and slow movement, a simple rhythmic movement, and following a simple rhythmic movements led by the teacher.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**  
Objective 4-12 Coordinates multiple complex movements while traveling



<b>Domain</b>	Growing, Moving, and Being Healthy (GROW)
<b>Element</b>	Motor Development and Coordination
<b>Goal (CONT...)</b>	Children develop strength, coordination, and control of their large muscles

**1st Grade**

**2nd Grade**

**GROW.1.1.10.1st** Demonstrate contrast between fast and slow movement, a simple rhythmic movement, and following a simple rhythmic movements led by the teacher.

**GOLD® Objectives for Development and Learning**  
**Objective 4 Demonstrates traveling skills**  
 Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction

**GROW.1.1.11.2nd** Combine two fundamental skills and demonstrate smooth transitions between movements.

**GOLD® Objectives for Development and Learning**  
**Objective 4 Demonstrates traveling skills**  
 Objective 4-12 Coordinates multiple complex movements while traveling

<b>Domain</b>	Growing, Moving, and Being Healthy (GROW)
<b>Element</b>	Motor Development and Coordination
<b>Goal (CONT...)</b>	Children develop strength, coordination, and control of their large muscles

### 1st Grade

**GROW.1.1.11.1st** Combine two fundamental skills and demonstrate smooth transitions between movements.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction



**Element**

Motor Development and Coordination

**Goal**

Children develop strength, eye-hand coordination, and control of their small or fine motor muscles

**Birth to 12 months**

**GROW.1.2.1.Birth\_to\_12\_months** Transfer objects from one hand to another.

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

**GROW.1.2.2.Birth\_to\_12\_months** Use both hands to hold, reach for and let go of objects.

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

**9 to 18 months**

**GROW.1.2.1.9\_to\_18\_months** Demonstrate control of hands and fingers (e.g., pick up a ball, hold a large crayon and make marks).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

**18 to 36 months**

**GROW.1.2.1.18\_to\_36\_months** Feed themselves using utensils and hands.

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements



Element

Motor Development and Coordination

Goal (CONT...)

Children develop strength, eye-hand coordination, and control of their small or fine motor muscles

**Birth to 12 months**

**GROW.1.2.3.Birth\_to\_12\_months**

Coordinate movements using eyes and hands (e.g., bring hands together, stack rings).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

**9 to 18 months**

**GROW.1.2.2.9\_to\_18\_months** Move fingers independent of other fingers (e.g., point to objects).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

**GROW.1.2.3.9\_to\_18\_months** Demonstrate eye-hand coordination (e.g., feed themselves finger foods, fill container with smaller objects).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

**18 to 36 months**

**GROW.1.2.2.18\_to\_36\_months** Coordinate use of hands and fingers to accomplish more complex actions (e.g., put together knob puzzles, turn pages of a book).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

**GROW.1.2.3.18\_to\_36\_months** Perform simple fine motor skills (e.g., use play dough, string large beads).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

**GROW.1.2.4.18\_to\_36\_months** Use tools that require finger and hand coordination (e.g., string large beads).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements



**Element**

Motor Development and Coordination

**Goal (CONT...)**

Children develop strength, eye-hand coordination, and control of their small or fine motor muscles

**36 to 48 months**

**GROW.1.2.1.36\_to\_48\_months** Feed themselves using utensils independently.

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

**GROW.1.2.2.36\_to\_48\_months** Refine grasp to manipulate tools that require strength, control and dexterity (e.g., pressing down with pencils or crayons to make a clear mark, cut paper, joining snap beads).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

**GROW.1.2.3.36\_to\_48\_months** Demonstrate more complex eye-hand coordination (e.g., complete puzzles with smaller pieces, use tongs to grasp objects).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

**48 to 60 months**

**GROW.1.2.1.48\_to\_60\_months** Demonstrate fine motor skills requiring greater strength and control (e.g., use a paper punch, stapler, spray bottle).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

**GROW.1.2.2.48\_to\_60\_months** Use eye-hand coordination to accomplish more complex tasks (e.g., button or zip clothes, eat with a fork, cut out simple shapes staying close to lines, use writing tools, fit pegs into pegboard).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

**Kindergarten**

**GROW.1.2.1.K** Use small, precise finger and hand movements (e.g., builds a structure using the small Legos).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

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

**GROW.1.2.2.K** Use 3-point finger grip when writing or drawing.

**GOLD® Objectives for Development and Learning**

**Objective 7b Uses writing and drawing tools**

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



**Element**

Motor Development and Coordination

**Goal**

Children develop strength, eye-hand coordination, and control of their small or fine motor muscles

**1st Grade**

**GROW.1.2.1.1st** Use smooth, controlled finger and hand movements that also require eye-hand coordination (e.g., pours water into a water bottle with a small opening with little spillage, traces shapes).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

Objective 7a-10 Uses smooth finger and hand movements

**2nd Grade**

**GROW.1.2.1.2nd** Continue using controlled finger and hand movements to accomplish tasks (e.g., knitting on large needles; playing a recorder).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

Objective 7a-10 Uses smooth finger and hand movements

**3rd Grade**

**GROW.1.2.1.3rd** Manipulate grade-appropriate tools and intricate materials with control and precision (e.g., cut and handle small pieces of paper to make a mosaic, keyboarding skills).

**GOLD® Objectives for Development and Learning**

**Objective 7a Uses fingers and hands**

Objective 7a-12 Manipulates grade-appropriate tools and intricate materials with control and precision



<b>Element</b>	Motor Development and Coordination
<b>Goal (CONT...)</b>	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles

**2nd Grade**

**3rd Grade**

**GROW.1.2.2.2nd** Demonstrate control and appropriate pressure when using writing and drawing tools.

**GOLD® Objectives for Development and Learning**

**Objective 7b Uses writing and drawing tools**  
Objective 7b-10 Demonstrates control and appropriate pressure when using writing and drawing tools; writes legibly

**GROW.1.2.2.3rd** Move writing and drawing tools more quickly and accurately across page.

**GOLD® Objectives for Development and Learning**

**Objective 7b Uses writing and drawing tools**  
Objective 7b-12 Moves writing or drawing utensils fluidly across the page with increasing speed and accuracy; produces letters and number symbols having accurate formation, size, proportion, slant, and spacing; may use cursive writing

<b>Element</b>	Health and Safety Practices
<b>Goal</b>	Children develop healthy eating habits and knowledge of good nutrition.

**Birth to 12 months**

**9 to 18 months**

**18 to 36 months**

**GROW.2.1.1.Birth\_to\_12\_months**  
Communicate feelings of hunger and fullness (e.g., cry or search for food, turn away when full).

**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

**GROW.2.1.1.9\_to\_18\_months** Try new foods.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-4 Seeks to do things for self

**GROW.2.1.1.18\_to\_36\_months** Try new foods.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-6 Demonstrates confidence in meeting own needs

Element

Health and Safety Practices

Goal (CONT...)

Children develop healthy eating habits and knowledge of good nutrition.

**Birth to 12 months**

**GROW.2.1.2.Birth\_to\_12\_months** Show food preferences.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**9 to 18 months**

**GROW.2.1.2.9\_to\_18\_months** Eat a variety of nutritious foods from all food groups.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**GROW.2.1.3.9\_to\_18\_months** Eat finger foods (e.g., Cheerios).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**18 to 36 months**

**GROW.2.1.2.18\_to\_36\_months** Show interest in and communicate about food, textures, tastes (e.g., crunchy, warm, sweet).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs



Element

Health and Safety Practices

Goal (CONT...)

Children develop healthy eating habits and knowledge of good nutrition.

Birth to 12 months

18 to 36 months

**GROW.2.1.3.Birth\_to\_12\_months** Eat different kinds of foods (e.g., liquids, pureed or soft foods, finely chopped food).

**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

**GROW.2.1.3.18\_to\_36\_months** Consume age nutritious beverages (e.g., water, milk).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs



Element

Health and Safety Practices

Goal (CONT...)

Children develop healthy eating habits and knowledge of good nutrition.

36 to 48 months

**GROW.2.1.1.36\_to\_48\_months** Try new foods.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.1.2.36\_to\_48\_months** Eat a variety of nutritious foods and communicate that some foods and beverages are good for them (e.g., milk, fruit, vegetables) and some are not (e.g., soda, snack chips).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

48 to 60 months

**GROW.2.1.1.48\_to\_60\_months** Eat a variety of nutritious foods.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**GROW.2.1.2.48\_to\_60\_months** Distinguish food on a continuum from most healthy to less healthy.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**GROW.2.1.3.48\_to\_60\_months** Assist adults to prepare healthy snacks and meals.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

Kindergarten

**GROW.2.1.1.K** Help prepare healthy snacks and meals.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**GROW.2.1.2.K** Communicate simple explanations for own and others' food allergies.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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



Element

Health and Safety Practices

Goal (CONT...)

Children develop healthy eating habits and knowledge of good nutrition.

36 to 48 months

**GROW.2.1.3.36\_to\_48\_months** Choose to eat foods that are better for the body than others, with assistance.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

48 to 60 months

**GROW.2.1.4.48\_to\_60\_months** Communicate food preferences.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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



Element

Health and Safety Practices

Goal (CONT...)

Children develop healthy eating habits and knowledge of good nutrition.

48 to 60 months

**GROW.2.1.5.48\_to\_60\_months** Sort food into food groups and communicate benefits of healthy foods.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

1st Grade

**GROW.2.1.1.1st** Identify a variety of nutritious food choices.

**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

**GROW.2.1.2.1st** Select a variety of foods that can be eaten for healthy snacks.

**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

2nd Grade

**GROW.2.1.1.2nd** Communicate the benefits of eating a variety of nutrient-rich foods.

**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

**GROW.2.1.2.2nd** Create healthy fruit and vegetable snacks.

**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

3rd Grade

**GROW.2.1.1.3rd** Choose a variety of healthy foods in appropriate portions.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals

**GROW.2.1.2.3rd** Identify and classify foods, including recommended amounts to eat.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals



<b>Element</b>	Health and Safety Practices
<b>Goal (CONT...)</b>	Children develop healthy eating habits and knowledge of good nutrition.

**1st Grade**

**GROW.2.1.3.1st** Create a list of foods that should be limited.  
**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

**GROW.2.1.4.1st** Communicate the importance of eating a variety of nutrient-rich foods.  
**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

**2nd Grade**

**GROW.2.1.3.2nd** Set a short-term personal goal for healthy eating.  
**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

**GROW.2.1.4.2nd** Communicate the consequences of health behaviors and choices, including food choices, that may prevent illness with assistance and support.  
**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

**3rd Grade**

**GROW.2.1.3.3rd** Identify major nutrients supplied by food groups necessary for growth and maintenance of a healthy body and mind.  
**GOLD® Objectives for Development and Learning**  
**Objective 1c Takes care of own needs appropriately**  
 Objective 1c-12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals

<b>Element</b>	Health and Safety Practices
<b>Goal</b>	Children develop personal health and self-care habits, and become increasingly independent.

**Birth to 12 months**

**GROW.2.2.1.Birth\_to\_12\_months** Sleep well and show alertness during waking periods.  
**GOLD® Objectives for Development and Learning**  
**Objective 1c Takes care of own needs appropriately**  
 Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

**9 to 18 months**

**GROW.2.2.1.9\_to\_18\_months** Participate and cooperate with sleep routines (e.g., choose a book, get preferred sleep 'object').  
**GOLD® Objectives for Development and Learning**  
**Objective 1c Takes care of own needs appropriately**  
 Objective 1c-4 Seeks to do things for self

**18 to 36 months**

**GROW.2.2.1.18\_to\_36\_months** Fall asleep on own and sleep well, waking rested and ready to be active.  
**GOLD® Objectives for Development and Learning**  
**Objective 1c Takes care of own needs appropriately**  
 Objective 1c-6 Demonstrates confidence in meeting own needs

**Element**

Health and Safety Practices

**Goal (CONT...)**

Children develop personal health and self-care habits, and become increasingly independent.

**Birth to 12 months**

**GROW.2.2.2.Birth\_to\_12\_months** Develop a personal sleep routine or pattern.

**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

**GROW.2.2.3.Birth\_to\_12\_months** Indicate, in a variety of ways, own personal health and self-care needs and wants (e.g., cry/vocalize when need changing or hungry).

**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

**GROW.2.2.4.Birth\_to\_12\_months** Tolerate, show interest, and assist in care routines (hand washing, raise 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

**9 to 18 months**

**GROW.2.2.2.9\_to\_18\_months** Use objects and follow routines that are comforting (e.g., pick out favorite book to be read before nap/bedtime).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**GROW.2.2.3.9\_to\_18\_months** Cooperate and may assist with care routines (mouth care, hand washing, dressing, bathing).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**18 to 36 months**

**GROW.2.2.2.18\_to\_36\_months** Communicate to request things 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-6 Demonstrates confidence in meeting own needs

**GROW.2.2.3.18\_to\_36\_months** Show some independence in personal care routines.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.2.4.18\_to\_36\_months** Initiate and complete some personal health routines and self-care needs with assistance (e.g., wash hands, brush teeth, dress/undress).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.2.5.18\_to\_36\_months** Use personal care objects (e.g., face cloth, brush) with assistance.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs



Element

Health and Safety Practices

Goal (CONT...)

Children develop personal health and self-care habits, and become increasingly independent.

### 18 to 36 months

**GROW.2.2.6.18\_to\_36\_months** Participate in bathroom routine, show interest in toilet training, and use the toilet with help.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.2.7.18\_to\_36\_months** Communicate with caregiver when not feeling well.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.2.8.18\_to\_36\_months** Name people who help children stay healthy (nurse, doctor, dentist).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

### 36 to 48 months

**GROW.2.2.1.36\_to\_48\_months** Stay awake except during nap time and initiate and participate in sleep routines with increasing independence.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

### 48 to 60 months

**GROW.2.2.1.48\_to\_60\_months** Communicate with words or sign language to ask adults or peers specifically for the kind of help needed in a particular situation.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

### Kindergarten

**GROW.2.2.1.K** Identify several physical activities that are personally enjoyable.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**GROW.2.2.2.K** Attempt new movements, skills, and activities.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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



**Element**

Health and Safety Practices

**Goal (CONT...)**

Children develop personal health and self-care habits, and become increasingly independent.

**36 to 48 months**

**GROW.2.2.2.36\_to\_48\_months** Participate easily and know what to do in routine activities (such as meal time, nap time).

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

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

**GROW.2.2.3.36\_to\_48\_months** Take care of own toileting needs with little assistance.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.2.4.36\_to\_48\_months** Attend to personal health needs and self-care needs independently (e.g., dress and undress with limited assistance).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.2.5.36\_to\_48\_months** Follow basic hygiene practices with reminders and limited assistance (e.g., brush teeth, wash hands, use toilet, cough into elbow).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**48 to 60 months**

**GROW.2.2.2.48\_to\_60\_months** Independently start and participate 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

**GROW.2.2.3.48\_to\_60\_months** Communicate ways sleep keeps us healthy and makes us feel good.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**GROW.2.2.4.48\_to\_60\_months** Communicate how daily activity and healthy behavior promote overall personal health with some support.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**GROW.2.2.5.48\_to\_60\_months** Independently complete personal care tasks (e.g., brushing teeth, toileting, washing hands).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**Kindergarten**

**GROW.2.2.3.K** Continue to participate in structured and unstructured physical activities.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

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

**GROW.2.2.4.K** Communicate the value of good health practices (e.g., wash hands to get rid of germs, drink milk to build strong bones).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**Element**

Health and Safety Practices

**Goal (CONT...)**

Children develop personal health and self-care habits, and become increasingly independent.

**36 to 48 months**

**GROW.2.2.6.36\_to\_48\_months** Gain independence in hygiene practices (e.g., cough into elbow, wash hands, flush toilet).

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**48 to 60 months**

**GROW.2.2.6.48\_to\_60\_months** Explain the importance of doctor and dentist visits and cooperate during these visits and with health and developmental screenings.

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

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

**GROW.2.2.7.48\_to\_60\_months** Recognize and communicate when experiencing pain or symptoms of illness.

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

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

**GROW.2.2.8.48\_to\_60\_months** Participate in structured and unstructured physical activities.

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

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

**1st Grade**

**GROW.2.2.1.1st** Define in own words the four health-related fitness components and begin to identify some physiological signs of exercise.

**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

**2nd Grade**

**GROW.2.2.1.2nd** Define in own words the four health-related fitness components and begin to identify some physiological signs of exercise.

**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

**3rd Grade**

**GROW.2.2.1.3rd** Define, apply, and assess the four health-related fitness components.

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

Objective 1c-12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals



**Element**

Health and Safety Practices

**Goal (CONT...)**

Children develop personal health and self-care habits, and become increasingly independent.

**1st Grade**

**GROW.2.2.2.1st** Identify an activity and a benefit associated with each of the four health-related fitness components.

**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

**GROW.2.2.3.1st** Describe their range of feelings resulting from participating in physical activity, attempt new activities, and continue to participate when initially unsuccessful.

**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

**GROW.2.2.4.1st** Understand how to reduce their health risks through the practice of healthy behaviors with assistance.

**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

**GROW.2.2.5.1st** Demonstrate the ability to make decisions that lead to better health with reminders.

**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

**2nd Grade**

**GROW.2.2.2.2nd** Identify an activity and a benefit associated with each of the four health-related fitness components.

**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

**GROW.2.2.3.2nd** Describe their range of feelings resulting from participating in physical activity, attempt new activities, and continue to participate when initially unsuccessful.

**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

**GROW.2.2.4.2nd** Understand how to reduce their health risks through the practice of healthy behaviors with assistance.

**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

**GROW.2.2.5.2nd** Demonstrate the ability to make decisions that lead to better health with reminders.

**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

**3rd Grade**

**GROW.2.2.2.3rd** Identify additional physiological effects of the different levels of exercise.

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

Objective 1c-12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals

**GROW.2.2.3.3rd** Identify a wide range of activities and benefits associated with the four health-related fitness components.

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

Objective 1c-12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals

**GROW.2.2.4.3rd** Identify personal strengths and weaknesses.

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

Objective 1c-12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals



Element

Health and Safety Practices

Goal (CONT...)

Children develop personal health and self-care habits, and become increasingly independent.

### 3rd Grade

**GROW.2.2.5.3rd** Select a challenging but attainable physical activity goal and continue towards goal by working with a partner when initially unsuccessful.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals

**GROW.2.2.6.3rd** Demonstrate a basic understanding of how culture, media, peers, family, and other factors influence healthy behaviors with assistance.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals

**GROW.2.2.7.3rd** Demonstrate the ability to set personal goals to enhance health with assistance.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals

Element

Health and Safety Practices

Goal

Children develop the ability to identify unsafe situations, and use safe practices.

### Birth to 12 months

**GROW.2.3.1.Birth\_to\_12\_months** Show preference for and trust in familiar caregivers.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

### 9 to 18 months

**GROW.2.3.1.9\_to\_18\_months** React to simple verbal or nonverbal warnings of danger (e.g., ‘Stop! Wait! Hot!).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

### 18 to 36 months

**GROW.2.3.1.18\_to\_36\_months** Respond appropriately to redirection by adults in order to avoid unsafe situations (e.g., stop before crossing street).

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-4 Accepts redirection from adults



**Element**

Health and Safety Practices

**Goal (CONT...)**

Children develop the ability to identify unsafe situations, and use safe practices.

**Birth to 12 months**

**GROW.2.3.2.Birth\_to\_12\_months** Notice and imitate adults' reactions to new people and situations.

**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

**GROW.2.3.3.Birth\_to\_12\_months** Express discomfort or anxiety in stressful situations.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

Objective 1a-2 Uses adult support to calm self

**9 to 18 months**

**GROW.2.3.2.9\_to\_18\_months** Watch familiar adults for appropriate reactions to unfamiliar things or situations.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**GROW.2.3.3.9\_to\_18\_months** Show some caution about unfamiliar and/or unsafe situations.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**18 to 36 months**

**GROW.2.3.2.18\_to\_36\_months** Identify harmful or unsafe objects or situations with assistance.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.3.3.18\_to\_36\_months** Increase self-control over impulses (e.g., wait for adult to cross street and not run into street).

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**GROW.2.3.4.18\_to\_36\_months** Seek an adult's help when in an unsafe or dangerous situation.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.3.5.18\_to\_36\_months** State and follow simple safety rules with adult support.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**Element**

Health and Safety Practices

**Goal (CONT...)**

Children develop the ability to identify unsafe situations, and use safe practices.

**36 to 48 months****GROW.2.3.1.36\_to\_48\_months**

Independently identify and avoid situations and objects that might cause harm.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.3.2.36\_to\_48\_months** Follow basic safety rules with occasional reminders.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.3.3.36\_to\_48\_months** Demonstrate safety awareness when using objects (e.g., carry scissors with points down to avoid accidents).**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**GROW.2.3.4.36\_to\_48\_months** Seek an adult's help when another child is in an unsafe or dangerous situation.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**48 to 60 months****GROW.2.3.1.48\_to\_60\_months** Avoid potentially dangerous behaviors (e.g., do not take medicine or cross road without adult assistance).**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

**GROW.2.3.2.48\_to\_60\_months** Follow basic safety rules and show safe behavior for self and others by applying established rules, procedures and safe practices with adult guidance.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

**GROW.2.3.3.48\_to\_60\_months** Identify adults in their communities who can keep them safe (e.g., police, firefighter).**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

**GROW.2.3.4.48\_to\_60\_months** Communicate an understanding of the importance of health and safety routines and rules.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

**Kindergarten****GROW.2.3.1.K** Show safe behavior for self and others by applying established class rules, procedures, and safe practices with teacher guidance.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

**GROW.2.3.2.K** Explain the reasons for safety rules.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

**GROW.2.3.3.K** Demonstrate responsibility for following established class rules, procedures, and safe practices with teacher reinforcement.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

**GROW.2.3.4.K** Demonstrate understanding that some practices (e.g., accepting rides from strangers) may be personally dangerous.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

**Element**

Health and Safety Practices

**Goal (CONT...)**

Children develop the ability to identify unsafe situations, and use safe practices.

**36 to 48 months****GROW.2.3.5.36\_to\_48\_months** Understand the difference between safe and unsafe touch.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**48 to 60 months****GROW.2.3.5.48\_to\_60\_months** Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

**Kindergarten****GROW.2.3.5.K** Recognize personal privacy in relation to their body.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

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

**1st Grade****GROW.2.3.1.1st** Apply established class rules, procedures, and safe practices with limited teacher guidance.**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

**2nd Grade****GROW.2.3.1.2nd** Apply established class rules, procedures, and safe practices with limited teacher guidance.**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

**3rd Grade****GROW.2.3.1.3rd** Practice personal and group safety by applying class rules, procedures, and practices.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-12 Demonstrates an understanding of the "big rule" concepts of safety, kindness, respect, and care for the objects and materials in the environment

**GROW.2.3.2.1st** Demonstrate responsibility for making and applying rules regarding class procedures and safety.**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

**GROW.2.3.2.2nd** Demonstrate responsibility for making and applying rules regarding class procedures and safety.**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

**GROW.2.3.2.3rd** Demonstrate responsibility for applying personal and group safety during play.**GOLD® Objectives for Development and Learning****Objective 1b Follows limits and expectations**

Objective 1b-12 Demonstrates an understanding of the "big rule" concepts of safety, kindness, respect, and care for the objects and materials in the environment



Element

Health and Safety Practices

Goal (CONT...)

Children develop the ability to identify unsafe situations, and use safe practices.

1st Grade

**GROW.2.3.3.1st** Follow simple game rules safely, with good sports like behavior (with and without direct teacher supervision).

**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

2nd Grade

**GROW.2.3.3.2nd** Follow simple game rules safely, with good sports like behavior (with and without direct teacher supervision).

**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

3rd Grade

**GROW.2.3.3.3rd** Practice fair play by using socially appropriate behavior and accepting decisions of the person in charge.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-12 Demonstrates an understanding of the "big rule" concepts of safety, kindness, respect, and care for the objects and materials in the environment

**GROW.2.3.4.3rd** Use appropriate responses to harassment, bullying, intimidation or abuse.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-12 Demonstrates an understanding of the "big rule" concepts of safety, kindness, respect, and care for the objects and materials in the environment



<b>Domain</b>	Social and Emotional Learning and Development (SED)
<b>Element</b>	Emotion and Self-Regulation
<b>Goal</b>	Children express a range of emotions and regulate their emotional and social responses

**Birth to 12 months**

**SED.1.1.1.Birth\_to\_12\_months** Express emotions in many ways including e.g., gestures and vocalizations.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**  
Objective 1a-2 Uses adult support to calm self

**9 to 18 months**

**SED.1.1.1.9\_to\_18\_months** Express a variety of emotions e.g., happy, sad, mad.

**GOLD® Objectives for Development and Learning**

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

**18 to 36 months**

**SED.1.1.1.18\_to\_36\_months** Imitate different emotions or feelings through gestures and/or words.

**GOLD® Objectives for Development and Learning**

**Objective 2b Responds to emotional cues**  
Objective 2b-4 Demonstrates concern about the feelings of others



<b>Domain</b>	Social and Emotional Learning and Development (SED)
<b>Element</b>	Emotion and Self-Regulation
<b>Goal (CONT...)</b>	Children express a range of emotions and regulate their emotional and social responses

<b>Birth to 12 months</b>	<b>9 to 18 months</b>	<b>18 to 36 months</b>
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**SED.1.1.2.Birth\_to\_12\_months** Regulate emotions and impulses e.g., soothes self.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**  
Objective 1a-2 Uses adult support to calm self

**SED.1.1.3.Birth\_to\_12\_months** Show some regulated daily routines e.g., sleeping and feeding.

**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

**SED.1.1.4.Birth\_to\_12\_months** Develop some ability to attend to primary caregiver or toys with support.

**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

**SED.1.1.2.9\_to\_18\_months** Respond with intent to adult speech, facial expressions, touch and/or movement.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**  
Objective 1b-4 Accepts redirection from adults

**SED.1.1.3.9\_to\_18\_months** Take action to meet own needs e.g., pointing, stating, "more", or giving hugs.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-4 Seeks to do things for self

**SED.1.1.4.9\_to\_18\_months** Follow simple routines e.g., goes to sink when an adult mentions 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

**SED.1.1.5.9\_to\_18\_months** Go to familiar adults for reassurance.

**GOLD® Objectives for Development and Learning**

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

**SED.1.1.2.18\_to\_36\_months** Identify common emotions in self and others e.g., happy, sad, mad.

**GOLD® Objectives for Development and Learning**

**Objective 2b Responds to emotional cues**  
Objective 2b-4 Demonstrates concern about the feelings of others

**SED.1.1.3.18\_to\_36\_months** Use simple strategies to cope with own emotions e.g., appropriate gestures, actions and words.

**GOLD® Objectives for Development and Learning**

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

**SED.1.1.4.18\_to\_36\_months** Engage self in pretend play for short periods of 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

<b>Domain</b>	Social and Emotional Learning and Development (SED)
<b>Element</b>	Emotion and Self-Regulation
<b>Goal</b>	Children express a range of emotions and regulate their emotional and social responses

<b>Birth to 12 months</b>	<b>9 to 18 months</b>	<b>18 to 36 months</b>
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**SED.1.1.5.Birth\_to\_12\_months** Show ability to continue interaction with familiar adults or toys for more than just a brief time.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**  
Objective 11a-2 Pays attention to sights and sounds

**SED.1.1.6.9\_to\_18\_months** Show ability to attend to people, objects and activities to extend an activity or join others in a common focus.

**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

**SED.1.1.5.18\_to\_36\_months** Participate in activities and experiences with people, objects or materials that require attention and common focus.

**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

**SED.1.1.7.9\_to\_18\_months** Persist in attempts to communicate need.

**GOLD® Objectives for Development and Learning**

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

**SED.1.1.6.18\_to\_36\_months** Show increased ability to stay engaged when working toward a goal or solving a problem.

**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

**SED.1.1.7.18\_to\_36\_months** Persist in attempts with different strategies until successful.

**GOLD® Objectives for Development and Learning**

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

**36 to 48 months**

**SED.1.1.1.36\_to\_48\_months** Express a range of emotions and feelings through appropriate gestures, actions and words.

**GOLD® Objectives for Development and Learning**

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

**48 to 60 months**

**SED.1.1.1.48\_to\_60\_months** Express needs of self and others and stands up for rights of self and others.

**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

**Kindergarten**

**SED.1.1.1.K** Attend to and complete activity with minimal distraction.

**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

<b>Domain</b>	Social and Emotional Learning and Development (SED)
<b>Element</b>	Emotion and Self-Regulation
<b>Goal (CONT...)</b>	Children express a range of emotions and regulate their emotional and social responses

<b>36 to 48 months</b>	<b>48 to 60 months</b>	<b>Kindergarten</b>
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**SED.1.1.2.36\_to\_48\_months** Identify and expresses needs of self and stands up for own rights.

**GOLD® Objectives for Development and Learning**  
**Objective 3a Balances needs and rights of self and others**  
 Objective 3a-4 Takes turns

**SED.1.1.3.36\_to\_48\_months** Make choice based on own likes and dislikes.

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

**SED.1.1.4.36\_to\_48\_months** Adapt behavior to fit different expectations and situations with adult support e.g., following daily routine, family culture.

**GOLD® Objectives for Development and Learning**  
**Objective 1b Follows limits and expectations**  
 Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

**SED.1.1.5.36\_to\_48\_months** Start and stop activities based on external cues.

**GOLD® Objectives for Development and Learning**  
**Objective 1b Follows limits and expectations**  
 Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

**SED.1.1.2.48\_to\_60\_months** Make choices and shows understanding of consequences.

**GOLD® Objectives for Development and Learning**  
**Objective 1a Manages feelings**  
 Objective 1a-6 Is able to look at a situation differently or delay gratification

**SED.1.1.3.48\_to\_60\_months** Independently adapt behavior to fit different expectations and situations.

**GOLD® Objectives for Development and Learning**  
**Objective 1a Manages feelings**  
 Objective 1a-6 Is able to look at a situation differently or delay gratification

**SED.1.1.4.48\_to\_60\_months** Participate in small and large group peer selected and adult led activities.

**GOLD® Objectives for Development and Learning**  
**Objective 3a Balances needs and rights of self and others**  
 Objective 3a-6 Initiates the sharing of materials in the classroom and outdoors

**SED.1.1.5.48\_to\_60\_months** Use problem solving skills to compromise and resolve conflicts e.g., offers to trade toy for another, takes turn with another child.

**GOLD® Objectives for Development and Learning**  
**Objective 3b Solves social problems**  
 Objective 3b-6 Suggests solutions to social problems

**SED.1.1.2.K** Focus on a self-selected activity or task to completion.

**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

**SED.1.1.3.K** Recognize how own actions affect others.

**GOLD® Objectives for Development and Learning**  
**Objective 2b Responds to emotional cues**  
 Objective 2b-8 Recognizes that others' feelings about a situation might be different from their own

**SED.1.1.4.K** Manage feelings and social situations with greater independence.

**GOLD® Objectives for Development and Learning**  
**Objective 1a Manages feelings**  
 Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

**SED.1.1.5.K** Seek help, clarification, and permission from teachers or other adults.

**GOLD® Objectives for Development and Learning**  
**Objective 1b Follows limits and expectations**  
 Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

<b>Domain</b>	Social and Emotional Learning and Development (SED)
<b>Element</b>	Emotion and Self-Regulation
<b>Goal (CONT...)</b>	Children express a range of emotions and regulate their emotional and social responses

**36 to 48 months**

**Kindergarten**

**SED.1.1.6.36\_to\_48\_months** Engage self and others in play including back and forth interactions.

**GOLD® Objectives for Development and Learning**  
**Objective 2c Interacts with peers**  
 Objective 2c-4 Uses successful strategies for entering groups

**SED.1.1.6.K** Resolve some simple conflict through problem solving and negotiation prior to seeking adult help.

**GOLD® Objectives for Development and Learning**  
**Objective 3b Solves social problems**  
 Objective 3b-8 Resolves social problems through basic negotiation and compromise

<b>Domain</b>	Social and Emotional Learning and Development (SED)
<b>Element</b>	Emotion and Self-Regulation
<b>Goal (CONT...)</b>	Children express a range of emotions and regulate their emotional and social responses

<b>36 to 48 months</b>	<b>48 to 60 months</b>	<b>Kindergarten</b>
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**SED.1.1.7.36\_to\_48\_months** Express empathy and sympathy to peers e.g., gives hug to friend when crying, brings band-aide to friend when hurt.

**GOLD® Objectives for Development and Learning**

**Objective 2b Responds to emotional cues**  
Objective 2b-4 Demonstrates concern about the feelings of others

**SED.1.1.6.48\_to\_60\_months** Focus on a self-selected activity or task to completion with adult help.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-7 Emerging: Takes responsibility for own well-being

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-8 Takes responsibility for own well-being

**SED.1.1.7.K** Apply some basic relaxation techniques e.g., 'mountain breathing'.

**GOLD® Objectives for Development and Learning**

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

**SED.1.1.8.K** Engage in more structured large and small group activities.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**  
Objective 3a-8 Cooperates and shares ideas and materials in socially acceptable ways

<b>Domain</b>	Social and Emotional Learning and Development (SED)
<b>Element</b>	Emotion and Self-Regulation
<b>Goal (CONT...)</b>	Children express a range of emotions and regulate their emotional and social responses

#### 48 to 60 months

**SED.1.1.7.48\_to\_60\_months** Manage transitions with minimal direction from adults.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

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



<b>Domain</b>	Social and Emotional Learning and Development (SED)
<b>Element</b>	Emotion and Self-Regulation
<b>Goal (CONT...)</b>	Children express a range of emotions and regulate their emotional and social responses

1st Grade	2nd Grade	3rd Grade
<p><b>SED.1.1.1.1st</b> Focus attention to complete tasks/topics assigned by others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 11a Attends and engages</b> Objective 11a-10 Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort</p>	<p><b>SED.1.1.1.2nd</b> Demonstrate longer attention span while engaged in tasks assigned by others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 11a Attends and engages</b> Objective 11a-12 Concentrates on tasks for extended periods but may become restless, especially during activities viewed as less interesting; repeatedly practices activities thought to be enjoyable</p>	<p><b>SED.1.1.1.3rd</b> Initiate the use of self-calming strategies to cope with uncomfortable emotions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 1a Manages feelings</b> Objective 1a-12 Demonstrates patience with personal limitations; controls feelings based on how they will affect others</p>
<p><b>SED.1.1.2.1st</b> Control strong emotions in an appropriate manner most of the time.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 1a Manages feelings</b> Objective 1a-8 Controls strong emotions in an appropriate manner most of the time</p>	<p><b>SED.1.1.2.2nd</b> Complete cooperative projects with other children independently.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 3a Balances needs and rights of self and others</b> Objective 3a-10 Completes cooperative projects with other children</p>	<p><b>SED.1.1.2.3rd</b> Complete and accurately reflects of role in group work.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 3a Balances needs and rights of self and others</b> Objective 3a-12 Accurately completes self-assessment of role in group work</p>
<p><b>SED.1.1.3.1st</b> Make decisions and solve simple problems with other children independently.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 3b Solves social problems</b> Objective 3b-8 Resolves social problems through basic negotiation and compromise</p>		<p><b>SED.1.1.3.3rd</b> Consider multiple viewpoints when solving conflicts.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 3b Solves social problems</b> Objective 3b-12 Considers multiple viewpoints when solving conflicts</p>



<b>Domain</b>	Social and Emotional Learning and Development (SED)
<b>Element</b>	Emotion and Self-Regulation
<b>Goal (CONT...)</b>	Children express a range of emotions and regulate their emotional and social responses

**1st Grade**

**SED.1.1.4.1st** Describe strategies to cope and manage stress.

**GOLD® Objectives for Development and Learning**

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

**SED.1.1.5.1st** Demonstrate flexibility for schedule change.

**GOLD® Objectives for Development and Learning**

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

**2nd Grade**

**SED.1.1.3.2nd** Apply strategies steps for resolving more complex conflict and problem solving.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**SED.1.1.4.2nd** Manage strong emotion using known strategies.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**  
Objective 1a-10 Manages strong emotions using known strategies

**3rd Grade**

**SED.1.1.4.3rd** Consistently focus attention during non-preferred activities.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**  
Objective 11a-14 Directs attention based on previous performance and concentrates on activities that require additional study

**SED.1.1.5.3rd** Concentrate on more complex projects and complete tasks even with a few interruptions.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**  
Objective 11a-14 Directs attention based on previous performance and concentrates on activities that require additional study



<b>Domain</b>	Social and Emotional Learning and Development (SED)
<b>Element</b>	Emotion and Self-Regulation
<b>Goal (CONT...)</b>	Children express a range of emotions and regulate their emotional and social responses

### 3rd Grade

**SED.1.1.6.3rd** Demonstrate patience with personal limitations; controls feelings based on how they affect others.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

Objective 1a-12 Demonstrates patience with personal limitations; controls feelings based on how they will affect others



Element

Self-Awareness

Goal

Children demonstrate an awareness of own personal characteristics, skills and abilities

**Birth to 12 months**

**SED.2.1.1.Birth\_to\_12\_months** Show awareness of own body.

**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

**SED.2.1.2.Birth\_to\_12\_months** Recognize physical attributes of self and familiar people e.g., baby's toes, grandma's glasses, daddy vs mommy.

**GOLD® Objectives for Development and Learning**

**Objective 12a Recognizes and recalls**

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

**9 to 18 months**

**SED.2.1.1.9\_to\_18\_months** Express self as individual through gestures, actions, and language e.g., me/mine.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**SED.2.1.2.9\_to\_18\_months** Recognize own skills and abilities e.g., if I blow on this wand bubbles will come out.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-4 Seeks to do things for self

**18 to 36 months**

**SED.2.1.1.18\_to\_36\_months** Demonstrate behaviors that reflect self-concept e.g., practices building block tower.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**SED.2.1.2.18\_to\_36\_months** Show increased awareness of own abilities and demonstrates self-confidence.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs



<b>Element</b>	Self-Awareness
<b>Goal (CONT...)</b>	Children demonstrate an awareness of own personal characteristics, skills and abilities

**Birth to 12 months**

**SED.2.1.3.Birth\_to\_12\_months** Show beginning awareness of own skills e.g., uses finger to push button on toy.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
 Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

**9 to 18 months**

**SED.2.1.3.9\_to\_18\_months** Use skills and abilities to meet own needs e.g., picks up book and brings to daddy.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
 Objective 1c-4 Seeks to do things for self

**18 to 36 months**

**SED.2.1.3.18\_to\_36\_months** Display assertiveness e.g., "Let me do it!"

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
 Objective 1c-6 Demonstrates confidence in meeting own needs



Element

Self-Awareness

Goal (CONT...)

Children demonstrate an awareness of own personal characteristics, skills and abilities

**Birth to 12 months**

**SED.2.1.4.Birth\_to\_12\_months** Attend with interest 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

**SED.2.1.5.Birth\_to\_12\_months** Show awareness of familiar routines by behaviors (e.g., opening mouth for feeding or lifting arms to be picked up).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

**9 to 18 months**

**SED.2.1.4.9\_to\_18\_months** Respond to others' emotional expressions, often by sharing an emotional reaction (e.g., showing excitement when other children are excited).

**GOLD® Objectives for Development and Learning**

**Objective 2b Responds to emotional cues**  
Objective 2b-4 Demonstrates concern about the feelings of others

**SED.2.1.5.9\_to\_18\_months** Anticipate familiar routines or activities (e.g., getting shoes when it's time to go or looking for parent when it's time to go home).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**  
Objective 1c-4 Seeks to do things for self

**18 to 36 months**

**SED.2.1.4.18\_to\_36\_months** Show understanding of some emotional expressions of others by labeling the emotions, asking questions, or responding in appropriate non-verbal ways.

**GOLD® Objectives for Development and Learning**

**Objective 2b Responds to emotional cues**  
Objective 2b-4 Demonstrates concern about the feelings of others

**SED.2.1.5.18\_to\_36\_months** Refer to personal or family experiences that have happened in recent past (e.g., grandparent visit or family celebration).

**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



<b>Element</b>	Self-Awareness
<b>Goal (CONT...)</b>	Children demonstrate an awareness of own personal characteristics, skills and abilities

**36 to 48 months**

**SED.2.1.1.36\_to\_48\_months** Identify personal characteristics, preferences, thoughts, and feelings.

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

**48 to 60 months**

**SED.2.1.1.48\_to\_60\_months** Express needs of self and others.

**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

**Kindergarten**

**SED.2.1.1.K** Recognize how own actions affect others.

**GOLD® Objectives for Development and Learning**  
**Objective 2b Responds to emotional cues**  
 Objective 2b-8 Recognizes that others' feelings about a situation might be different from their own



Element

Self-Awareness

Goal (CONT...)

Children demonstrate an awareness of own personal characteristics, skills and abilities

**36 to 48 months**

**SED.2.1.2.36\_to\_48\_months** Stand up for own rights.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

Objective 3a-4 Takes turns

**SED.2.1.3.36\_to\_48\_months** Make choice based on their own likes and dislikes.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**SED.2.1.4.36\_to\_48\_months** Identify own gender, family members roles, and home culture.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**SED.2.1.5.36\_to\_48\_months** Demonstrate growing independence in a range of activities, routines, and tasks.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

**48 to 60 months**

**SED.2.1.2.48\_to\_60\_months** Stand up for rights of self and others.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

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

**SED.2.1.3.48\_to\_60\_months** Make choices and understand consequences.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**SED.2.1.4.48\_to\_60\_months** Show confidence in range of abilities and in the capacity to accomplish tasks and take on new tasks.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**SED.2.1.5.48\_to\_60\_months** Express cultural influences from home, neighborhood and community e.g., celebrating traditions.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**Kindergarten**

**SED.2.1.2.K** Manage feelings and social situations with greater independence.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

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

**SED.2.1.3.K** Report to friends or adult about a family or a cultural tradition.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**SED.2.1.4.K** Demonstrate the ability to allow for own personal space and respect others space.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

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

**SED.2.1.5.K** Offer to help younger children do things they can't do for themselves.

**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



**Element**

Self-Awareness

**Goal (CONT...)**

Children demonstrate an awareness of own personal characteristics, skills and abilities

**48 to 60 months****Kindergarten**

**SED.2.1.6.48\_to\_60\_months** Demonstrate an understanding and acceptance of similarities and differences among people e.g., gender, race, special needs, culture, language and family.

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

**SED.2.1.6.K** Identify self within the context of family, school and community (e.g., big brother, friend, neighbor).

**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****1st Grade****2nd Grade****3rd Grade**

**SED.2.1.1.1st** Recognize different cultural ethnic groups.

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

**SED.2.1.1.2nd** Inquire about own family history and culture.

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

**SED.2.1.1.3rd** Write about themselves in the context of family, culture and environment.

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

**SED.2.1.2.1st** Display knowledge and pride in personal cultural ethnic heritage.

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

**SED.2.1.2.2nd** Base friendships on mutual enjoyment and activities.

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

Objective 2d-8 Maintains friendships for several months or more; forms friendships around similar play interests

**SED.2.1.2.3rd** Engage in the sharing of other's viewpoints on a variety of topics.

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

Objective 2a-10 Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion

**SED.2.1.3.1st** Show pride in own work or accomplishment.

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

**SED.2.1.3.2nd** Connect with other children in different settings and cultures.

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

**SED.2.1.3.3rd** Gain acceptance of peers by checking to ensure that they are in agreement.

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

Objective 3b-12 Considers multiple viewpoints when solving conflicts

**SED.2.1.4.1st** Recognize that others may experience situations differently.

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

Objective 2b-8 Recognizes that others' feelings about a situation might be different from their own

**SED.2.1.4.2nd** Show pride in their own and others work or accomplishments.

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

<b>Element</b>	Self-Awareness
<b>Goal (CONT...)</b>	Children demonstrate an awareness of own personal characteristics, skills and abilities

1st Grade	2nd Grade	3rd Grade
<p><b>SED.2.1.5.1st</b> Relate identifying information about self and others e.g., states address, phone number, birthday.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 29 Demonstrates knowledge about self</b></p>	<p><b>SED.2.1.5.2nd</b> Seek acceptance from peer group.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 2c Interacts with peers</b></p> <p>Objective 2c-10 Works with a group toward a shared goal; participates in group games with rules</p> <p><b>SED.2.1.6.2nd</b> Recognize that others may have different perspectives based on various experiences.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 2b Responds to emotional cues</b></p> <p>Objective 2b-8 Recognizes that others' feelings about a situation might be different from their own</p>	<p><b>SED.2.1.4.3rd</b> Take responsibility for own wellbeing.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 1c Takes care of own needs appropriately</b></p> <p>Objective 1c-8 Takes responsibility for own well-being</p>

<b>Element</b>	Relationships with Adults and Peers
<b>Goal</b>	Children develop healthy positive relationships with adults and peers

Birth to 12 months	9 to 18 months	18 to 36 months
<p><b>SED.3.1.1.Birth_to_12_months</b> Respond to adult through actions or vocalization e.g., repeat 'ooo' or 'baba from adult.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 2a Forms relationships with adults</b></p> <p>Objective 2a-2 Demonstrates a secure attachment to one or more adults</p>	<p><b>SED.3.1.1.9_to_18_months</b> React to familiar and unfamiliar adults e.g., reaching out to mother, hiding behind dad's legs.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 2a Forms relationships with adults</b></p> <p>Objective 2a-4 Uses trusted adult as a secure base from which to explore the world</p>	<p><b>SED.3.1.1.18_to_36_months</b> Develop trust and interacts comfortably with familiar adults.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 2a Forms relationships with adults</b></p> <p>Objective 2a-6 Manages separations without distress and engages with trusted adults</p>

**Element**

Relationships with Adults and Peers

**Goal (CONT...)**

Children develop healthy positive relationships with adults and peers

**Birth to 12 months**

**SED.3.1.2.Birth\_to\_12\_months** Engage in simple back and forth (1-2) playful interactions with adults e.g., cooing, peek-a-boo, ball play.

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

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

**SED.3.1.3.Birth\_to\_12\_months** Show enjoyment in interaction with other children e.g., smiling, reaching out, giggling.

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

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

**SED.3.1.4.Birth\_to\_12\_months** May cry when another child cries.

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

Objective 2b-2 Reacts to others' emotional expressions

**9 to 18 months**

**SED.3.1.2.9\_to\_18\_months** Engage in more complex back and forth playful interactions with others e.g., hide n seek, finger-plays.

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

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

**SED.3.1.3.9\_to\_18\_months** Demonstrate simple prosocial behavior e.g., waving goodbye, saying "thank you", hugging.

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

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

**SED.3.1.4.9\_to\_18\_months** Show sadness or concern when another child is crying or upset (e.g., may seek adult help or offer blanket, food or soft toy).

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

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

**18 to 36 months**

**SED.3.1.2.18\_to\_36\_months** Take turns during simple games and in conversation.

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

Objective 3a-4 Takes turns

**SED.3.1.3.18\_to\_36\_months** Demonstrate increased interest as well as frustration with other children.

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

Objective 3a-4 Takes turns

**SED.3.1.4.18\_to\_36\_months** Begin to imitate roles and relationship through play e.g., feeding baby doll, driving daddy's car, dancing like a ballerina.

**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

**SED.3.1.5.18\_to\_36\_months** Use words in play with peers e.g., giving simple direction.

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

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



Element

Relationships with Adults and Peers

Goal (CONT...)

Children develop healthy positive relationships with adults and peers

### 18 to 36 months

**SED.3.1.6.18\_to\_36\_months** Use words in interaction with adults e.g., "I'll be the mommy you be the baby"

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

**SED.3.1.7.18\_to\_36\_months** Use words or gestures to express empathy toward another child or adult who is hurt or crying (e.g., "are you ok?", "don't cry", or helps to pick up spilled crackers).

**GOLD® Objectives for Development and Learning**

**Objective 2b Responds to emotional cues**

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

### 36 to 48 months

**SED.3.1.1.36\_to\_48\_months** Play with other children sharing objects, talking back and forth for several minutes.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

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

**SED.3.1.2.36\_to\_48\_months** Establish secure and trusting relationships 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

### 48 to 60 months

**SED.3.1.1.48\_to\_60\_months** Play and cooperate with other children sharing objects, conversations, and ideas.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**

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

**SED.3.1.2.48\_to\_60\_months** Respect the rights of others recognizing their feelings and responding with courtesy and kindness.

**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

### Kindergarten

**SED.3.1.1.K** Solicit help from adults to accomplish challenging tasks.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**

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

**SED.3.1.2.K** Respond to and question adult directives for greater understanding.

**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



**Element**

Relationships with Adults and Peers

**Goal (CONT...)**

Children develop healthy positive relationships with adults and peers

**36 to 48 months**

**SED.3.1.3.36\_to\_48\_months** Begin to respect the rights of others.

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

Objective 3a-4 Takes turns

**SED.3.1.4.36\_to\_48\_months** Communicate with familiar adults and accepts some guidance and direction.

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

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

**SED.3.1.5.36\_to\_48\_months** Cooperate with others during play and in daily routines.

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

Objective 3a-4 Takes turns

**SED.3.1.6.36\_to\_48\_months** Develops friendships with peers.

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

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

**SED.3.1.7.36\_to\_48\_months** Uses socially appropriate behavior with peers and adults.

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

Objective 3a-4 Takes turns

**48 to 60 months**

**SED.3.1.3.48\_to\_60\_months** Accept guidance and direction from familiar adults and seeks their support when needed.

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

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

**SED.3.1.4.48\_to\_60\_months** Suggest solutions to social problems.

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

Objective 3b-6 Suggests solutions to social problems

**Kindergarten**

**SED.3.1.3.K** Engage in reciprocal conversation with familiar adults.

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

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

**SED.3.1.4.K** Engages with trusted adults as resource and to share mutual interests.

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

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

**SED.3.1.5.K** Initiate, join and sustain positive interactions with small group of 2 -3 children.

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

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

**SED.3.1.6.K** Engage in cooperative learning activities to complete a task.

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

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

**SED.3.1.7.K** Play cooperatively with 3 or 4 others for sustained periods of time.

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

Objective 2c-8 Interacts cooperatively in groups of four or five children



Element

Relationships with Adults and Peers

Goal (CONT...)

Children develop healthy positive relationships with adults and peers

## Kindergarten

**SED.3.1.8.K** Express themselves in new settings.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

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

**SED.3.1.9.K** Engage in games and activities that require adherence to rules.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

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

**SED.3.1.10.K** Initiate sharing and turn taking when appropriate.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

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

**SED.3.1.11.K** Respect others' differences in comparison to self.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

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

**SED.3.1.12.K** Recognize positive qualities in others.

**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



**Element**

Relationships with Adults and Peers

**Goal (CONT...)**

Children develop healthy positive relationships with adults and peers

## Kindergarten

**SED.3.1.13.K** Invite others to join a 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



Element

Relationships with Adults and Peers

Goal (CONT...)

Children develop healthy positive relationships with adults and peers

## Kindergarten

**SED.3.1.14.K** Identify friends on the basis of proximity and frequency of interaction.

### **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

## 1st Grade

**SED.3.1.1.1st** Interact cooperatively in groups of 4 to 5 children.

### **GOLD® Objectives for Development and Learning**

#### **Objective 2c Interacts with peers**

Objective 2c-8 Interacts cooperatively in groups of four or five children

**SED.3.1.2.1st** Identify ways to work and play well with peers.

### **GOLD® Objectives for Development and Learning**

#### **Objective 2c Interacts with peers**

Objective 2c-8 Interacts cooperatively in groups of four or five children

**SED.3.1.3.1st** Demonstrate positive social entry skills with peers and adults.

### **GOLD® Objectives for Development and Learning**

#### **Objective 2c Interacts with peers**

Objective 2c-8 Interacts cooperatively in groups of four or five children

**SED.3.1.4.1st** Respect the feelings, rights and belongings of others.

### **GOLD® Objectives for Development and Learning**

#### **Objective 3a Balances needs and rights of self and others**

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

## 2nd Grade

**SED.3.1.1.2nd** Identify and establish positive relationships with peers and adults.

### **GOLD® Objectives for Development and Learning**

#### **Objective 2a Forms relationships with adults**

Objective 2a-10 Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion

#### **Objective 2c Interacts with peers**

Objective 2c-10 Works with a group toward a shared goal; participates in group games with rules

**SED.3.1.2.2nd** Identify the positive characteristics of friendship.

### **GOLD® Objectives for Development and Learning**

#### **Objective 2d Makes friends**

Objective 2d-12 Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur

## 3rd Grade

**SED.3.1.1.3rd** Recognize that social norms and safety considerations guide behavior.

### **GOLD® Objectives for Development and Learning**

#### **Objective 3a Balances needs and rights of self and others**

Objective 3a-12 Accurately completes self-assessment of role in group work

**SED.3.1.2.3rd** Recognize there are differences in skill and ability among peers.

### **GOLD® Objectives for Development and Learning**

#### **Objective 3a Balances needs and rights of self and others**

Objective 3a-12 Accurately completes self-assessment of role in group work

**SED.3.1.3.3rd** Discriminate different points of view among peers and adults.

### **GOLD® Objectives for Development and Learning**

#### **Objective 3b Solves social problems**

Objective 3b-12 Considers multiple viewpoints when solving conflicts



Element

Relationships with Adults and Peers

Goal (CONT...)

Children develop healthy positive relationships with adults and peers

2nd Grade

**SED.3.1.3.2nd** Apply social norms to connect.

**GOLD® Objectives for Development and Learning**

**Objective 2d Makes friends**

Objective 2d-12 Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur

3rd Grade

**SED.3.1.4.3rd** Demonstrate respect for personal space and belongings.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

Objective 3a-10 Completes cooperative projects with other children



Element

Relationships with Adults and Peers

Goal (CONT...)

Children develop healthy positive relationships with adults and peers

### 1st Grade

**SED.3.1.5.1st** Show increasing ability to constructively resolve conflicts with peers.

**GOLD® Objectives for Development and Learning**

**Objective 3b Solves social problems**

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

**SED.3.1.6.1st** Cooperate in small and large group activities.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

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

### 2nd Grade

**SED.3.1.4.2nd** Recognize a connection between personal behavior and social communication.

**GOLD® Objectives for Development and Learning**

**Objective 2d Makes friends**

Objective 2d-12 Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur

**SED.3.1.5.2nd** Listen to others and begin to understand their perspective.

**GOLD® Objectives for Development and Learning**

**Objective 2d Makes friends**

Objective 2d-12 Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur

### 3rd Grade

**SED.3.1.5.3rd** Help themselves and others make socially acceptable choices and responsible decisions.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

Objective 3a-10 Completes cooperative projects with other children

**SED.3.1.6.3rd** Describe appropriate responses to harassment, bullying intimidations and abuse.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-12 Demonstrates an understanding of the "big rule" concepts of safety, kindness, respect, and care for the objects and materials in the environment



Element

Relationships with Adults and Peers

Goal (CONT...)

Children develop healthy positive relationships with adults and peers

## 2nd Grade

**SED.3.1.6.2nd** Advocate for self and others.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

Objective 3a-10 Completes cooperative projects with other children

**SED.3.1.7.2nd** Speak up about an injustice they see and take action with peers.

**GOLD® Objectives for Development and Learning**

**Objective 3a Balances needs and rights of self and others**

Objective 3a-10 Completes cooperative projects with other children

## 3rd Grade

**SED.3.1.7.3rd** Analyze more complex problems to help identify the type of solution needed.

**GOLD® Objectives for Development and Learning**

**Objective 3b Solves social problems**

Objective 3b-12 Considers multiple viewpoints when solving conflicts

**SED.3.1.8.3rd** Identify friends based on personalities rather than liking the same toys/activities.

**GOLD® Objectives for Development and Learning**

**Objective 2d Makes friends**

Objective 2d-10 Forms friendships based on personal qualities



Element

Relationships with Adults and Peers

Goal (CONT...)

Children develop healthy positive relationships with adults and peers

2nd Grade

3rd Grade

**SED.3.1.8.2nd** Consider the best approach to a problem before reacting.

**GOLD® Objectives for Development and Learning**

**Objective 3b Solves social problems**

Objective 3b-10 Seeks conflict resolutions based on interest in maintaining the relationship in the future

**SED.3.1.9.3rd** Alternate between the roles of leader and follower in order to sustain play.

**GOLD® Objectives for Development and Learning**

**Objective 2c Interacts with peers**

Objective 2c-12 Fluidly alternates between the roles of leader and follower in order to sustain play



<b>Domain</b>	Creative Arts and Expression (ARTS)
<b>Element</b>	Visual Arts
<b>Goal</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

**Birth to 12 months**

**ARTS.1.1.1.Birth\_to\_12\_months** Gaze at pictures, photographs.

**GOLD® Objectives for Development and Learning**

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

**ARTS.1.1.2.Birth\_to\_12\_months** Show preference for bright colors and contrasting shapes.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**  
Objective 11a-2 Pays attention to sights and sounds

**9 to 18 months**

**ARTS.1.1.1.9\_to\_18\_months** Make marks with crayons, markers, and paints.

**GOLD® Objectives for Development and Learning**

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

**ARTS.1.1.2.9\_to\_18\_months** Explore all types of art materials and processes (e.g., paints, modeling clay, or play dough, collage, stamping).

**GOLD® Objectives for Development and Learning**

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

**18 to 36 months**

**ARTS.1.1.1.18\_to\_36\_months** Create 2D and 3D art by experimenting with a variety of art materials (e.g., paint, clay).

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.2.18\_to\_36\_months** Create representations of real objects in child-initiated art work (e.g., labels scribbles and shapes "mom").

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**



<b>Domain</b>	Creative Arts and Expression (ARTS)
<b>Element</b>	Visual Arts
<b>Goal (CONT...)</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

**Birth to 12 months**

**ARTS.1.1.3.Birth\_to\_12\_months** Hold, touch, and experience different textures of objects.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**9 to 18 months**

**ARTS.1.1.3.9\_to\_18\_months** Express creativity using simple art materials (e.g., chalk, finger paints, shaving cream).

**GOLD® Objectives for Development and Learning**

**Objective 7b Uses writing and drawing tools**

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

**18 to 36 months**

**ARTS.1.1.3.18\_to\_36\_months** Demonstrate preference for favorite colors.

**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)

**ARTS.1.1.4.9\_to\_18\_months** Respond to visual arts (e.g., pictures in books, paintings, photographs) and communicate preferences.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.4.18\_to\_36\_months** Use shape of marks or object created to label ideas or movement.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**



<b>Domain</b>	Creative Arts and Expression (ARTS)
<b>Element</b>	Visual Arts
<b>Goal (CONT...)</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

**18 to 36 months**

**ARTS.1.1.5.18\_to\_36\_months** Communicate preference of one piece of art over another.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**36 to 48 months**

**ARTS.1.1.1.36\_to\_48\_months** Create art that expresses individual creativity by using various materials and techniques.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**48 to 60 months**

**ARTS.1.1.1.48\_to\_60\_months** Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**Kindergarten**

**ARTS.1.1.1.K** Create artistic works using line in various media (e.g., pencil, marker, cut-outs) to create shape and image.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

<b>Domain</b>	Creative Arts and Expression (ARTS)
<b>Element</b>	Visual Arts
<b>Goal (CONT...)</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

**36 to 48 months**

**ARTS.1.1.2.36\_to\_48\_months** Build 3D shapes with clay and other materials.  
**GOLD® Objectives for Development and Learning**  
**Objective 33** Explores the visual arts

**48 to 60 months**

**ARTS.1.1.2.48\_to\_60\_months** Independently plan and complete artistic creations such as drawings, paintings, collages.  
**GOLD® Objectives for Development and Learning**  
**Objective 33** Explores the visual arts

**Kindergarten**

**ARTS.1.1.2.K** Handle art tools and materials (e.g., scissors, paintbrushes, adhesives) in their production of art.  
**GOLD® Objectives for Development and Learning**  
**Objective 33** Explores the visual arts



<b>Domain</b>	Creative Arts and Expression (ARTS)
<b>Element</b>	Visual Arts
<b>Goal (CONT...)</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

### 36 to 48 months

**ARTS.1.1.3.36\_to\_48\_months** Explore the properties of art materials and use them purposefully to create an idea or object.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.4.36\_to\_48\_months** Discuss own artistic creations.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

### 48 to 60 months

**ARTS.1.1.3.48\_to\_60\_months** Discuss own artistic creations and those of others.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.4.48\_to\_60\_months** Show appreciation for different art forms and the creative work of others.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

### Kindergarten

**ARTS.1.1.3.K** Use elements of 2D and 3D design.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.4.K** Participate in group art activities (e.g., mural).

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.5.K** Use media and materials to convey feeling or idea through art.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.6.K** Identify different media (e.g., drawing, painting, sculpture).

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.7.K** Use art specific vocabulary (e.g., thick/thin line, circle, square, rectangle, triangle).

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.8.K** Critique art by making affirmative statements (e.g., I like how you mixed colors).

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**



<b>Domain</b>	Creative Arts and Expression (ARTS)
<b>Element</b>	Visual Arts
<b>Goal (CONT...)</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

## Kindergarten

**ARTS.1.1.9.K** Communicate ideas, feelings from other disciplines through visual arts (e.g., draw growth of seed).

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.10.K** Demonstrate willingness to participate in art activities.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.11.K** Use materials and space safely.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.12.K** Participate in individual and/or group art willingly and appropriately.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**ARTS.1.1.13.K** Respond constructively as members of an audience/group.

**GOLD® Objectives for Development and Learning**

**Objective 33 Explores the visual arts**



<b>Domain</b>	Creative Arts and Expression (ARTS)
<b>Element</b>	Visual Arts
<b>Goal (CONT...)</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

<b>1st Grade</b>	<b>2nd Grade</b>	<b>3rd Grade</b>
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**ARTS.1.1.1.1st** Create art by using line in various media to create shape and image.

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.1.2nd** Create art by using line in various media to create shape and image.

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.1.3rd** Create art by demonstrating techniques and process in 2D work.

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.2.1st** Handle and name art tools and materials.

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.2.2nd** Handle and name art tools and materials.

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.2.3rd** Use various art tools and materials for specific purposes.

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.3.1st** Create art by using elements of 2D and 3D design (e.g., mixing colors to form secondary colors, forming a 3D object with texture).

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.3.2nd** Create art by using elements of 2D and 3D design (e.g., mixing colors to form secondary colors, forming a 3D object with texture).

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.3.3rd** Use elements of 2D and 3D design.

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.4.1st** Demonstrate understanding of art concepts and vocabulary by identifying and using basic elements and principles of design (e.g., texture, pattern, primary and secondary colors).

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.4.2nd** Demonstrate understanding of art concepts and vocabulary by identifying and using basic elements and principles of design (e.g., texture, pattern, primary and secondary colors).

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.4.3rd** Experiment with media and materials to convey feelings or ideas.

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.5.1st** Name and use different media, genre and techniques (e.g., printmaking, landscape, portrait).

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.5.2nd** Name and use different media, genre and techniques (e.g., printmaking, landscape, portrait).

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.5.3rd** Identify and use elements and principles of design (e.g., space, organic shapes).

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.6.1st** Compare a variety of purposes for making art (e.g., tell a story, communicate emotion, beautify functional objects).

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.6.2nd** Compare a variety of purposes for making art (e.g., tell a story, communicate emotion, beautify functional objects).

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

**ARTS.1.1.6.3rd** Identify and use art concepts and vocabulary appropriate to different media, genre, and techniques (e.g., watercolor, still life, symmetry).

**GOLD® Objectives for Development and Learning**  
Objective 33 Explores the visual arts

<b>Domain</b>	Creative Arts and Expression (ARTS)
<b>Element</b>	Visual Arts
<b>Goal (CONT...)</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

**1st Grade**

**ARTS.1.1.7.1st** Use art specific vocabulary (e.g., primary, secondary colors, horizontal/vertical lines, pattern, texture, collage, portrait).  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.8.1st** Critique by making affirming statements (e.g., I like..).  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.9.1st** Critique by asking questions of own work and of the artist.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.10.1st** Make connections between the arts by identifying similarities and differences in genres (e.g., sculpture and painting).  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.11.1st** Use art to communicate idea, concepts, feelings from other disciplines.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.12.1st** Describe what an artist does.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**2nd Grade**

**ARTS.1.1.7.2nd** Use art specific vocabulary (e.g., primary, secondary colors, horizontal/vertical lines, pattern, texture, collage, portrait).  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.8.2nd** Critique by making affirming statements (e.g., I like..).  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.9.2nd** Critique by asking questions of own work and of the artist.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.10.2nd** Make connections between the arts by identifying similarities and differences in genres (e.g., sculpture and painting).  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.11.2nd** Use art to communicate idea, concepts, feelings from other disciplines.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.12.2nd** Describe what an artist does.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**3rd Grade**

**ARTS.1.1.7.3rd** Compare motivations and purposes for making art in different times and places.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.8.3rd** Describe art using specific vocabulary (e.g., warm and cool colors, foreground).  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.9.3rd** Explain qualities that may evoke emotion and meaning.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.10.3rd** Compare and contrast works of art including one's own work.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.11.3rd** Critique by asking questions and suggesting changes.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.12.3rd** Connect art to disciplines by demonstrating relationships of different elements.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

<b>Domain</b>	Creative Arts and Expression (ARTS)
<b>Element</b>	Visual Arts
<b>Goal (CONT...)</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

**3rd Grade**

**ARTS.1.1.13.3rd** Identify the roles of the arts and artists in the community.  
**GOLD® Objectives for Development and Learning**  
**Objective 33** Explores the visual arts

<b>Domain</b>	Creative Arts and Expression (ARTS)
<b>Element</b>	Visual Arts
<b>Goal (CONT...)</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

**1st Grade**

**ARTS.1.1.13.1st** Identify how arts have relationship to family and community events.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.14.1st** Demonstrate willingness to participate in art activities.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.15.1st** Respond constructively as members of an audience/group.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**2nd Grade**

**ARTS.1.1.13.2nd** Identify how arts have relationship to family and community events.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.14.2nd** Demonstrate willingness to participate in art activities.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.15.2nd** Respond constructively as members of an audience/group.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**3rd Grade**

**ARTS.1.1.14.3rd** Create art based on a culture.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.15.3rd** Generate and try out a variety of strategies to address challenges creating art.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.16.3rd** Demonstrate willingness to participate and see it to completion.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**



<b>Domain</b>	Creative Arts and Expression (ARTS)
<b>Element</b>	Visual Arts
<b>Goal (CONT...)</b>	Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

**1st Grade**

**2nd Grade**

**ARTS.1.1.16.1st** Participate in individual and group art activities.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

**ARTS.1.1.16.2nd** Participate in individual and group art activities.  
**GOLD® Objectives for Development and Learning**  
**Objective 33 Explores the visual arts**

<b>Element</b>	Music
<b>Goal</b>	Children engage in making and listening to music as a vehicle for expression and learning.

**Birth to 12 months**

**9 to 18 months**

**18 to 36 months**

**ARTS.2.1.1.Birth\_to\_12\_months** Imitate sounds by babbling and other vocalizations during or after an adult sings or chants.  
**GOLD® Objectives for Development and Learning**  
**Objective 9b Speaks clearly**  
 Objective 9b-2 Babbles strings of single consonant sounds and combines sounds

**ARTS.2.1.1.9\_to\_18\_months** Recognize and associate a particular song or sound with a particular meaning (e.g., clean-up song).  
**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

**ARTS.2.1.1.18\_to\_36\_months** Explore and use rhythm instruments to make music.  
**GOLD® Objectives for Development and Learning**  
**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.2.Birth\_to\_12\_months** Attend to and make eye contact with caregivers who are singing  
**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

**ARTS.2.1.2.9\_to\_18\_months** Use toys and objects to intentionally make sounds.  
**GOLD® Objectives for Development and Learning**  
**Objective 11b Persists**  
 Objective 11b-4 Practices an activity many times until successful

**ARTS.2.1.2.18\_to\_36\_months** Use objects or instruments to experiment with rhythms.  
**GOLD® Objectives for Development and Learning**  
**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.3.18\_to\_36\_months** Sing and clap during individual or group activities.  
**GOLD® Objectives for Development and Learning**  
**Objective 34 Explores musical concepts and expression**

Element

Music

Goal (CONT...)

Children engage in making and listening to music as a vehicle for expression and learning.

**Birth to 12 months**

**ARTS.2.1.3.Birth\_to\_12\_months** Use toys and objects as instruments to make sounds (e.g., bang pot with a wooden spoon).

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

Objective 11b-2 Repeats actions to obtain similar results

**9 to 18 months**

**ARTS.2.1.3.9\_to\_18\_months** Experiment with objects to change sound.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**18 to 36 months**

**ARTS.2.1.4.18\_to\_36\_months** Demonstrate enjoyment in making music through participation and repetition.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.4.9\_to\_18\_months** Imitate sounds heard (e.g., repeat "moo" when prompted).

**GOLD® Objectives for Development and Learning**

**Objective 9b Speaks clearly**

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

**ARTS.2.1.5.18\_to\_36\_months** Make up simple and often nonsense songs.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**36 to 48 months**

**ARTS.2.1.1.36\_to\_48\_months** Use simple musical instruments to produce rhythms and tones.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**48 to 60 months**

**ARTS.2.1.1.48\_to\_60\_months** Experiment with musical instruments.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**Kindergarten**

**ARTS.2.1.1.K** Use specific vocabulary to describe music (e.g., loud/quiet).

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.2.36\_to\_48\_months** Repeat a short melody.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.2.48\_to\_60\_months** Recall and imitate different musical tones, rhythms, as they make music.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.2.K** Critique using affirmative statements (e.g., I like..)

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**



Element

Music

Goal (CONT...)

Children engage in making and listening to music as a vehicle for expression and learning.

36 to 48 months

**ARTS.2.1.3.36\_to\_48\_months** Show awareness of different musical tempos, beats and rhythms by clapping or playing simple instruments.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.4.36\_to\_48\_months** Identify different musical instruments.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.5.36\_to\_48\_months** Participate willingly in music activities.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

48 to 60 months

**ARTS.2.1.3.48\_to\_60\_months** Express creativity through music.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.4.48\_to\_60\_months** Participate in music activities such as clapping, stomping, listening or singing.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

Kindergarten

**ARTS.2.1.3.K** Communicate ideas, feelings from other disciplines (e.g., create sound of a tornado, imitate the sound of rain).

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.4.K** Demonstrate willingness to take part in musical activities.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.5.K** Use materials and work space safely.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.6.K** Participate in individual and/or group activities.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**



Element

Music

Goal (CONT...)

Children engage in making and listening to music as a vehicle for expression and learning.

36 to 48 months

Kindergarten

**ARTS.2.1.6.36\_to\_48\_months** Describe musical experiences they have participated in or observed.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.7.K** Respond constructively as a member of an audience.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

1st Grade

2nd Grade

3rd Grade

**ARTS.2.1.1.1st** Create music by improvising with instruments and voices based on poetry, songs, media.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.1.2nd** Create music by improvising with instruments and voices based on poetry, songs, media.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.1.3rd** Create music by improvising simple rhythmic accompaniments, short instrumental pieces and songs.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.2.1st** Create music by composing, using graphic and symbol systems.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.2.2nd** Create music by composing, using graphic and symbol systems.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.2.3rd** Compose and arrange with a variety of sound sources (e.g., electronic sounds).

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.3.1st** Participate in music by singing alone and in unison, using various rhythms and maintaining a steady beat.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.3.2nd** Participate in music by singing alone and in unison, using various rhythms and maintaining a steady beat.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.3.3rd** Sing alone and with others, on pitch, in rhythm, maintaining steady beat.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**



Element

Music

Goal (CONT...)

Children engage in making and listening to music as a vehicle for expression and learning.

**1st Grade**

**ARTS.2.1.4.1st** Play music with instruments, alone and with others, using various instruments, in rhythm, maintaining a steady beat.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**2nd Grade**

**ARTS.2.1.4.2nd** Play music with instruments, alone and with others, using various instruments, in rhythm, maintaining a steady beat.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**3rd Grade**

**ARTS.2.1.4.3rd** Play musical instruments alone and with others on pitch, in rhythm.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**



Element

Music

Goal (CONT...)

Children engage in making and listening to music as a vehicle for expression and learning.

1st Grade

**ARTS.2.1.5.1st** Demonstrate music concepts by moving, drawing, and singing/playing instruments in response to contrasting music (e.g., high/low, long/short).

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

**ARTS.2.1.6.1st** Demonstrate music concepts by reading and notating familiar symbols (e.g., quarter, eighths notes and quarter rests) through playing, singing.

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

**ARTS.2.1.7.1st** Describe music using specific vocabulary (e.g., loud/soft).

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

**ARTS.2.1.8.1st** Critique music by making affirming statements.

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

2nd Grade

**ARTS.2.1.5.2nd** Demonstrate music concepts by moving, drawing, and singing/playing instruments in response to contrasting music (e.g., high/low, long/short).

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

**ARTS.2.1.6.2nd** Demonstrate music concepts by reading and notating familiar symbols (e.g., quarter, eighths notes and quarter rests) through playing, singing.

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

**ARTS.2.1.7.2nd** Describe music using specific vocabulary (e.g., loud/soft).

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

**ARTS.2.1.8.2nd** Critique music by making affirming statements.

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

3rd Grade

**ARTS.2.1.5.3rd** Use music concepts and vocabulary by moving, drawing, singing or playing instruments in response to types of music (e.g., pitch, tempo, form).

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

**ARTS.2.1.6.3rd** Read and do notation on familiar and unfamiliar patterns.

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

**ARTS.2.1.7.3rd** Describe music using specific vocabulary (e.g., tempo, dynamics).

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

**ARTS.2.1.8.3rd** Interpret music by explaining qualities that may evoke emotion and meaning.

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

**ARTS.2.1.9.3rd** Compare and contrast music including own pieces.

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression



Element

Music

Goal (CONT...)

Children engage in making and listening to music as a vehicle for expression and learning.

1st Grade

**ARTS.2.1.9.1st** Critique and revise music by asking questions of own and others' music.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.10.1st** Connect music with other disciplines by identifying similarities and differences in genres.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.11.1st** Connect music with other disciplines (e.g., show understanding of music through illustration or movement or sound).

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.12.1st** Describe what a musician does.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.13.1st** Demonstrate willingness to take part in musical activities.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

2nd Grade

**ARTS.2.1.9.2nd** Critique and revise music by asking questions of own and others' music.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.10.2nd** Connect music with other disciplines by identifying similarities and differences in genres.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.11.2nd** Connect music with other disciplines (e.g., show understanding of music through illustration or movement or sound).

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.12.2nd** Describe what a musician does.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.13.2nd** Demonstrate willingness to take part in musical activities.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

3rd Grade

**ARTS.2.1.10.3rd** Critique using specific evidence.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.11.3rd** Suggest changes and respond to suggested changes that are effective.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.12.3rd** Identify roles of music and musicians in community.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.13.3rd** Create or perform music based on a culture.

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**ARTS.2.1.14.3rd** Describe how music has a relationship to time and place (e.g. spirituals).

**GOLD® Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**



<b>Element</b>	Music
<b>Goal (CONT...)</b>	Children engage in making and listening to music as a vehicle for expression and learning.

**1st Grade**

**ARTS.2.1.14.1st** Participate willingly in individual and group music activities.

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

**2nd Grade**

**ARTS.2.1.14.2nd** Participate willingly in individual and group music activities.

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

**3rd Grade**

**ARTS.2.1.15.3rd** Generate and try out strategies to solve music problems they encounter.

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



Element

Music

Goal (CONT...)

Children engage in making and listening to music as a vehicle for expression and learning.

1st Grade

**ARTS.2.1.15.1st** Respond constructively as audience.

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression

2nd Grade

**ARTS.2.1.15.2nd** Respond constructively as audience.

**GOLD® Objectives for Development and Learning**

**Objective 34** Explores musical concepts and expression



Element

Theatre (Dramatic Play)

Goal

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

**Birth to 12 months**

**ARTS.3.1.1.Birth\_to\_12\_months** Imitate familiar actions (e.g., stirring using a spoon).

**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

**9 to 18 months**

**ARTS.3.1.1.9\_to\_18\_months** Engage in "pretending" by themselves (e.g., feeds herself bottle, places phone to ear and vocalizes).

**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

**18 to 36 months**

**ARTS.3.1.1.18\_to\_36\_months** Participate in pretend play with other children.

**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



**Element**

Theatre (Dramatic Play)

**Goal (CONT...)**

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

**9 to 18 months****ARTS.3.1.2.9\_to\_18\_months** Role play familiar, every day events and routines (e.g., feed a doll, go shopping).**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

**ARTS.3.1.3.9\_to\_18\_months** Use hats, pocketbooks, clothes for dress-up and simple role playing.**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

**ARTS.3.1.4.9\_to\_18\_months** Use object for intended purpose during 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

**18 to 36 months****ARTS.3.1.2.18\_to\_36\_months** Recreate familiar everyday scenes and routines using props and costumes.**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

**ARTS.3.1.3.18\_to\_36\_months** Pretend to be a person or an animal through movement, language, and/or sounds.**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

**ARTS.3.1.4.18\_to\_36\_months** Use random objects to represent other objects during play (e.g., block becomes 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

**ARTS.3.1.5.18\_to\_36\_months** Link together a sequence of pretend play behaviors (e.g., put on hat, grab bag to go shopping).**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



**Element**

Theatre (Dramatic Play)

**Goal (CONT...)**

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

**18 to 36 months****ARTS.3.1.6.18\_to\_36\_months** Use pretend play to depict real-life experiences.**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

**36 to 48 months****ARTS.3.1.1.36\_to\_48\_months** Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.2.36\_to\_48\_months** Identify real and make believe situations through dramatic play.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.3.36\_to\_48\_months** Create own dramatic play scenarios.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.4.36\_to\_48\_months** Create various facial expressions and voice inflections when in character.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****48 to 60 months****ARTS.3.1.1.48\_to\_60\_months** Initiate role-playing experiences and playing with props and costumes.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.2.48\_to\_60\_months** Use dialogue, actions, and objects to tell a story or express thoughts and feelings of themselves or of a character.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.3.48\_to\_60\_months** Use various facial expressions and voice inflections when playing a character.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.4.48\_to\_60\_months** Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****Kindergarten****ARTS.3.1.1.K** Engage in fantasy play.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.2.K** Initiate dramatic play with props, costumes, and stage pieces.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.3.K** Participate in show and tell or dramatic play by speaking to be heard before an audience or with peers in dramatic play scenario.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.4.K** Demonstrate using theatre concepts and vocabulary: imagining; pretending; playing with sets, props and costumes; observing and copying; and playing with others.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**ARTS.3.1.5.K** Use specific vocabulary (e.g., real/pretend).

**GOLD® Objectives for Development and Learning**

**Objective 36** Explores drama through actions and language

**Element**

Theatre (Dramatic Play)

**Goal (CONT...)**

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

**36 to 48 months**

**ARTS.3.1.5.36\_to\_48\_months** Demonstrate an awareness of audience (e.g., ask others to watch performance).

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**48 to 60 months**

**ARTS.3.1.5.48\_to\_60\_months** Experience perspective of others through sociodramatic play.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**



Element

Theatre (Dramatic Play)

Goal (CONT...)

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

## Kindergarten

**ARTS.3.1.6.K** Critique and revise by making affirming statements (e.g., I like...)

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**ARTS.3.1.7.K** Communicate ideas, feelings from other disciplines through dramatic play and role-playing.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**ARTS.3.1.8.K** Demonstrate willingness to take part in activity.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**ARTS.3.1.9.K** Use materials and space safely.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**ARTS.3.1.10.K** Demonstrate willingness to take part in activity.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**



**Element**

Theatre (Dramatic Play)

**Goal (CONT...)**

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

**Kindergarten**

**ARTS.3.1.11.K** Respond constructively as members of an audience.

**GOLD® Objectives for Development and Learning**

**Objective 36** Explores drama through actions and language

**1st Grade**

**ARTS.3.1.1.1st** Create a character based on animate, inanimate, reality or fantasy or imagination.

**GOLD® Objectives for Development and Learning**

**Objective 36** Explores drama through actions and language

**2nd Grade**

**ARTS.3.1.1.2nd** Create a character based on animate, inanimate, reality or fantasy or imagination.

**GOLD® Objectives for Development and Learning**

**Objective 36** Explores drama through actions and language

**3rd Grade**

**ARTS.3.1.1.3rd** Create theatre by demonstrating a character based on literature.

**GOLD® Objectives for Development and Learning**

**Objective 36** Explores drama through actions and language



**Element**

Theatre (Dramatic Play)

**Goal (CONT...)**

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

**1st Grade****ARTS.3.1.2.1st** Make imaginative props, costumes and stage pieces.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****2nd Grade****ARTS.3.1.2.2nd** Make imaginative props, costumes and stage pieces.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****3rd Grade****ARTS.3.1.2.3rd** Design props, costumes and stage pieces based on literature.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.3.3rd** Develop a character within a script.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**Element**

Theatre (Dramatic Play)

**Goal (CONT...)**

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

**1st Grade**

**ARTS.3.1.3.1st** Demonstrate theatre concepts and vocabulary by: identifying animate, inanimate, and fantastic; rehearsing; participating in theater games; and identifying and label moods through dramatic play and theater games.

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**ARTS.3.1.4.1st** Describe theatre using specific vocabulary (e.g., fantasy, acting, play, actor).

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**ARTS.3.1.5.1st** Ask questions about own role-playing and theatre work.

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**ARTS.3.1.6.1st** Ask questions of others role playing or acting.

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****2nd Grade**

**ARTS.3.1.3.2nd** Demonstrate theatre concepts and vocabulary by: identifying animate, inanimate, and fantastic; rehearsing; participating in theater games; and identifying and label moods through dramatic play and theater games.

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**ARTS.3.1.4.2nd** Describe theatre using specific vocabulary (e.g., fantasy, acting, play, actor).

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**ARTS.3.1.5.2nd** Ask questions about own role-playing and theatre work.

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**ARTS.3.1.6.2nd** Ask questions of others role playing or acting.

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****3rd Grade**

**ARTS.3.1.4.3rd** Repeat for an audience something already created.

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**ARTS.3.1.5.3rd** Speak with clarity before an audience.

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**ARTS.3.1.6.3rd** Present a classroom or public announcement.

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**ARTS.3.1.7.3rd** Demonstrate theatre concepts and vocabulary by: improvising a character with a prop; reading a part in a script; accepting a cue, demonstrating blocking.

**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**Element**

Theatre (Dramatic Play)

**Goal (CONT...)**

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

**1st Grade****ARTS.3.1.7.1st** Ask questions of peers engaging in dramatic play and theatre activities to learn.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.8.1st** Communicate concepts from other disciplines through theatre (e.g., role play a story recently read).**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.9.1st** Identify how theatre shapes and reflects various cultures and times, and is related to family and community events.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.10.1st** Approach artistic problem solving with an open mind and creative thinking.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.11.1st** Demonstrate willingness to take part in theatre/dramatic play.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****2nd Grade****ARTS.3.1.7.2nd** Ask questions of peers engaging in dramatic play and theatre activities to learn.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.8.2nd** Communicate concepts from other disciplines through theatre (e.g., role play a story recently read).**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.9.2nd** Identify how theatre shapes and reflects various cultures and times, and is related to family and community events.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.10.2nd** Approach artistic problem solving with an open mind and creative thinking.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.11.2nd** Demonstrate willingness to take part in theatre/dramatic play.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****3rd Grade****ARTS.3.1.8.3rd** Use theatre specific vocabulary (e.g., stage left/stage right).**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.9.3rd** Explain qualities that may evoke emotions.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.10.3rd** Relate interpretations of theatre to personal experiences, observations.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.11.3rd** Critique by making affirming statements with specific evidence.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.12.3rd** Ask questions about own and others' work in theatre/dramatic play and suggest changes.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

**Element**

Theatre (Dramatic Play)

**Goal (CONT...)**

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

**3rd Grade**

**ARTS.3.1.13.3rd** Identify the role of the arts in community and everyday environment.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**Element**

Theatre (Dramatic Play)

**Goal (CONT...)**

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

**1st Grade****ARTS.3.1.12.1st** Respond to teacher and peer suggested solutions to solve problems encountered in theatre.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.13.1st** Participate in child-initiated theatre and dramatic play.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****2nd Grade****ARTS.3.1.12.2nd** Respond to teacher and peer suggested solutions to solve problems encountered in theatre.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.13.2nd** Participate in child-initiated theatre and dramatic play.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****3rd Grade****ARTS.3.1.14.3rd** Create or perform theatre based on a culture.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language****ARTS.3.1.15.3rd** Generate and try variety of strategies to solve challenges encountered in creating/performing.**GOLD® Objectives for Development and Learning****Objective 36 Explores drama through actions and language**

Element

Dance

Goal

Children use movement to creatively express their ideas and feelings and to learn.

**Birth to 12 months**

**ARTS.4.1.1.Birth\_to\_12\_months** Move head, legs, and arms in response to music and other rhythmic sounds.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

**ARTS.4.1.2.Birth\_to\_12\_months** Express basic feelings (e.g., excitement, joy) through movement.

**GOLD® Objectives for Development and Learning**

**Objective 1a Manages feelings**

Objective 1a-2 Uses adult support to calm self

**9 to 18 months**

**ARTS.4.1.1.9\_to\_18\_months** Make movements (e.g., stands with feet apart swaying) when music plays.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.2.9\_to\_18\_months** Clap when hear music or singing.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.3.9\_to\_18\_months** Dance to music in their own way (e.g., run around waving arms).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**18 to 36 months**

**ARTS.4.1.1.18\_to\_36\_months** Make up simple dances or patterns of movement.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**ARTS.4.1.2.18\_to\_36\_months** Express excitement during movement and dance.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**ARTS.4.1.3.18\_to\_36\_months** Respond to music with increasingly coordinated movements (e.g., moves to the tempo of the music).

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**ARTS.4.1.4.18\_to\_36\_months** Follows simple movements to songs.

**GOLD® Objectives for Development and Learning**

**Objective 36 Explores drama through actions and language**

**36 to 48 months**

**ARTS.4.1.1.36\_to\_48\_months** Show awareness of various patterns of beat, rhythm and movement through dance.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**48 to 60 months**

**ARTS.4.1.1.48\_to\_60\_months** Move to different patterns of beat and rhythm in music.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**Kindergarten**

**ARTS.4.1.1.K** Solve simple movement challenges (e.g., move on 2 body parts without using feet).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**



Element

Dance

Goal (CONT...)

Children use movement to creatively express their ideas and feelings and to learn.

**36 to 48 months**

**ARTS.4.1.2.36\_to\_48\_months** Participate in open-ended, creative movement activities.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.3.36\_to\_48\_months** Indicate preferences for certain dances and songs with movement (e.g., Head, Shoulders, Knees & Toes).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.4.36\_to\_48\_months** Use creative movement to express feelings.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**48 to 60 months**

**ARTS.4.1.2.48\_to\_60\_months** Express what is felt and heard in various musical tempos and styles.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.3.48\_to\_60\_months** Use creative movement to express concepts, ideas, or feelings.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.4.48\_to\_60\_months** Repeat choreographed movements and begin to create own movements.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**Kindergarten**

**ARTS.4.1.2.K** Use the following partner skills: copying, leading, following, mirroring.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.3.K** Interpret a story, piece of music, artwork etc. through movement.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.4.K** Describe using dance specific vocabulary (e.g., big movements/small movements).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.5.K** Critique dance by making affirming statements (e.g., I like...)

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.6.K** Communicate ideas, concepts, feeling from other disciplines through movement and dance (e.g., move like a blizzard).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.7.K** Demonstrate willingness to take part in the activity.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**



Element

Dance

Goal (CONT...)

Children use movement to creatively express their ideas and feelings and to learn.

## Kindergarten

**ARTS.4.1.8.K** Participate in individual and/or group dance activities appropriately.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.9.K** Respond constructively as members of an audience.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.10.K** Use materials and space safely.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

## 1st Grade

**ARTS.4.1.1.1st** Demonstrate mature forms of walking, running, hopping, galloping, skipping, sliding while traveling forward, backward, diagonally.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.2.1st** Demonstrate the nonlocomotor skills of bending, stretching, turning, pushing/pulling during dance and free movement opportunities.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

## 2nd Grade

**ARTS.4.1.1.2nd** Demonstrate mature forms of walking, running, hopping, galloping, skipping, sliding while traveling forward, backward, diagonally.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.2.2nd** Demonstrate the nonlocomotor skills of bending, stretching, turning, pushing/pulling during dance and free movement opportunities.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

## 3rd Grade

**ARTS.4.1.1.3rd** Solve increasingly complex movement challenges involving several movement concepts.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.2.3rd** Use movement to express complex ideas and narrative.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.3.3rd** Use improvisation to discover and invent movement sequences.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**



Element

Dance

Goal (CONT...)

Children use movement to creatively express their ideas and feelings and to learn.

### 1st Grade

**ARTS.4.1.3.1st** Follow and reproduce 2-3 nonlocomotor and locomotor movement sequences.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.4.1st** Demonstrate quality/dynamics/levels of movement (e.g., fast/slow).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.5.1st** Demonstrate concepts of dance by copying, leading, following, mirroring movements, and counting a beat.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.6.1st** Identify the beginning, middle and end of a dance sequence.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.7.1st** Demonstrate space concepts of direction, pathway, level, and range.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

### 2nd Grade

**ARTS.4.1.3.2nd** Follow and reproduce 2-3 nonlocomotor and locomotor movement sequences.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.4.2nd** Demonstrate quality/dynamics/levels of movement (e.g., fast/slow).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.5.2nd** Demonstrate concepts of dance by copying, leading, following, mirroring movements, and counting a beat.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.6.2nd** Identify the beginning, middle and end of a dance sequence.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.7.2nd** Demonstrate space concepts of direction, pathway, level, and range.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

### 3rd Grade

**ARTS.4.1.4.3rd** Produce a two part sequence of nonlocomotor and locomotor movements.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.5.3rd** Use dance specific vocabulary (e.g., gradual/sudden, pathways).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.6.3rd** Explain qualities of dance that may evoke emotion and meaning.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.7.3rd** Discuss varied interpretations of dance using observation or personal experiences.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.8.3rd** Critique using affirmative statements with specific evidence.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**



Element

Dance

Goal (CONT...)

Children use movement to creatively express their ideas and feelings and to learn.

3rd Grade

**ARTS.4.1.9.3rd** Critique own dance and that of others and suggest changes.

**GOLD® Objectives for Development and Learning**

**Objective 35** Explores dance and movement concepts



Element

Dance

Goal (CONT...)

Children use movement to creatively express their ideas and feelings and to learn.

1st Grade

**ARTS.4.1.8.1st** Describe dance using specific vocabulary (e.g., high/medium/low).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.9.1st** Ask questions about own dance and movement (e.g., I wonder how), and that of others.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.10.1st** Identify similarities and differences in genres.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

2nd Grade

**ARTS.4.1.8.2nd** Describe dance using specific vocabulary (e.g., high/medium/low).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.9.2nd** Ask questions about own dance and movement (e.g., I wonder how), and that of others.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.10.2nd** Identify similarities and differences in genres.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

3rd Grade

**ARTS.4.1.10.3rd** Demonstrate the relationship of similar elements of dance (e.g., form, rhythm).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.11.3rd** Create or perform art based on a culture.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.12.3rd** Generate and try out various strategies/techniques to address challenges.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**



Element

Dance

Goal (CONT...)

Children use movement to creatively express their ideas and feelings and to learn.

**1st Grade**

**2nd Grade**

**ARTS.4.1.11.1st** Communicate connections to other disciplines through dance (e.g., show understanding of music through movement).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.11.2nd** Communicate connections to other disciplines through dance (e.g., show understanding of music through movement).

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.12.1st** Identify how arts have a relationship to family and community events.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.12.2nd** Identify how arts have a relationship to family and community events.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.13.1st** Respond to teacher suggestions.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

**ARTS.4.1.13.2nd** Respond to teacher suggestions.

**GOLD® Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**



**Domain**

Language Development (LANG)

**Element**

Receptive Language (Listening)

**Goal**

Young children attend to, comprehend, and respond to increasingly complex language.

**Birth to 12 months**

**LANG.1.1.1.Birth\_to\_12\_months** Turn towards voices and focus on speech directed towards them.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**9 to 18 months**

**LANG.1.1.1.9\_to\_18\_months** Respond to simple requests when accompanied by 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

**18 to 36 months**

**LANG.1.1.1.18\_to\_36\_months** Respond to simple requests when not accompanied by gestures.

**GOLD® Objectives for Development and Learning**

**Objective 8b Follows directions**

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

**LANG.1.1.2.Birth\_to\_12\_months** Show excitement when hear familiar voices or familiar words (e.g., mama).

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**LANG.1.1.2.9\_to\_18\_months** Respond to own name.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**LANG.1.1.2.18\_to\_36\_months** Follow one step directions.

**GOLD® Objectives for Development and Learning**

**Objective 8b Follows directions**

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



<b>Domain</b>	Language Development (LANG)
<b>Element</b>	Receptive Language (Listening)
<b>Goal (CONT...)</b>	Young children attend to, comprehend, and respond to increasingly complex language.

### Birth to 12 months

**LANG.1.1.3.Birth\_to\_12\_months** Briefly look at the same object that an adult is looking at and talking about.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

### 9 to 18 months

**LANG.1.1.3.9\_to\_18\_months** Identify familiar people or objects when asked to do so.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**LANG.1.1.4.9\_to\_18\_months** Demonstrate receptive vocabulary of 50 or more words in home language.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

### 18 to 36 months

**LANG.1.1.3.18\_to\_36\_months** Listen to familiar stories and show comprehension by reacting to them.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**LANG.1.1.4.18\_to\_36\_months** Respond to action words by doing the action.

**GOLD® Objectives for Development and Learning**

**Objective 8b Follows directions**

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

### 36 to 48 months

**LANG.1.1.1.36\_to\_48\_months** Follow two step directions.

**GOLD® Objectives for Development and Learning**

**Objective 8b Follows directions**

Objective 8b-5 Emerging: Follows directions of two or more steps that relate to familiar objects and experiences

**Objective 8b Follows directions**

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

**LANG.1.1.2.36\_to\_48\_months** Demonstrate understanding of increasingly longer sentences (e.g., compound sentences) in responds or actions.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

### 48 to 60 months

**LANG.1.1.1.48\_to\_60\_months** Follow multistep directions especially when these are familiar activities (e.g., steps in getting ready to play outdoors).

**GOLD® Objectives for Development and Learning**

**Objective 8b Follows directions**

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

**LANG.1.1.2.48\_to\_60\_months** Demonstrate an understanding of complex statements having 1 or 2 phrases (e.g., Please put the toothbrush in the box under the sink).

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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



<b>Domain</b>	Language Development (LANG)
<b>Element</b>	Receptive Language (Listening)
<b>Goal (CONT...)</b>	Young children attend to, comprehend, and respond to increasingly complex language.

### 36 to 48 months

**LANG.1.1.3.36\_to\_48\_months** Show evidence of a receptive vocabulary of several hundred words.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**LANG.1.1.4.36\_to\_48\_months** Demonstrate in responses or actions an understanding of new vocabulary in stories, activities, and conversations.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

### 48 to 60 months

**LANG.1.1.3.48\_to\_60\_months** Demonstrate an understanding of different language forms such as questions and exclamations.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**LANG.1.1.4.48\_to\_60\_months** Demonstrate through conversation comprehension of more complex vocabulary (i.e., abstract concepts and words beyond everyday vocabulary).

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

<b>Element</b>	Expressive Language (Speaking)
<b>Goal</b>	Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.

### Birth to 12 months

**LANG.2.1.1.Birth\_to\_12\_months** Vocalize and use gestures to communicate (e.g., wave hi/bye).

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

### 9 to 18 months

**LANG.2.1.1.9\_to\_18\_months** Combine gestures and words to communicate thoughts, feelings, needs (e.g., shake head 'no' with a vocal 'no').

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-3 Emerging: Names familiar people, animals, and objects

**Objective 9a Uses an expanding expressive vocabulary**

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

### 18 to 36 months

**LANG.2.1.1.18\_to\_36\_months** Speak in 2-5 word sentences (e.g., I go home).

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

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

**Objective 9c Uses conventional grammar**

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



**Element**

Expressive Language (Speaking)

**Goal (CONT...)**

Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.

**Birth to 12 months**

**LANG.2.1.2.Birth\_to\_12\_months** Babble (e.g., bah bah, ma ma) and jabber (e.g., bada).

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

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

**LANG.2.1.3.Birth\_to\_12\_months** Mimic the intonation of adult speech (e.g., rise to question).

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

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

**9 to 18 months**

**LANG.2.1.2.9\_to\_18\_months** Name familiar people, objects and animals (e.g., says mama when see her).

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

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

**LANG.2.1.3.9\_to\_18\_months** Speak clearly enough to be understood by people who are close and familiar.

**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

**LANG.2.1.4.9\_to\_18\_months** Say at least 25 meaningful words (consistent and recognizable to caregivers).

**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

**18 to 36 months**

**LANG.2.1.2.18\_to\_36\_months** Omit some words in a sentence (e.g., "the", "is").

**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

**LANG.2.1.3.18\_to\_36\_months**

Overgeneralize saying some irregular verbs or plural incorrectly (e.g., "goed" rather than "went").

**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

**LANG.2.1.4.18\_to\_36\_months** Use negatives and add descriptive words when speaking.

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

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

**LANG.2.1.5.18\_to\_36\_months** Say 50 or more words in home language.

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

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

Element

Expressive Language (Speaking)

Goal (CONT...)

Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.

### 18 to 36 months

**LANG.2.1.6.18\_to\_36\_months** Ask simple questions.

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

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

**LANG.2.1.7.18\_to\_36\_months** Speak clearly enough to be understood by strangers but some speech sound errors are still heard (e.g. "My fumb (thumb) hurts").

**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

**LANG.2.1.8.18\_to\_36\_months** Respond to questions.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

### 36 to 48 months

**LANG.2.1.1.36\_to\_48\_months** Use details when describing activities and experiences.

**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

**LANG.2.1.2.36\_to\_48\_months** Speak in complete 4-6 word sentences.

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

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

### 48 to 60 months

**LANG.2.1.1.48\_to\_60\_months** Use sentences with more complex grammatical structures when speaking (e.g., embedded clauses, such as "My teacher, who likes dogs, is nice")

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

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

**LANG.2.1.2.48\_to\_60\_months** Engage in storytelling.

**GOLD® Objectives for Development and Learning**

**Objective 9d Tells about another time or place**

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



Element

Expressive Language (Speaking)

Goal (CONT...)

Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.

**36 to 48 months**

**LANG.2.1.3.36\_to\_48\_months** Use correct forms of common irregular verbs and plurals (e.g., "went", "saw", "men").

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

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

**Objective 9c Uses conventional grammar**

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

**48 to 60 months**

**LANG.2.1.3.48\_to\_60\_months** Combine 5-8 words into sentences.

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

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

**Objective 9c Uses conventional grammar**

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

**LANG.2.1.4.48\_to\_60\_months** Use different forms of language for different purposes.

**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

**LANG.2.1.5.48\_to\_60\_months** Use abstract and increasingly detailed and varied vocabulary when speaking (e.g., use "turquoise" rather than "blue" or "I want to fly into space when I grow up").

**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



**Element**

Speaking &amp; Listening (CCSS)

**Goal**

Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.

**3rd Grade**

**LANG.3.1.1.3rd** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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

Objective 8a-14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)

**Kindergarten**

**LANG.3.1.2.K** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions.

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

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

**LANG.3.1.3.K** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

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

**1st Grade**

**LANG.3.1.2.1st** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

Objective 8a-10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material

**2nd Grade**

**LANG.3.1.2.2nd** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

Objective 8a-12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level appropriate material



**Element**

Speaking &amp; Listening (CCSS)

**Goal**

Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.

**3rd Grade**

**LANG.3.1.2.3rd** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

Objective 8a-14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)

**Kindergarten**

**LANG.3.1.4.K** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**LANG.3.1.5.K** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**LANG.3.1.6.K** Speak audibly and express thoughts, feelings, and ideas clearly.

**GOLD® Objectives for Development and Learning**

**Objective 9b Speaks clearly**

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

**1st Grade**

**LANG.3.1.3.1st** Ask and answer questions about what a speaker says in order to gather additional information or clarify something.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

Objective 8a-10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

**2nd Grade**

**LANG.3.1.3.2nd** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

Objective 8a-12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level appropriate material

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic



**Element**

Speaking &amp; Listening (CCSS)

**Goal**

Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.

**3rd Grade**

**LANG.3.1.3.3rd** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

Objective 8a-14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

**1st Grade**

**LANG.3.1.4.1st** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details

**Objective 9d Tells about another time or place**

Objective 9d-9 Emerging: Tells stories with clear sequence of events, including a climax and resolution

**Objective 9d Tells about another time or place**

Objective 9d-10 Tells stories with clear sequence of events, including a climax and resolution

**2nd Grade**

**LANG.3.1.4.2nd** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information

**Objective 9b Speaks clearly**

Objective 9b-12 Speaks clearly when giving a lengthy description of an event or personal experience to an individual or group; adapts word choices to be appropriate to the audience

**Objective 9d Tells about another time or place**

Objective 9d-10 Tells stories with clear sequence of events, including a climax and resolution

**LANG.3.1.5.2nd** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences.

**GOLD® Objectives for Development and Learning**

**Objective 14a Thinks symbolically**

Objective 14a-10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference



**Element**

Speaking &amp; Listening (CCSS)

**Goal**

Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.

**3rd Grade**

**LANG.3.1.4.3rd** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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

Objective 9a-14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns

**Objective 9b Speaks clearly**

Objective 9b-14 Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group

**Objective 9d Tells about another time or place**

Objective 9d-12 Accurately and thoroughly retells previously heard stories

**1st Grade**

**LANG.3.1.5.1st** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

Objective 14a-9 Emerging: Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference

**Objective 14a Thinks symbolically**

Objective 14a-10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference

**LANG.3.1.6.1st** Produce complete sentences when appropriate to task and situation.

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

Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

**2nd Grade**

**LANG.3.1.6.2nd** Produce complete sentences when appropriate to task and situation.

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

Objective 9c-12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences



Element

Speaking & Listening (CCSS)

Goal (CONT...)

Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.

### 3rd Grade

**LANG.3.1.5.3rd** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**GOLD® Objectives for Development and Learning**

**Objective 9b Speaks clearly**

Objective 9b-14 Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group



Element

Speaking & Listening (CCSS)

Goal (CONT...)

Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.

### 3rd Grade

**LANG.3.1.6.3rd** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

Objective 9c-14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

Element

Speaking & Listening (CCSS)

Goal

Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.

Standard Header

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

### Kindergarten

**LANG.3.1.1a.K A)** Follow agreed-upon rules for discussions.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

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

**Objective 10b Uses social rules of language**

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

**LANG.3.1.1b.K B)** Continue a conversation through multiple exchanges.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

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

**Objective 10b Uses social rules of language**

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



**Element**

Speaking & Listening (CCSS)

**Goal**

Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.

**Standard Header**

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**1st Grade**

**LANG.3.1.1a.1st A)** Follow agreed-upon rules for discussions.

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

Objective 10b-10 Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions)

**LANG.3.1.1b.1st B)** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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

Objective 10a-10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions

**LANG.3.1.1c.1st C)** Ask questions to clear up any confusion about the topics and texts under discussion.

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

Objective 10a-10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions

**Objective 8a Comprehends language**

Objective 8a-10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material



<b>Element</b>	Speaking & Listening (CCSS)
<b>Goal</b>	Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.
<b>Standard Header</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**2nd Grade**

**LANG.3.1.1a.2nd A)** Follow agreed-upon rules for discussions.  
**GOLD® Objectives for Development and Learning**  
**Objective 10b Uses social rules of language**  
Objective 10b-12 Enters discussions in respectful ways (e.g., says, "Excuse me," waits, and signals for a chance to speak); identifies the difference between formal and informal English

**LANG.3.1.1b.2nd B)** Build on others' talk in conversations by linking their comments to remarks of others.  
**GOLD® Objectives for Development and Learning**  
**Objective 10a Engages in conversations**  
Objective 10a-12 Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions

<b>Element</b>	Speaking & Listening (CCSS)
<b>Goal</b>	Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.
<b>Standard Header (CONT...)</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

## 2nd Grade

**LANG.3.1.1c.2nd C)** Ask for clarification and further explanation as needed.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

Objective 10a-12 Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions

**Objective 8a Comprehends language**

Objective 8a-12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level appropriate material



**Element**

Social Rules of Language

**Goal**

Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.

**Birth to 12 months**

**LANG.4.1.1.Birth\_to\_12\_months** Initiate and engage in simple turn taking interactions with others by using gestures, vocalizations, or facial expressions.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

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

**LANG.4.1.2.Birth\_to\_12\_months** Respond differently to different tones of voice and facial expressions.

**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

**9 to 18 months**

**LANG.4.1.1.9\_to\_18\_months** Watch for signs of being understood by others and repeat efforts if not initially successful.

**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

**18 to 36 months**

**LANG.4.1.1.18\_to\_36\_months** Ask "why" questions to gain information.

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

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

**LANG.4.1.2.18\_to\_36\_months** Use pauses and simple prompts to maintain a conversation.

**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

**Element**

Social Rules of Language

**Goal (CONT...)**

Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.

**Birth to 12 months**

**LANG.4.1.3.Birth\_to\_12\_months** Use appropriate eye contact and engage in joint attention.

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

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

**9 to 18 months**

**LANG.4.1.2.9\_to\_18\_months** Continue to initiate and engage in communications with others through gestures, words, and facial expressions.

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

Objective 10a-4 Initiates and attends to brief conversations

**36 to 48 months**

**LANG.4.1.1.36\_to\_48\_months** Use nonverbal cues during conversations according to personal cultural norms (e.g., eye contact, physical distance from conversational partner).

**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

**48 to 60 months**

**LANG.4.1.1.48\_to\_60\_months** Listen and respond on topic during longer conversations with others and in group discussions.

**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

**LANG.4.1.2.36\_to\_48\_months** Engage in brief conversations and stay on topic.

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

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

**LANG.4.1.2.48\_to\_60\_months** Use simpler language when talking with younger children.

**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



Element

Social Rules of Language

Goal (CONT...)

Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.

36 to 48 months

**LANG.4.1.3.36\_to\_48\_months** Use culturally acceptable social rules when communicating with others (e.g., vocal tone and volume, turn taking).

**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

48 to 60 months

**LANG.4.1.3.48\_to\_60\_months** Initiate conversations with others and maintain topic of conversation 2-4 turns.

**GOLD® Objectives for Development and Learning**

**Objective 10a Engages in conversations**

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



**Element**

Social Rules of Language

**Goal (CONT...)**

Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.

**48 to 60 months**

**LANG.4.1.4.48\_to\_60\_months** If misunderstood may simply repeat the same sentence rather than trying a different way of conveying the message.

**GOLD® Objectives for Development and Learning**

**Objective 9b Speaks clearly**

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



**Element**

Language (CCSS)

**Goal**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**1st Grade**

**LANG.5.1.2.1st** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

**2nd Grade**

**LANG.5.1.2.2nd** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**GOLD® Objectives for Development and Learning**

**Objective 19c Writes using conventions**

Objective 19c-6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading

**3rd Grade**

**LANG.5.1.2.3rd** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**GOLD® Objectives for Development and Learning**

**Objective 19c Writes using conventions**

Objective 19c-8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft

**Kindergarten**

**LANG.5.1.6.K** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**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



**Element**

Language (CCSS)

**Goal (CONT...)**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**1st Grade**

**LANG.5.1.3.1st** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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

Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

**2nd Grade**

**LANG.5.1.6.2nd** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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

Objective 9a-12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information

**3rd Grade**

**LANG.5.1.7.3rd** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

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

Objective 9a-14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns



Element

Language (CCSS)

Goal (CONT...)

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

## 1st Grade

**LANG.5.1.6.1st** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

### **GOLD® Objectives for Development and Learning**

#### **Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details

Element

Language (CCSS)

Goal

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

Standard Header

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

## Kindergarten

**LANG.5.1.1a.K A)** Print many upper- and lowercase letters.

### **GOLD® Objectives for Development and Learning**

#### **Objective 19c Writes using conventions**

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

**LANG.5.1.1b.K B)** Use frequently occurring nouns and verbs.

### **GOLD® Objectives for Development and Learning**

#### **Objective 9c Uses conventional grammar**

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

**LANG.5.1.1c.K C)** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

### **GOLD® Objectives for Development and Learning**

#### **Objective 9c Uses conventional grammar**

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



**Element**

Language (CCSS)

**Goal**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**Standard Header  
(CONT...)**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**Kindergarten**

**LANG.5.1.1d.K D)** Understand and use question words (interrogatives)

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

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

**LANG.5.1.1e.K E)** Use the most frequently occurring prepositions (e.g., to, from, in)

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

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

**LANG.5.1.1f.K F)** Produce and expand complete sentences in shared language activities.

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

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



**Element**

Language (CCSS)

**Goal**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**Standard Header**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**1st Grade****LANG.5.1.1a.1st A)** Print all upper- and lowercase letters.**GOLD® Objectives for Development and Learning****Objective 19c Writes using conventions**

Objective 19c-4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

**LANG.5.1.1b.1st B)** Use common, proper, and possessive nouns.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

**LANG.5.1.1c.1st C)** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

**LANG.5.1.1d.1st D)** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

**LANG.5.1.1e.1st E)** Use verbs to convey a sense of past, present, and future.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms



**Element**

Language (CCSS)

**Goal**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**Standard Header**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**1st Grade****LANG.5.1.1f.1st F** Use frequently occurring adjectives.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

**LANG.5.1.1g.1st G** Use frequently occurring conjunctions (e.g., and, but, or, so, because).**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

**LANG.5.1.1h.1st H** Use determiners (e.g., articles, demonstratives).**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

**LANG.5.1.1i.1st I** Use frequently occurring prepositions.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms



**Element**

Language (CCSS)

**Goal**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**Standard Header**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**2nd Grade****LANG.5.1.1a.2nd A)** Use collective nouns (e.g., group).**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences

**LANG.5.1.1b.2nd B)** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences

**LANG.5.1.1c.2nd C)** Use reflexive pronouns (e.g., myself, ourselves).**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences

**LANG.5.1.1d.2nd D)** Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences

**LANG.5.1.1e.2nd E)** Use adjectives and adverbs, and choose between them depending on what is to be modified.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences

**LANG.5.1.1f.2nd F)** Produce, expand, and rearrange complete simple and compound sentences.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences



<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header</b>	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

### 3rd Grade

**LANG.5.1.1a.3rd A)** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

Objective 9c-14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

**LANG.5.1.1b.3rd B)** Form and use regular and irregular plural nouns.

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

Objective 9c-14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

**LANG.5.1.1c.3rd C)** Use abstract nouns (e.g., childhood).

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns

**LANG.5.1.1d.3rd D)** Form and use regular and irregular verbs.

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**

Objective 9c-14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English



**Element**

Language (CCSS)

**Goal**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**Standard Header**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**3rd Grade**

**LANG.5.1.1e.3rd E)** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

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

Objective 9c-14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

**LANG.5.1.1f.3rd F)** Ensure subject-verb and pronoun-antecedent agreement.

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

Objective 9c-14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

**LANG.5.1.1g.3rd G)** Form and use comparative and superlative adjectives and adverbs.

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

Objective 9c-14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

**LANG.5.1.1h.3rd H)** Use coordinating and subordinating conjunctions.

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

Objective 9c-14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

**LANG.5.1.1i.3rd I)** Produce simple, compound, and complex sentences.

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

Objective 9c-14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English



<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header</b>	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Kindergarten**

**LANG.5.1.2a.K A)** Capitalize the first word in a sentence and the pronoun I.  
**GOLD® Objectives for Development and Learning**  
**Objective 19c Writes using conventions**  
 Objective 19c-2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

**LANG.5.1.2b.K B)** Recognize and name end punctuation.  
**GOLD® Objectives for Development and Learning**  
**Objective 17b Uses print concepts**  
 Objective 17b-6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

**LANG.5.1.2c.K C)** Write a letter or letters for most consonant and short-vowel sounds (phonemes).  
**GOLD® Objectives for Development and Learning**  
**Objective 19c Writes using conventions**  
 Objective 19c-2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

**LANG.5.1.2d.K D)** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  
**GOLD® Objectives for Development and Learning**  
**Objective 19c Writes using conventions**  
 Objective 19c-2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**2nd Grade**

**LANG.5.1.3a.2nd A)** Compare formal and informal uses of English.  
**GOLD® Objectives for Development and Learning**  
**Objective 10b Uses social rules of language**  
 Objective 10b-12 Enters discussions in respectful ways (e.g., says, "Excuse me," waits, and signals for a chance to speak); identifies the difference between formal and informal English

<b>Element</b>	Language (CCSS)
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**Goal**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**Standard Header**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**3rd Grade**

**LANG.5.1.3a.3rd A)** Choose words and phrases for effect.

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

Objective 9a-14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns

**LANG.5.1.3b.3rd B)** Recognize and observe differences between the conventions of spoken and written Standard English.

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

Objective 9c-14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English



<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

### Kindergarten

**LANG.5.1.4a.K A** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**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



**Element**

Language (CCSS)

**Goal**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**Standard Header (CONT...)**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**Kindergarten**

**LANG.5.1.4b.K B)** Use the most frequently occurring inflections and affixes (e.g., -ed, -s), as a clue to the meaning of an unknown word.

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

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

**Element**

Language (CCSS)

**Goal**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**Standard Header**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

**1st Grade**

**LANG.5.1.4a.1st A)** Use sentence-level context as a clue to the meaning of a word or phrase.

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

Objective 8a-10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material

**Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-4 Uses various strategies to make meaning when reading first-grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)

**LANG.5.1.4b.1st B)** Use frequently occurring affixes as a clue to the meaning of a word.

**GOLD® Objectives for Development and Learning****Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-4 Uses various strategies to make meaning when reading first-grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)



<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header (CONT...)</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

**1st Grade**

**LANG.5.1.4c.1st C)** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**GOLD® Objectives for Development and Learning**

**Objective 9c Uses conventional grammar**  
 Objective 9c-10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.

**2nd Grade**

**LANG.5.1.4a.2nd A)** Use sentence-level context as a clue to the meaning of a word or phrase.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**  
 Objective 8a-12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level appropriate material

**Objective 18d Uses context clues to read and comprehend texts**  
 Objective 18d-6 Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

**Element**

Language (CCSS)

**Goal**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**Standard Header  
(CONT...)**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.

**2nd Grade**

**LANG.5.1.4b.2nd B)** Determine the meaning of the new word formed when a known prefix is added to a known word.

**GOLD® Objectives for Development and Learning****Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-6 Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

**LANG.5.1.4c.2nd C)** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**GOLD® Objectives for Development and Learning****Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-6 Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

**LANG.5.1.4d.2nd D)** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse).

**GOLD® Objectives for Development and Learning****Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-6 Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

**LANG.5.1.4e.2nd E)** Use glossaries and dictionaries.

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

Objective 17a-12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure

**LANG.5.1.4f.2nd F)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.

**GOLD® Objectives for Development and Learning****Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-6 Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)



<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header (CONT...)</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.

**2nd Grade**

**LANG.5.1.4g.2nd G)** Use sentence-level context as a clue to the meaning of a word or phrase.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**  
 Objective 8a-12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level appropriate material

**Objective 18d Uses context clues to read and comprehend texts**  
 Objective 18d-6 Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header (CONT...)</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.

**2nd Grade**

**LANG.5.1.4h.2nd H)** Determine the meaning of the new word formed when a known prefix is added to a known word.

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-6 Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

**LANG.5.1.4i.2nd I)** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-6 Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header (CONT...)</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.

**2nd Grade**

**LANG.5.1.4j.2nd J)** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse).  
**GOLD® Objectives for Development and Learning**  
**Objective 18d Uses context clues to read and comprehend texts**  
 Objective 18d-6 Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

**LANG.5.1.4k.2nd K)** Use glossaries and beginning dictionaries.  
**GOLD® Objectives for Development and Learning**  
**Objective 17a Uses and appreciates books and other texts**  
 Objective 17a-12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header</b>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**3rd Grade**

**LANG.5.1.4a.3rd A)** Use sentence-level context as a clue to the meaning of a word or phrase.  
**GOLD® Objectives for Development and Learning**  
**Objective 18d Uses context clues to read and comprehend texts**  
 Objective 18d-8 Uses various strategies to make meaning when reading third-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)

**LANG.5.1.4b.3rd B)** Determine the meaning of the new word formed when a known affix is added to a known word  
**GOLD® Objectives for Development and Learning**  
**Objective 18d Uses context clues to read and comprehend texts**  
 Objective 18d-8 Uses various strategies to make meaning when reading third-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header (CONT...)</b>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**3rd Grade**

**LANG.5.1.4c.3rd C)** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**  
 Objective 18d-8 Uses various strategies to make meaning when reading third-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)

**LANG.5.1.4d.3rd D)** Use glossaries or beginning dictionaries, to determine or clarify the precise meaning of key words.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**  
 Objective 17a-12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure

**LANG.5.1.4e.3rd E)** Use sentence-level context as a clue to the meaning of a word or phrase.

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**  
 Objective 18d-8 Uses various strategies to make meaning when reading third-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header (CONT...)</b>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**3rd Grade**

**LANG.5.1.4f.3rd F)** Determine the meaning of the new word formed when a known affix is added to a known word

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-8 Uses various strategies to make meaning when reading third-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)

**LANG.5.1.4g.3rd G)** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-8 Uses various strategies to make meaning when reading third-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)

**LANG.5.1.4h.3rd H)** Use glossaries or beginning dictionaries, to determine or clarify the precise meaning of key words.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

Objective 17a-12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure

**Element**

Language (CCSS)

**Goal**

Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.

**Standard Header**

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

## Kindergarten

**LANG.5.1.5a.K A)** Sort common objects into categories to gain a sense of the concepts the categories represent.

### **GOLD® Objectives for Development and Learning**

#### **Objective 8a Comprehends language**

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

#### **Objective 13 Uses classification skills**

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



<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header (CONT...)</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.

## Kindergarten

**LANG.5.1.5b.K B)** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**LANG.5.1.5c.K C)** Identify real-life connections between words and their use.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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

**LANG.5.1.5d.K D)** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march), by acting out the meanings.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

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



<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**1st Grade**

**LANG.5.1.5a.1st A)** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  
**GOLD® Objectives for Development and Learning**  
**Objective 13 Uses classification skills**  
Objective 13-10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations

**LANG.5.1.5b.1st B)** Define words by category and by one or more key attributes  
**GOLD® Objectives for Development and Learning**  
**Objective 13 Uses classification skills**  
Objective 13-10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header (CONT...)</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**1st Grade**

**LANG.5.1.5c.1st C)** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

Objective 8a-10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material

**LANG.5.1.5d.1st D)** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

Objective 8a-10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header</b>	Demonstrate understanding of word relationships and nuances in word meanings.

**2nd Grade**

**LANG.5.1.5a.2nd A)** Identify real-life connections between words and their use (e.g., describe foods that are spicy).

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

Objective 8a-12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level appropriate material

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header (CONT...)</b>	Demonstrate understanding of word relationships and nuances in word meanings.

**2nd Grade**

**LANG.5.1.5b.2nd B)** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**  
Objective 8a-12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level appropriate material

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header</b>	Demonstrate understanding of word relationships and nuances.

**3rd Grade**

**LANG.5.1.6a.3rd A)** Distinguish the literal and nonliteral meanings of words and phrases.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**  
Objective 8a-14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)

**LANG.5.1.6b.3rd B)** Identify real-life connections between words and their use.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**  
Objective 8a-14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)

<b>Element</b>	Language (CCSS)
<b>Goal</b>	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
<b>Standard Header (CONT...)</b>	Demonstrate understanding of word relationships and nuances.

### 3rd Grade

**LANG.5.1.6c.3rd C)** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

**GOLD® Objectives for Development and Learning**

**Objective 8a Comprehends language**

Objective 8a-14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)



**Domain**

Literacy Development (LIT)

**Element**

Foundational Reading Skills

**Goal**

Children develop the foundational skills needed for engaging with print, reading and writing.

**Birth to 12 months**

**LIT.1.1.1.Birth\_to\_12\_months** Show interest in looking at books and in adult initiated literacy activities.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**LIT.1.1.2.Birth\_to\_12\_months** Imitate and take turns with others making sounds.

**GOLD® Objectives for Development and Learning**

**Objective 9b Speaks clearly**

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

**9 to 18 months**

**LIT.1.1.1.9\_to\_18\_months** Point to pictures in a book.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**LIT.1.1.2.9\_to\_18\_months** Turn pages.

**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

**18 to 36 months**

**LIT.1.1.1.18\_to\_36\_months** Demonstrate that print represents words (e.g., pretend to read text)

**GOLD® Objectives for Development and Learning**

**Objective 17b Uses print concepts**

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



<b>Domain</b>	Literacy Development (LIT)
<b>Element</b>	Foundational Reading Skills
<b>Goal (CONT...)</b>	Children develop the foundational skills needed for engaging with print, reading and writing.

<b>Birth to 12 months</b>	<b>9 to 18 months</b>	<b>18 to 36 months</b>
<p><b>LIT.1.1.3.Birth_to_12_months</b> Experiment and play with sounds.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 9b Speaks clearly</b> Objective 9b-2 Babbles strings of single consonant sounds and combines sounds</p>	<p><b>LIT.1.1.3.9_to_18_months</b> Notice environmental print.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 17a Uses and appreciates books and other texts</b> Objective 17a-2 Shows interest in books</p>	<p><b>LIT.1.1.2.18_to_36_months</b> Notice sounds that are the same and different.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 15a Notices and discriminates rhyme</b> Objective 15a-2 Joins in rhyming songs and games <b>Objective 15b Notices and discriminates alliteration</b> Objective 15b-2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
<p><b>LIT.1.1.4.Birth_to_12_months</b> Respond differently to different sounds.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 9b Speaks clearly</b> Objective 9b-2 Babbles strings of single consonant sounds and combines sounds</p>	<p><b>LIT.1.1.4.9_to_18_months</b> Listen to and participate in familiar songs, rhymes, and stories.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 15a Notices and discriminates rhyme</b> Objective 15a-2 Joins in rhyming songs and games <b>Objective 15b Notices and discriminates alliteration</b> Objective 15b-2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>	<p><b>LIT.1.1.3.18_to_36_months</b> Fill-in words of familiar songs, stories, or finger plays.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 15a Notices and discriminates rhyme</b> Objective 15a-2 Joins in rhyming songs and games <b>Objective 15b Notices and discriminates alliteration</b> Objective 15b-2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
<p><b>LIT.1.1.5.Birth_to_12_months</b> Emerging.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p>No aligned objectives</p>	<p><b>LIT.1.1.5.9_to_18_months</b> Play with different sounds.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 9b Speaks clearly</b> Objective 9b-4 Uses some words and word-like sounds and is understood by most familiar people</p>	<p><b>LIT.1.1.4.18_to_36_months</b> Imitate tempo and speed of sound.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 9b Speaks clearly</b> Objective 9b-4 Uses some words and word-like sounds and is understood by most familiar people</p>
<p><b>LIT.1.1.6.Birth_to_12_months</b> Emerging.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p>No aligned objectives</p>	<p><b>LIT.1.1.6.9_to_18_months</b> Emerging.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p>No aligned objectives</p>	



<b>Domain</b>	Literacy Development (LIT)
<b>Element</b>	Foundational Reading Skills
<b>Goal (CONT...)</b>	Children develop the foundational skills needed for engaging with print, reading and writing.

**9 to 18 months**

**LIT.1.1.7.9\_to\_18\_months** Emerging.  
**GOLD® Objectives for Development and Learning**  
No aligned objectives

<b>Domain</b>	Literacy Development (LIT)
<b>Element</b>	Foundational Reading Skills
<b>Goal (CONT...)</b>	Children develop the foundational skills needed for engaging with print, reading and writing.

### 18 to 36 months

**LIT.1.1.5.18\_to\_36\_months** With modeling and assistance, recognize that letters of the alphabet are a special category of symbols.

**GOLD® Objectives for Development and Learning**

**Objective 16a Identifies and names letters**

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

**Objective 16a Identifies and names letters**

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

**LIT.1.1.6.18\_to\_36\_months** Identify simple, familiar environmental print.

**GOLD® Objectives for Development and Learning**

**Objective 17b Uses print concepts**

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

**LIT.1.1.7.18\_to\_36\_months** Pretend to read a familiar book.

**GOLD® Objectives for Development and Learning**

**Objective 18b Uses emergent reading skills**

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

**LIT.1.1.8.18\_to\_36\_months** With modeling and assistance, use pictures to "read" text.

**GOLD® Objectives for Development and Learning**

**Objective 18b Uses emergent reading skills**

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



<b>Domain</b>	Literacy Development (LIT)
<b>Element</b>	Foundational Reading Skills
<b>Goal (CONT...)</b>	Children develop the foundational skills needed for engaging with print, reading and writing.

<b>36 to 48 months</b>	<b>48 to 60 months</b>	<b>Kindergarten</b>
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**LIT.1.1.1.36\_to\_48\_months** Identify letters of the alphabet as a specific type of symbol that can be named.

**GOLD® Objectives for Development and Learning**

**Objective 17b Uses print concepts**  
Objective 17b-2 Shows understanding that text is meaningful and can be read

**LIT.1.1.1.48\_to\_60\_months** Indicate where to start reading on a page and how to move across and down a page.

**GOLD® Objectives for Development and Learning**

**Objective 17b Uses print concepts**  
Objective 17b-4 Indicates where to start reading and the direction to follow

**LIT.1.1.4.K** Read emergent reader texts with purpose and understanding.

**GOLD® Objectives for Development and Learning**

**Objective 18e Reads fluently**  
Objective 18e-2 Reads and comprehends emergent reader texts and other print materials

**LIT.1.1.2.36\_to\_48\_months** Display some book handling skills (e.g., orient book right side up and turn pages)

**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

**LIT.1.1.2.48\_to\_60\_months** Demonstrate knowledge of the association between written words and spoken words.

**GOLD® Objectives for Development and Learning**

**Objective 17b Uses print concepts**  
Objective 17b-2 Shows understanding that text is meaningful and can be read

**LIT.1.1.3.36\_to\_48\_months** Identify words as separate units in a sentence.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**  
Objective 15c-2 Shows awareness of separate words in sentences

**LIT.1.1.3.48\_to\_60\_months** Display book handling skills.

**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

<b>Domain</b>	Literacy Development (LIT)
<b>Element</b>	Foundational Reading Skills
<b>Goal (CONT...)</b>	Children develop the foundational skills needed for engaging with print, reading and writing.

### 36 to 48 months

**LIT.1.1.4.36\_to\_48\_months** Fill-in words in a familiar rhyme.

**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

### 48 to 60 months

**LIT.1.1.4.48\_to\_60\_months** Segment syllables in spoken words with modeling and assistance.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-3 Emerging: Shows awareness of separate syllables in words

**Objective 15c Notices and discriminates discrete units of sound**

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



<b>Domain</b>	Literacy Development (LIT)
<b>Element</b>	Foundational Reading Skills
<b>Goal (CONT...)</b>	Children develop the foundational skills needed for engaging with print, reading and writing.

### 36 to 48 months

**LIT.1.1.5.36\_to\_48\_months** Segment spoken compound words with modeling and assistance.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-3 Emerging: Shows awareness of separate syllables in words

**Objective 15c Notices and discriminates discrete units of sound**

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

**LIT.1.1.6.36\_to\_48\_months** Point out own name in print.

**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

**LIT.1.1.7.36\_to\_48\_months** Name some of the letters of the alphabet, especially those in their names.

**GOLD® Objectives for Development and Learning**

**Objective 16a Identifies and names letters**

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

### 48 to 60 months

**LIT.1.1.5.48\_to\_60\_months** Determine if two words rhyme.

**GOLD® Objectives for Development and Learning**

**Objective 15a Notices and discriminates rhyme**

Objective 15a-6 Decides whether two words rhyme

**LIT.1.1.6.48\_to\_60\_months** With modeling and assistance, segment onsets and rimes of single-syllable spoken words.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-5 Emerging: Verbally blends and separates onset and rime in one-syllable words

**Objective 15c Notices and discriminates discrete units of sound**

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

**LIT.1.1.7.48\_to\_60\_months** Associate some letters of the alphabet with their specific sounds.

**GOLD® Objectives for Development and Learning**

**Objective 16b Identifies letter-sound correspondences**

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



<b>Domain</b>	Literacy Development (LIT)
<b>Element</b>	Foundational Reading Skills
<b>Goal (CONT...)</b>	Children develop the foundational skills needed for engaging with print, reading and writing.

**36 to 48 months**

**LIT.1.1.8.36\_to\_48\_months** Use pictures to "read" text.  
**GOLD® Objectives for Development and Learning**  
**Objective 18b Uses emergent reading skills**  
 Objective 18b-2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

**48 to 60 months**

**LIT.1.1.8.48\_to\_60\_months** Identify words that start with the same letter as their name.  
**GOLD® Objectives for Development and Learning**  
**Objective 15d Applies phonics concepts and knowledge of word structure to decode text**  
 Objective 15d-2 Shows understanding that a specific sequence of letters represents a spoken word

<b>Domain</b>	Literacy Development (LIT)
<b>Element</b>	Foundational Reading Skills
<b>Goal (CONT...)</b>	Children develop the foundational skills needed for engaging with print, reading and writing.

#### 48 to 60 months

**LIT.1.1.9.48\_to\_60\_months** Pretend to read a familiar book using language from the text and reading-like intonation.

**GOLD® Objectives for Development and Learning**

**Objective 18b Uses emergent reading skills**

Objective 18b-6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header</b>	Demonstrate understanding of the organization and basic features of print.

#### Kindergarten

**LIT.1.1.1a.K A)** Follow words from left to right, top to bottom, and page by page.

**GOLD® Objectives for Development and Learning**

**Objective 17b Uses print concepts**

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



<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header (CONT...)</b>	Demonstrate understanding of the organization and basic features of print.

## Kindergarten

**LIT.1.1.1b.K B)** Recognize that spoken words are represented in written language by specific sequences of letters.

**GOLD® Objectives for Development and Learning**

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

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

**LIT.1.1.1c.K C)** Understand that words are separated by spaces in print.

**GOLD® Objectives for Development and Learning**

**Objective 17b Uses print concepts**

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

**LIT.1.1.1d.K D)** Recognize and name all upper- and lowercase letters of the alphabet.

**GOLD® Objectives for Development and Learning**

**Objective 16a Identifies and names letters**

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



<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header</b>	Demonstrate understanding of the organization and basic features of print.

## 1st Grade

**LIT.1.1.1a.1st A)** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**GOLD® Objectives for Development and Learning**

**Objective 17b Uses print concepts**

Objective 17b-10 Distinguishes features of a sentence, including capitalization and punctuation

<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

## 2nd Grade

**LIT.1.1.1a.2nd A)** Distinguish long and short vowels when reading regularly spelled one-syllable words.

**GOLD® Objectives for Development and Learning**

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

Objective 15d-6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

**LIT.1.1.1b.2nd B)** Know spelling-sound correspondences for additional common vowel teams.

**GOLD® Objectives for Development and Learning**

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

Objective 15d-6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

**LIT.1.1.1c.2nd C)** Decode regularly spelled two-syllable words with long vowels.

**GOLD® Objectives for Development and Learning**

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

Objective 15d-8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes

**LIT.1.1.1d.2nd D)** Decode words with common prefixes and suffixes.

**GOLD® Objectives for Development and Learning**

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

Objective 15d-8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes

**LIT.1.1.1e.2nd E)** Identify words with inconsistent but common spelling-sound correspondences.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-12 Reads grade-appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words



<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

## 2nd Grade

**LIT.1.1.1f.2nd F)** Recognize and read grade-appropriate irregularly spelled words.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-12 Reads grade-appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words

**LIT.1.1.1g.2nd G)** Recognize and read grade-appropriate irregularly spelled words.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-12 Reads grade-appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words

<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

## 3rd Grade

**LIT.1.1.1a.3rd A)** Identify and know the meaning of the most common prefixes and derivational suffixes.

**GOLD® Objectives for Development and Learning**

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

Objective 15d-10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions

**LIT.1.1.1b.3rd B)** Decode words with common Latin suffixes.

**GOLD® Objectives for Development and Learning**

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

Objective 15d-10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions

**LIT.1.1.1c.3rd C)** Decode multi-syllable words.

**GOLD® Objectives for Development and Learning**

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

Objective 15d-10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions

<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header (CONT...)</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

**3rd Grade**

**LIT.1.1.1d.3rd D)** Read grade-appropriate irregularly spelled words.  
**GOLD® Objectives for Development and Learning**  
**Objective 15c Notices and discriminates discrete units of sound**  
Objective 15c-14 Reads grade-appropriate irregularly spelled words

Element

Foundational Reading Skills

Goal

Children develop the foundational skills needed for engaging with print, reading and writing.

Standard Header

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

## Kindergarten

**LIT.1.1.2a.K A)** Recognize and produce rhyming words.

**GOLD® Objectives for Development and Learning**

**Objective 15a Notices and discriminates rhyme**

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

**LIT.1.1.2b.K B)** Count, pronounce, blend, and segment syllables in spoken words.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

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

**LIT.1.1.2c.K C)** Blend and segment onsets and rimes of single-syllable spoken words.

**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



<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header (CONT...)</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**Kindergarten**

**LIT.1.1.2e.K E)** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

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

<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**1st Grade**

**LIT.1.1.2a.1st A)** Distinguish long from short vowel sounds in spoken single-syllable words.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words

**LIT.1.1.2b.1st B)** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

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

**LIT.1.1.2c.1st C)** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words

**LIT.1.1.2d.1st D)** Segment spoken single-syllable words into their complete sequence of individual sounds

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words

<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header</b>	Read with sufficient accuracy and fluency to support comprehension.

## 2nd Grade

**LIT.1.1.2a.2nd A)** Read grade-level text with purpose and understanding.

**GOLD® Objectives for Development and Learning**

**Objective 18e Reads fluently**

Objective 18e-6 Fluently reads and comprehends second-grade-level texts

**LIT.1.1.2b.2nd B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**GOLD® Objectives for Development and Learning**

**Objective 18e Reads fluently**

Objective 18e-6 Fluently reads and comprehends second-grade-level texts

**LIT.1.1.2c.2nd C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-6 Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header</b>	Read with sufficient accuracy and fluency to support comprehension.

## 3rd Grade

**LIT.1.1.2a.3rd A)** Read grade-level text with purpose and understanding.

**GOLD® Objectives for Development and Learning**

**Objective 18e Reads fluently**

Objective 18e-8 Fluently reads and comprehends third-grade-level texts



<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header (CONT...)</b>	Read with sufficient accuracy and fluency to support comprehension.

**3rd Grade**

**LIT.1.1.2b.3rd B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
**GOLD® Objectives for Development and Learning**  
**Objective 18e Reads fluently**  
 Objective 18e-8 Fluently reads and comprehends third-grade-level texts

**LIT.1.1.2c.3rd C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
**GOLD® Objectives for Development and Learning**  
**Objective 18d Uses context clues to read and comprehend texts**  
 Objective 18d-8 Uses various strategies to make meaning when reading third-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)

<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

**Kindergarten**

**LIT.1.1.3a.K A)** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.  
**GOLD® Objectives for Development and Learning**  
**Objective 16b Identifies letter-sound correspondences**  
 Objective 16b-8 Produces short and long vowel sounds and most frequent sounds for each consonant

**LIT.1.1.3b.K B)** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  
**GOLD® Objectives for Development and Learning**  
**Objective 15d Applies phonics concepts and knowledge of word structure to decode text**  
 Objective 15d-4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (long and short sounds); notices different letter sounds in similarly spelled words

<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header (CONT...)</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

**Kindergarten**

**LIT.1.1.3c.K C)** Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  
**GOLD® Objectives for Development and Learning**  
**Objective 15c Notices and discriminates discrete units of sound**  
 Objective 15c-8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

**LIT.1.1.3d.K D)** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  
**GOLD® Objectives for Development and Learning**  
**Objective 15d Applies phonics concepts and knowledge of word structure to decode text**  
 Objective 15d-4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (long and short sounds); notices different letter sounds in similarly spelled words

<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

**1st Grade**

**LIT.1.1.3a.1st A)** Know the spelling-sound correspondences for common consonant digraphs.  
**GOLD® Objectives for Development and Learning**  
**Objective 15d Applies phonics concepts and knowledge of word structure to decode text**  
 Objective 15d-6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

**LIT.1.1.3b.1st B)** Decode regularly spelled one-syllable words.  
**GOLD® Objectives for Development and Learning**  
**Objective 15d Applies phonics concepts and knowledge of word structure to decode text**  
 Objective 15d-6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

Element

Foundational Reading Skills

Goal

Children develop the foundational skills needed for engaging with print, reading and writing.

Standard Header  
(CONT...)

Know and apply grade-level phonics and word analysis skills in decoding words.

### 1st Grade

**LIT.1.1.3c.1st C)** Know final –e and common Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**GOLD® Objectives for Development and Learning**

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

Objective 15d-6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

**LIT.1.1.3d.1st D)** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**GOLD® Objectives for Development and Learning**

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

Objective 15d-6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

**LIT.1.1.3e.1st E)** Decode two-syllable words following basic patterns by breaking the words into syllables.

**GOLD® Objectives for Development and Learning**

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

Objective 15d-6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

**LIT.1.1.3f.1st F)** Read words with inflectional endings.

**GOLD® Objectives for Development and Learning**

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

Objective 15d-6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

**LIT.1.1.3g.1st G)** Recognize and read grade-appropriate irregularly spelled words.

**GOLD® Objectives for Development and Learning**

**Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words

Element

Foundational Reading Skills

Goal

Children develop the foundational skills needed for engaging with print, reading and writing.



**Standard Header**

Read with sufficient accuracy and fluency to support comprehension.

**1st Grade**

**LIT.1.1.4a.1st A)** Read grade-level text with purpose and understanding.

**GOLD® Objectives for Development and Learning**

**Objective 18e Reads fluently**

Objective 18e-4 Fluently reads and comprehends first-grade-level texts



<b>Element</b>	Foundational Reading Skills
<b>Goal</b>	Children develop the foundational skills needed for engaging with print, reading and writing.
<b>Standard Header (CONT...)</b>	Read with sufficient accuracy and fluency to support comprehension.

**1st Grade**

**LIT.1.1.4b.1st B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  
**GOLD® Objectives for Development and Learning**  
**Objective 18e Reads fluently**  
 Objective 18e-4 Fluently reads and comprehends first-grade-level texts

**LIT.1.1.4c.1st C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
**GOLD® Objectives for Development and Learning**  
**Objective 18d Uses context clues to read and comprehend texts**  
 Objective 18d-4 Uses various strategies to make meaning when reading first-grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)

<b>Element</b>	Reading
<b>Goal</b>	Engagement with Literature and Informational Text: Children develop "book language" and demonstrate comprehension.

**Birth to 12 months**

**LIT.2.2a.1.1.Birth\_to\_12\_months** Show interest in shared reading activities and looking at books.  
**GOLD® Objectives for Development and Learning**  
**Objective 17a Uses and appreciates books and other texts**  
 Objective 17a-2 Shows interest in books

**9 to 18 months**

**LIT.2.2a.1.1.9\_to\_18\_months** Focus attention for short periods of time when read to.  
**GOLD® Objectives for Development and Learning**  
**Objective 17a Uses and appreciates books and other texts**  
 Objective 17a-2 Shows interest in books

**18 to 36 months**

**LIT.2.2a.1.1.18\_to\_36\_months** Provide particular language from a book at appropriate times during shared reading experiences.  
**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

Element

Reading

Goal (CONT...)

Engagement with Literature and Informational Text: Children develop "book language" and demonstrate comprehension.

**Birth to 12 months**

**LIT.2.2a.1.2.Birth\_to\_12\_months** Explore book through sight, touch, and by using their mouths.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**9 to 18 months**

**LIT.2.2a.1.2.9\_to\_18\_months** Use "book babble" when holding a book to mimic sound of reading.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**18 to 36 months**

**LIT.2.2a.1.2.18\_to\_36\_months** Request adults to read a book.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**LIT.2.2a.1.3.9\_to\_18\_months** Demonstrate preference for favorite books.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**LIT.2.2a.1.3.18\_to\_36\_months** Answer simple questions about the story with modeling and assistance.

**GOLD® Objectives for Development and Learning**

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

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

**LIT.2.2a.1.4.9\_to\_18\_months** Pretend to read and write the way they see parents and others do.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

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

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

**LIT.2.2a.1.5.9\_to\_18\_months** Request adults to read a favorite book.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

Objective 17a-2 Shows interest in books

**LIT.2.2a.1.4.18\_to\_36\_months** Actively participate in shared reading experiences by asking questions and making comments.

**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



Element

Reading

Goal (CONT...)

Engagement with Literature and Informational Text: Children develop "book language" and demonstrate comprehension.

### 18 to 36 months

**LIT.2.2a.1.5.18\_to\_36\_months** Retell some events in a familiar story with modeling and assistance.

**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

### 36 to 48 months

**LIT.2.2a.1.1.36\_to\_48\_months** Use pictures to predict book content.

**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

**LIT.2.2a.1.2.36\_to\_48\_months** With modeling, assistance, and props, retell or re-enact a familiar story.

**GOLD® Objectives for Development and Learning**

**Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-3 Emerging: Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

**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

**LIT.2.2a.1.3.36\_to\_48\_months** Use storybook language, forms and conventions (e.g., once upon a time, the end) when telling stories.

**GOLD® Objectives for Development and Learning**

**Objective 18c Retells stories and recounts details from informational texts**

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

### 48 to 60 months

**LIT.2.2a.1.1.48\_to\_60\_months** Identify characters and setting in a story read aloud.

**GOLD® Objectives for Development and Learning**

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

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

**LIT.2.2a.1.2.48\_to\_60\_months** Use story title, pictures, content and prior knowledge to predict story content.

**GOLD® Objectives for Development and Learning**

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

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

**LIT.2.2a.1.3.48\_to\_60\_months** Make connections between stories and real-life experiences.

**GOLD® Objectives for Development and Learning**

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

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



Element

Reading

Goal (CONT...)

Engagement with Literature and Informational Text: Children develop "book language" and demonstrate comprehension.

**36 to 48 months**

**LIT.2.2a.1.4.36\_to\_48\_months** Have and share an opinion about what they liked and didn't like about a story or book.

**GOLD® Objectives for Development and Learning**

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

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

**48 to 60 months**

**LIT.2.2a.1.4.48\_to\_60\_months** Retell or re-enact a familiar story in the correct sequence of a familiar story's major events with prompting and support.

**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

**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



Element

Reading

Goal (CONT...)

Engagement with Literature and Informational Text: Children develop "book language" and demonstrate comprehension.

**36 to 48 months**

**LIT.2.2a.1.5.36\_to\_48\_months** Demonstrate appreciation for a variety of literary genres (e.g., fantasy, informational texts, non-fiction, fiction).

**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

**LIT.2.2a.1.6.36\_to\_48\_months** Listen to and discuss informational text and literature.

**GOLD® Objectives for Development and Learning**

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

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

**48 to 60 months**

**LIT.2.2a.1.5.48\_to\_60\_months** Ask and answer questions about the characters and major events of a story with prompting and support.

**GOLD® Objectives for Development and Learning**

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

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



Element

Reading

Goal (CONT...)

Engagement with Literature and Informational Text: Children develop "book language" and demonstrate comprehension.

36 to 48 months

**LIT.2.2a.1.7.36\_to\_48\_months** Point to print illustrating that print carries a message.

**GOLD® Objectives for Development and Learning**

**Objective 17b Uses print concepts**

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



**Element**

Reading

**Goal**

Reading Literature: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**Kindergarten**

**LIT.2.2b.1.1.K** With prompting and support, ask and answer questions about key details in a text.

**GOLD® Objectives for Development and Learning**

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

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

**1st Grade**

**LIT.2.2b.1.1.1st** Ask and answer questions about key details in a text.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**2nd Grade**

**LIT.2.2b.1.1.2nd** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**3rd Grade**

**LIT.2.2b.1.1.3rd** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text



**Element**

Reading

**Goal (CONT...)**

Reading Literature: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**Kindergarten**

**LIT.2.2b.1.2.K** With prompting and support, retell familiar stories including details.

**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

**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

**1st Grade**

**LIT.2.2b.1.2.1st** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**GOLD® Objectives for Development and Learning**

**Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-10 Paraphrases grade-appropriate literature and informational texts and includes the major points and central message

**LIT.2.2b.1.3.1st** Describe characters, settings, and major events in a story, using key details.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**2nd Grade**

**LIT.2.2b.1.2.2nd** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**GOLD® Objectives for Development and Learning**

**Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-12 Summarizes the major points and central message in grade-appropriate literature and informational texts; makes interpretive comments about text

**3rd Grade**

**LIT.2.2b.1.2.3rd** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**GOLD® Objectives for Development and Learning**

**Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-14 Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea



**Element**

Reading

**Goal**

Reading Literature: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**Kindergarten**

**LIT.2.2b.1.3.K** With prompting and support, identify characters, settings, and major events in a story.

**GOLD® Objectives for Development and Learning**

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

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

**LIT.2.2b.1.4.K** Ask and answer questions about unknown words in a text.

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)

**LIT.2.2b.1.5.K** Recognize common types of texts (e.g., storybooks, poems)

**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

**1st Grade**

**LIT.2.2b.1.4.1st** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**LIT.2.2b.1.5.1st** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**

Objective 17a-10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)

**2nd Grade**

**LIT.2.2b.1.3.2nd** Describe how characters in a story respond to major events and challenges.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**LIT.2.2b.1.4.2nd** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**3rd Grade**

**LIT.2.2b.1.3.3rd** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text

**LIT.2.2b.1.4.3rd** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-8 Uses various strategies to make meaning when reading third-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)



**Element**

Reading

**Goal (CONT...)**

Reading Literature: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**Kindergarten**

**LIT.2.2b.1.6.K** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**GOLD® Objectives for Development and Learning**

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

**LIT.2.2b.1.7.K** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**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

**1st Grade**

**LIT.2.2b.1.6.1st** Identify who is telling the story at various points in a text.

**GOLD® Objectives for Development and Learning**

**Objective 18a Interacts during reading experiences, book conversations, and text reflections**  
Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**LIT.2.2b.1.7.1st** Use illustrations and details in a story to describe its characters, setting, or events.

**GOLD® Objectives for Development and Learning**

**Objective 18a Interacts during reading experiences, book conversations, and text reflections**  
Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**2nd Grade**

**LIT.2.2b.1.5.2nd** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**  
Objective 17a-12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure

**3rd Grade**

**LIT.2.2b.1.5.3rd** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**  
Objective 17a-14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together



**Element**

Reading

**Goal (CONT...)**

Reading Literature: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**1st Grade**

**LIT.2.2b.1.8.1st** Compare and contrast the adventures and experiences of characters in stories.

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

Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**2nd Grade**

**LIT.2.2b.1.6.2nd** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**3rd Grade**

**LIT.2.2b.1.6.3rd** Distinguish their own point of view from that of the narrator or those of the characters.

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

Objective 18a-14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text



**Element**

Reading

**Goal**

Reading Literature: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**Kindergarten**

**LIT.2.2b.1.8.K** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**GOLD® Objectives for Development and Learning**

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

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

**LIT.2.2b.1.9.K** Actively engage in group reading activities with purpose and understanding.

**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

**1st Grade**

**LIT.2.2b.1.9.1st** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**GOLD® Objectives for Development and Learning**

**Objective 18e Reads fluently**

Objective 18e-4 Fluently reads and comprehends first-grade-level texts

**2nd Grade**

**LIT.2.2b.1.7.2nd** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**3rd Grade**

**LIT.2.2b.1.7.3rd** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**GOLD® Objectives for Development and Learning**

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

Objective 18a-14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text

**LIT.2.2b.1.8.3rd** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**GOLD® Objectives for Development and Learning**

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

Objective 18a-14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text



**Element**

Reading

**Goal**

Reading Literature: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**2nd Grade**

**LIT.2.2b.1.8.2nd** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**LIT.2.2b.1.9.2nd** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**GOLD® Objectives for Development and Learning****Objective 18e Reads fluently**

Objective 18e-6 Fluently reads and comprehends second-grade-level texts

**3rd Grade**

**LIT.2.2b.1.9.3rd** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

**GOLD® Objectives for Development and Learning****Objective 18e Reads fluently**

Objective 18e-8 Fluently reads and comprehends third-grade-level texts



Element

Reading

Goal

Reading Informational Text: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

Kindergarten

**LIT.2.2c.1.1.K** With prompting and support, ask and answer questions about key details in a text.

**GOLD® Objectives for Development and Learning**

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

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

1st Grade

**LIT.2.2c.1.1.1st** Ask and answer questions about key details in a text.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**LIT.2.2c.1.2.1st** Identify the main topic and retell key details of a text.

**GOLD® Objectives for Development and Learning**

**Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-10 Paraphrases grade-appropriate literature and informational texts and includes the major points and central message

2nd Grade

**LIT.2.2c.1.1.2nd** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

3rd Grade

**LIT.2.2c.1.1.3rd** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text



**Element**

Reading

**Goal (CONT...)**

Reading Informational Text: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**Kindergarten**

**LIT.2.2c.1.2.K** With prompting and support, identify the main topic and retell key details of a text.

**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

**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

**1st Grade**

**LIT.2.2c.1.3.1st** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**2nd Grade**

**LIT.2.2c.1.2.2nd** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**3rd Grade**

**LIT.2.2c.1.2.3rd** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**GOLD® Objectives for Development and Learning**

**Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-14 Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea



**Element**

Reading

**Goal (CONT...)**

Reading Informational Text: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**Kindergarten**

**LIT.2.2c.1.3.K** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**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

**1st Grade**

**LIT.2.2c.1.4.1st** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-4 Uses various strategies to make meaning when reading first-grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)

**2nd Grade**

**LIT.2.2c.1.3.2nd** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**3rd Grade**

**LIT.2.2c.1.3.3rd** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text



**Element**

Reading

**Goal**

Reading Informational Text: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**Kindergarten**

**LIT.2.2c.1.4.K** With prompting and support, ask and answer questions about unknown words in a text.

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**  
Objective 18d-2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)

**LIT.2.2c.1.5.K** Identify the front cover, back cover, and title page of a book.

**GOLD® Objectives for Development and Learning**

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

**LIT.2.2c.1.6.K** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**GOLD® Objectives for Development and Learning**

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

**1st Grade**

**LIT.2.2c.1.5.1st** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**  
Objective 17a-10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)

**LIT.2.2c.1.6.1st** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**GOLD® Objectives for Development and Learning**

**Objective 18a Interacts during reading experiences, book conversations, and text reflections**  
Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**2nd Grade**

**LIT.2.2c.1.4.2nd** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**  
Objective 18d-6 Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

**LIT.2.2c.1.5.2nd** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**  
Objective 17a-12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure

**3rd Grade**

**LIT.2.2c.1.4.3rd** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**GOLD® Objectives for Development and Learning**

**Objective 18d Uses context clues to read and comprehend texts**  
Objective 18d-8 Uses various strategies to make meaning when reading third-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)

**LIT.2.2c.1.5.3rd** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**GOLD® Objectives for Development and Learning**

**Objective 17a Uses and appreciates books and other texts**  
Objective 17a-14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together



**Element**

Reading

**Goal**

Reading Informational Text: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**Kindergarten**

**LIT.2.2c.1.7.K** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**GOLD® Objectives for Development and Learning**

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

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

**LIT.2.2c.1.8.K** With prompting and support, identify the reasons an author gives to support points in a text.

**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

**1st Grade**

**LIT.2.2c.1.7.1st** Use the illustrations and details in a text to describe its key ideas.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**LIT.2.2c.1.8.1st** Identify the reasons an author gives to support points in a text.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**2nd Grade**

**LIT.2.2c.1.6.2nd** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**LIT.2.2c.1.7.2nd** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**3rd Grade**

**LIT.2.2c.1.6.3rd** Distinguish their own point of view from that of the author of a text.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text

**LIT.2.2c.1.7.3rd** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**GOLD® Objectives for Development and Learning**

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

Objective 18a-14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text



**Element**

Reading

**Goal (CONT...)**

Reading Informational Text: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**Kindergarten**

**LIT.2.2c.1.9.K** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**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

**1st Grade**

**LIT.2.2c.1.9.1st** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

**LIT.2.2c.1.10.1st** With prompting and support, read informational texts appropriately complex for grade 1.

**GOLD® Objectives for Development and Learning**

**Objective 18e Reads fluently**

Objective 18e-4 Fluently reads and comprehends first-grade-level texts

**2nd Grade**

**LIT.2.2c.1.8.2nd** Describe how reasons support specific points the author makes in a text.

**GOLD® Objectives for Development and Learning**

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**LIT.2.2c.1.9.2nd** Compare and contrast the most important points presented by two texts on the same topic.

**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

**3rd Grade**

**LIT.2.2c.1.8.3rd** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**GOLD® Objectives for Development and Learning**

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

Objective 18a-14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text



**Element**

Reading

**Goal (CONT...)**

Reading Informational Text: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**Kindergarten**

**LIT.2.2c.1.10.K** Actively engage in group reading activities with purpose and understanding.

**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

**3rd Grade**

**LIT.2.2c.1.9.3rd** Compare and contrast the most important points and key details presented in two texts on the same topic.

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

Objective 18a-14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text



**Element**

Reading

**Goal (CONT...)**

Reading Informational Text: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.

**2nd Grade**

**LIT.2.2c.1.10.2nd** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

Objective 18a-12 Uses second-grade level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

**3rd Grade**

**LIT.2.2c.1.10.3rd** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**GOLD® Objectives for Development and Learning****Objective 18e Reads fluently**

Objective 18e-8 Fluently reads and comprehends third-grade-level texts



**Element**

Writing

**Goal**

Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions.

**Birth to 12 months**

**LIT.3.1.1.Birth\_to\_12\_months** Make random marks.

**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

**LIT.3.1.2.Birth\_to\_12\_months** With adult assistance, hold writing tools.

**GOLD® Objectives for Development and Learning**

**Objective 7b Uses writing and drawing tools**

Objective 7b-1 Emerging: Grasps drawing and writing tools, jabbing at paper

**Objective 7b Uses writing and drawing tools**

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

**9 to 18 months**

**LIT.3.1.1.9\_to\_18\_months** Make random marks and some scribbling.

**GOLD® Objectives for Development and Learning**

**Objective 19a Writes name**

Objective 19a-2 Makes scribbles or marks

**LIT.3.1.2.9\_to\_18\_months** Use simple writing tools without adult assistance.

**GOLD® Objectives for Development and Learning**

**Objective 7b Uses writing and drawing tools**

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

**18 to 36 months**

**LIT.3.1.1.18\_to\_36\_months** Scribbles with more control and sometimes purpose.

**GOLD® Objectives for Development and Learning**

**Objective 19a Writes name**

Objective 19a-4 Makes controlled linear scribbles

**LIT.3.1.2.18\_to\_36\_months** Tell others what the scribbles or drawings represent.

**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

**LIT.3.1.3.18\_to\_36\_months** Use dictating, scribbles, or drawings to communicate a message.

**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



Element

Writing

Goal (CONT...)

Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions.

18 to 36 months

**LIT.3.1.4.18\_to\_36\_months** Use a variety of writing tools.

**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



**Element**

Writing

**Goal**

Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions.

**36 to 48 months**

**LIT.3.1.1.36\_to\_48\_months** Use scribbles, mock letters, shapes and pictures to purposefully represent experiences, ideas, objects, lists, labels or stories.

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

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

**LIT.3.1.2.36\_to\_48\_months** Experiment with a variety of writing tools and surfaces.

**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

**LIT.3.1.3.36\_to\_48\_months** Write some letters with assistance and modeling.

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

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

**Objective 19c Writes using conventions**

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

**48 to 60 months**

**LIT.3.1.1.48\_to\_60\_months** Use writing and drawing for various purposes, such as giving information, narrating stories, or giving an opinion.

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

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

**LIT.3.1.2.48\_to\_60\_months** Copy, trace, or independently write letters or words.

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

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

**LIT.3.1.3.48\_to\_60\_months** Print or copy own name and identify some of the letters.

**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

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

**Objective 19a Writes name**

Objective 19a-10 Writes partially accurate first name

**LIT.3.1.4.48\_to\_60\_months** Use "sound spelling" (use initial sound of word and other letters to represent sounds heard in the word).

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

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



Element

Writing

Goal

Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions.

36 to 48 months

**LIT.3.1.4.36\_to\_48\_months** Dictate a story or event for adult to write.

**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

48 to 60 months

**LIT.3.1.5.48\_to\_60\_months** Participate in shared writing experiences (e.g., contributing ideas to a story).

**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



Element

Writing

Goal

Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.

**Kindergarten**

**LIT.3.2.1.K** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

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

**1st Grade**

**LIT.3.2.1.1st** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed

**2nd Grade**

**LIT.3.2.1.2nd** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed

**3rd Grade**

**LIT.3.2.4.3rd** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose



**Element**

Writing

**Goal (CONT...)**

Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.

**Kindergarten**

**LIT.3.2.2.K** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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

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

**1st Grade**

**LIT.3.2.2.1st** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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

Objective 19b-14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed

**LIT.3.2.3.1st** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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

Objective 19b-14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed

**2nd Grade**

**LIT.3.2.2.2nd** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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

Objective 19b-16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed

**LIT.3.2.3.2nd** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

Objective 19b-16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed

**3rd Grade**

**LIT.3.2.5.3rd** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

**LIT.3.2.6.3rd** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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

Element

Writing

Goal (CONT...)

Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.

## Kindergarten

**LIT.3.2.3.K** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order they occurred, and provide a reaction to what happened.

### **GOLD® Objectives for Development and Learning**

#### **Objective 19b Writes to convey ideas and information**

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



**Element**

Writing

**Goal (CONT...)**

Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.

**Kindergarten**

**LIT.3.2.4.K** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

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

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

**LIT.3.2.5.K** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**GOLD® Objectives for Development and Learning****Objective 28 Uses tools and other technology to perform tasks****1st Grade**

**LIT.3.2.4.1st** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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

Objective 19b-14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed

**LIT.3.2.5.1st** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**GOLD® Objectives for Development and Learning****Objective 28 Uses tools and other technology to perform tasks****2nd Grade**

**LIT.3.2.4.2nd** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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

Objective 19b-16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed

**LIT.3.2.5.2nd** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**GOLD® Objectives for Development and Learning****Objective 28 Uses tools and other technology to perform tasks****3rd Grade**

**LIT.3.2.7.3rd** Conduct short research projects that build knowledge about a topic.

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

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

**Objective 19b Writes to convey ideas and information**

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose



**Element**

Writing

**Goal (CONT...)**

Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.

**Kindergarten**

**LIT.3.2.6.K** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Objective 19b Writes to convey ideas and information**

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

**LIT.3.2.7.K** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**GOLD® Objectives for Development and Learning**

**Objective 12b Makes connections**

Objective 12b-8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context

**1st Grade**

**LIT.3.2.6.1st** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

**Objective 19b Writes to convey ideas and information**

Objective 19b-14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed

**2nd Grade**

**LIT.3.2.6.2nd** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**Objective 19b Writes to convey ideas and information**

Objective 19b-16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed

**3rd Grade**

**LIT.3.2.8.3rd** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**GOLD® Objectives for Development and Learning**

**Objective 12b Makes connections**

Objective 12b-14 Associates people and events with the past, present, and future; begins to organize and compile information from multiple sources to create a useful document connecting events

**Objective 19b Writes to convey ideas and information**

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose



**Element**

Writing

**Goal (CONT...)**

Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.

**1st Grade**

**LIT.3.2.7.1st** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

Objective 12b-10 Connects the past with the present using general time estimates between events; connects time with specific daily events and salient events with the months and seasons

**Objective 19b Writes to convey ideas and information**

Objective 19b-14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed

**2nd Grade**

**LIT.3.2.7.2nd** Recall information from experiences or gather information from provided sources to answer a question.

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

Objective 12b-12 Provides general descriptions of events to occur in the future; links material learned previously and in other contexts

**Objective 19b Writes to convey ideas and information**

Objective 19b-16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed

**3rd Grade**

**LIT.3.2.9.3rd** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose



Element

Writing

Goal

Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.

Standard Header

Write opinion pieces on topics or texts, supporting a point of view with reasons.

### 3rd Grade

**LIT.3.2.1a.3rd A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

**LIT.3.2.1b.3rd B)** Provide reasons that support the opinion.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

**LIT.3.2.1c.3rd C)** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

**LIT.3.2.1d.3rd D)** Provide a concluding statement or section.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose



<b>Element</b>	Writing
<b>Goal</b>	Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.
<b>Standard Header</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### 3rd Grade

**LIT.3.2.2a.3rd A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose



<b>Element</b>	Writing
<b>Goal</b>	Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.
<b>Standard Header (CONT...)</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**3rd Grade**

**LIT.3.2.2b.3rd B)** Develop the topic with facts, definitions, and details.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

**LIT.3.2.2c.3rd C)** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

**LIT.3.2.2d.3rd D)** Provide a concluding statement or section.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

**Element**

Writing

**Goal**

Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.

**Standard Header**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**3rd Grade**

**LIT.3.2.3a.3rd A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

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

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

**LIT.3.2.3b.3rd B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

**LIT.3.2.3c.3rd C)** Use temporal words and phrases to signal event order.

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

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

**LIT.3.2.3d.3rd D)** Provide a sense of closure.

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

Objective 19b-18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose



<b>Domain</b>	Mathematics (MATH)
<b>Element</b>	Number Sense, quantity, and Counting
<b>Goal</b>	Number Sense and Quantity: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities.

### Birth to 12 months

**MATH.1.1a.1.Birth\_to\_12\_months** Use words, signs or gestures to request "more"

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

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

**MATH.1.1a.2.Birth\_to\_12\_months** Attend to songs, finger plays, and books that include numbers and numerals.

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

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

### 9 to 18 months

**MATH.1.1a.1.9\_to\_18\_months** Use a few number words without understanding quantity.

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

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

**MATH.1.1a.2.9\_to\_18\_months** Imitate rote counting.

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

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

**MATH.1.1a.3.9\_to\_18\_months** Participate in simple songs and activities that include numbers (e.g. Five Little Monkeys).

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

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

**MATH.1.1a.4.9\_to\_18\_months** Demonstrate an awareness of early concepts related to amount (e.g., more, one or two).

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

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

### 18 to 36 months

**MATH.1.1a.1.18\_to\_36\_months** Recite numbers to 5 in sequence with few errors.

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

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

**Objective 20a Counts**

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

**MATH.1.1a.2.18\_to\_36\_months** Count up to 5 objects using one number for each object with assistance and support.

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

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

**Objective 20a Counts**

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

**MATH.1.1a.3.18\_to\_36\_months** Recognize some numerals in the environment.

**GOLD® Objectives for Development and Learning**

**Objective 20c Connects numerals with their quantities**

Objective 20c-2 Recognizes and names a few numerals



<b>Domain</b>	Mathematics (MATH)
<b>Element</b>	Number Sense, quantity, and Counting
<b>Goal (CONT...)</b>	Number Sense and Quantity: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities.

### 18 to 36 months

**MATH.1.1a.4.18\_to\_36\_months** Use the word more to identify the larger of two groups, and less for smaller groups.

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

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

<b>Domain</b>	Mathematics (MATH)
<b>Element</b>	Number Sense, quantity, and Counting
<b>Goal</b>	Number Sense and Quantity: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities.

### 36 to 48 months

**MATH.1.1a.1.36\_to\_48\_months** Recite numbers to 10 in correct sequence.

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

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

**MATH.1.1a.2.36\_to\_48\_months** Count up to 5 objects using one number for each object independently.

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

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

### 48 to 60 months

**MATH.1.1a.1.48\_to\_60\_months** Recite numbers to 20 in sequence with only occasional errors.

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

Objective 20a-6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

**MATH.1.1a.2.48\_to\_60\_months** Say the next number that comes before or after in a sequence of 1-10

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

Objective 20a-6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting



<b>Domain</b>	Mathematics (MATH)
<b>Element</b>	Number Sense, quantity, and Counting
<b>Goal (CONT...)</b>	Number Sense and Quantity: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities.

### 36 to 48 months

**MATH.1.1a.3.36\_to\_48\_months** Quickly identify number of 1-3 objects without counting.

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

Objective 20b-3 Emerging: 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 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

**MATH.1.1a.4.36\_to\_48\_months** Read numerals up to 5 and connect them to the quantities they represent.

**GOLD® Objectives for Development and Learning**

**Objective 20c Connects numerals with their quantities**

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

### 48 to 60 months

**MATH.1.1a.3.48\_to\_60\_months** Count a group of up to 10 objects and understand that the last number represents the number of objects in the group.

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

Objective 20a-6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

**MATH.1.1a.4.48\_to\_60\_months** Quickly identify number of 1-5 objects without counting.

**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

**MATH.1.1a.5.48\_to\_60\_months** Read numerals up to 10 and connect them to the quantities they represent.

**GOLD® Objectives for Development and Learning**

**Objective 20c Connects numerals with their quantities**

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



<b>Domain</b>	Mathematics (MATH)
<b>Element</b>	Number Sense, quantity, and Counting
<b>Goal (CONT...)</b>	Number Sense and Quantity: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities.

#### 48 to 60 months

**MATH.1.1a.6.48\_to\_60\_months** Compare groups of up to 10 objects and identify which group has more or less, or if they are the same (equal).

**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

<b>Element</b>	Number Sense, quantity, and Counting
<b>Goal</b>	Counting and Cardinality: Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.

#### Kindergarten

**MATH.1.1b.1.K** Count to 100 by ones and by tens.

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

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

**MATH.1.1b.2.K** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**GOLD® Objectives for Development and Learning**

**Objective 20a Counts**

Objective 20a-8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

**MATH.1.1b.3.K** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**GOLD® Objectives for Development and Learning**

**Objective 20c Connects numerals with their quantities**

Objective 20c-8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals



Element

Number Sense, quantity, and Counting

Goal (CONT...)

Counting and Cardinality: Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.

## Kindergarten

**MATH.1.1b.4.K** Understand the relationship between numbers and quantities; connect counting to cardinality. [more]

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

**MATH.1.1b.5.K** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts



**Element**

Number Sense, quantity, and Counting

**Goal (CONT...)**

Counting and Cardinality: Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.

## Kindergarten

**MATH.1.1b.6.K** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

**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

**MATH.1.1b.7.K** Compare two numbers between 1 and 10 presented as written numerals.

**GOLD® Objectives for Development and Learning**

**Objective 20c Connects numerals with their quantities**

Objective 20c-7 Emerging: Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

**Objective 20c Connects numerals with their quantities**

Objective 20c-8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals



**Element**

Number Relationships and Operations

**Goal**

Number Relationships and Operations: Children increasingly use numbers to describe relationships and to solve mathematical problems.

**Birth to 12 months**

**MATH.2.2a.1.Birth\_to\_12\_months**

Emerging.

**GOLD® Objectives for Development and Learning**

No aligned objectives

**9 to 18 months**

**MATH.2.2a.1.9\_to\_18\_months** Use word, sign or gesture to indicate adding "more" to what already have.

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

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

**18 to 36 months**

**MATH.2.2a.1.18\_to\_36\_months** Use mathematical thinking in daily situations (e.g., hold up 2 fingers when asked how old, ask for and take 2 cookies).

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

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



**Element**

Number Relationships and Operations

**Goal (CONT...)**

Number Relationships and Operations: Children increasingly use numbers to describe relationships and to solve mathematical problems.

**9 to 18 months**

**MATH.2.2a.2.9\_to\_18\_months** Demonstrate early one-to-one correspondence (e.g., dropping objects one by one into a bucket).

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

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

**Objective 20b Quantifies**

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

**18 to 36 months**

**MATH.2.2a.2.18\_to\_36\_months** Add more objects to a group to make a bigger set (e.g., add more model cars to a pile to have more cars).

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

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

**MATH.2.2a.3.18\_to\_36\_months** Subtract objects from a set and realize have fewer objects (e.g., shares model cars with friend and notices has fewer).

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

Objective 20b-3 Emerging: 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 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

**36 to 48 months**

**MATH.2.2a.1.36\_to\_48\_months** Use various strategies (e.g., counting, matching) to compare groups as having more or fewer objects.

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

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

**48 to 60 months**

**MATH.2.2a.1.48\_to\_60\_months** Use simple strategies to solve mathematical problems and communicate how they solved the problems.

**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



**Element**

Number Relationships and Operations

**Goal (CONT...)**

Number Relationships and Operations: Children increasingly use numbers to describe relationships and to solve mathematical problems.

**36 to 48 months**

**MATH.2.2a.2.36\_to\_48\_months** Demonstrate knowledge that objects or sets can be combined or separated.

**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

**MATH.2.2a.3.36\_to\_48\_months** Use emerging reasoning skills to determine a solution to a mathematical problem.

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

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

**48 to 60 months**

**MATH.2.2a.2.48\_to\_60\_months** Combine and separate small groups of objects to make new groupings, and identify the resulting number in the group.

**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

**MATH.2.2a.3.48\_to\_60\_months** Match two equal sets using one-to-one correspondence and understand they are the 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

**MATH.2.2a.4.48\_to\_60\_months** Use a range of strategies such as counting, matching to compare quantity in two sets of objects and describe the relationship with comparative terms (e.g., more, less, fewer, equal).

**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



**Element**

Number Relationships and Operations

**Goal**

Operations and Algebraic Thinking: Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.

**Kindergarten**

**MATH.2.2b.1.K** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.

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

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

**MATH.2.2b.2.K** Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).

**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

**1st Grade**

**MATH.2.2b.1.1st** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions [more].

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

Objective 20e-4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20

**MATH.2.2b.2.1st** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 [more].

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

Objective 20e-4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20

**2nd Grade**

**MATH.2.2b.1.2nd** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

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

Objective 20e-6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)

**MATH.2.2b.2.2nd** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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

Objective 20e-6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)

**3rd Grade**

**MATH.2.2b.1.3rd** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each [more].

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

Objective 20e-8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable



**Element**

Number Relationships and Operations

**Goal**

Operations and Algebraic Thinking: Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.

**Kindergarten**

**MATH.2.2b.3.K** Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings, and record each decomposition by a drawing or equation).

**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

**MATH.2.2b.4.K** For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings, and record the answer with a drawing or equation).

**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

**1st Grade**

**MATH.2.2b.3.1st** Apply properties of operations as strategies to add and subtract.2 Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

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

Objective 20e-4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20

**MATH.2.2b.4.1st** Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8. Add and subtract within 20.

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

Objective 20e-4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20

**2nd Grade**

**MATH.2.2b.3.2nd** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-12 Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition

**MATH.2.2b.4.2nd** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

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

Objective 20e-6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)

**3rd Grade**

**MATH.2.2b.2.3rd** Interpret whole-number quotients of whole numbers (e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each) [more].

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

Objective 20e-8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable



**Element**

Number Relationships and Operations

**Goal (CONT...)**

Operations and Algebraic Thinking: Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.

**Kindergarten****MATH.2.2b.5.K** Fluently add and subtract within 5.**GOLD® Objectives for Development and Learning****Objective 20f Applies number combinations and mental number strategies in mathematical operations**

Objective 20f-2 Adds and subtracts whole numbers fluently within five

**1st Grade****MATH.2.2b.5.1st** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

Objective 20b-10 Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole

**MATH.2.2b.6.1st** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.**GOLD® Objectives for Development and Learning****Objective 20f Applies number combinations and mental number strategies in mathematical operations**

Objective 20f-4 Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums)

**3rd Grade****MATH.2.2b.3.3rd** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).**GOLD® Objectives for Development and Learning****Objective 20e Applies properties of mathematical operations and relationships**

Objective 20e-8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable



**Element**

Number Relationships and Operations

**Goal**

Operations and Algebraic Thinking: Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.

**1st Grade**

**MATH.2.2b.7.1st** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

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

Objective 20e-4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20

**MATH.2.2b.8.1st** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

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

Objective 20e-4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20

**3rd Grade**

**MATH.2.2b.4.3rd** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = \_ \div 3$ ,  $6 \times 6 = ?$

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

Objective 20e-8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable



Element

Number Relationships and Operations

Goal (CONT...)

Operations and Algebraic Thinking: Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.

3rd Grade

**MATH.2.2b.5.3rd** Apply properties of operations as strategies to multiply and divide [more].

**GOLD® Objectives for Development and Learning**

**Objective 20e Applies properties of mathematical operations and relationships**

Objective 20e-8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable

**MATH.2.2b.6.3rd** Understand division as an unknown-factor problem. For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.

**GOLD® Objectives for Development and Learning**

**Objective 20e Applies properties of mathematical operations and relationships**

Objective 20e-8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable



**Element**

Number Relationships and Operations

**Goal**

Operations and Algebraic Thinking: Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.

**3rd Grade**

**MATH.2.2b.7.3rd** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division [more]. By the end of Grade 3, know from memory all products of two one-digit numbers.

**GOLD® Objectives for Development and Learning****Objective 20f Applies number combinations and mental number strategies in mathematical operations**

Objective 20f-8 Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/subtraction and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory



**Element**

Number Relationships and Operations

**Goal (CONT...)**

Operations and Algebraic Thinking: Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.

**3rd Grade**

**MATH.2.2b.8.3rd** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

Objective 20e-8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable

**MATH.2.2b.9.3rd** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-14 Recognizes arithmetic patterns and explains them using properties of operations



**Element**

Number Relationships and Operations

**Goal**

Numbers and Operations in Base Ten: Children develop an understanding of the base-ten system and use place-value notation.

**Kindergarten**

**MATH.2.2c.1.K** Compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**GOLD® Objectives for Development and Learning****Objective 20d Understands and uses place value and base ten**

Objective 20d-2 Indicates base-ten equivalents for numbers 11-19 using objects and drawings; may use simple equations

**1st Grade**

**MATH.2.2c.1.1st** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

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

Objective 20a-10 Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20

**Objective 20c Connects numerals with their quantities**

Objective 20c-10 Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers

**MATH.2.2c.2.1st** Understand that the two digits of a two-digit number represent amounts of tens and ones. [more].

**GOLD® Objectives for Development and Learning****Objective 20d Understands and uses place value and base ten**

Objective 20d-4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)

**2nd Grade**

**MATH.2.2c.1.2nd** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. [more].

**GOLD® Objectives for Development and Learning****Objective 20d Understands and uses place value and base ten**

Objective 20d-6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)

**MATH.2.2c.2.2nd** Count within 1000; skip-count by 5s, 10s, and 100s.

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

Objective 20a-12 Counts to 1,000 to determine how many; uses skip counting (2s, 5s, 10s, and 100s); begins counting at any number between 1 and 1,000; switches between skip counts

**Objective 23 Demonstrates knowledge of patterns**

Objective 23-12 Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition

**3rd Grade**

**MATH.2.2c.1.3rd** Use place value understanding to round whole numbers to the nearest 10 or 100.

**GOLD® Objectives for Development and Learning****Objective 20d Understands and uses place value and base ten**

Objective 20d-8 Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10-90); rounds three-digit whole numbers to the nearest ten or hundred

**MATH.2.2c.2.3rd** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**GOLD® Objectives for Development and Learning****Objective 20f Applies number combinations and mental number strategies in mathematical operations**

Objective 20f-8 Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/subtraction and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory

**Element**

Number Relationships and Operations

**Goal**

Numbers and Operations in Base Ten: Children develop an understanding of the base-ten system and use place-value notation.

**1st Grade**

**MATH.2.2c.3.1st** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$

**GOLD® Objectives for Development and Learning**

**Objective 20c Connects numerals with their quantities**

Objective 20c-10 Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols ( $<$ ,  $>$ ,  $=$ ) to indicate relationships between whole numbers

**Objective 20d Understands and uses place value and base ten**

Objective 20d-4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)

**2nd Grade**

**MATH.2.2c.3.2nd** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

**GOLD® Objectives for Development and Learning**

**Objective 20c Connects numerals with their quantities**

Objective 20c-12 Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers

**Objective 20d Understands and uses place value and base ten**

Objective 20d-6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)

**3rd Grade**

**MATH.2.2c.3.3rd** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

**GOLD® Objectives for Development and Learning**

**Objective 20d Understands and uses place value and base ten**

Objective 20d-8 Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10-90); rounds three-digit whole numbers to the nearest ten or hundred



**Element**

Number Relationships and Operations

**Goal (CONT...)**

Numbers and Operations in Base Ten: Children develop an understanding of the base-ten system and use place-value notation.

**1st Grade**

**MATH.2.2c.4.1st** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**GOLD® Objectives for Development and Learning**

**Objective 20d Understands and uses place value and base ten**

Objective 20d-4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)

**2nd Grade**

**MATH.2.2c.4.2nd** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

**GOLD® Objectives for Development and Learning**

**Objective 20c Connects numerals with their quantities**

Objective 20c-12 Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers

**Objective 20d Understands and uses place value and base ten**

Objective 20d-6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)



**Element**

Number Relationships and Operations

**Goal (CONT...)**

Numbers and Operations in Base Ten: Children develop an understanding of the base-ten system and use place-value notation.

**1st Grade**

**MATH.2.2c.5.1st** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain reasoning used.

**GOLD® Objectives for Development and Learning**

**Objective 20d Understands and uses place value and base ten**

Objective 20d-4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)



**Element**

Number Relationships and Operations

**Goal (CONT...)**

Numbers and Operations in Base Ten: Children develop an understanding of the base-ten system and use place-value notation.

**1st Grade**

**MATH.2.2c.6.1st** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

**GOLD® Objectives for Development and Learning****Objective 20d Understands and uses place value and base ten**

Objective 20d-4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)

**2nd Grade**

**MATH.2.2c.5.2nd** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**GOLD® Objectives for Development and Learning****Objective 20d Understands and uses place value and base ten**

Objective 20d-6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)

**MATH.2.2c.6.2nd** Add up to four two-digit numbers using strategies based on place value and properties of operations.

**GOLD® Objectives for Development and Learning****Objective 20d Understands and uses place value and base ten**

Objective 20d-6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)



Element

Number Relationships and Operations

Goal (CONT...)

Numbers and Operations in Base Ten: Children develop an understanding of the base-ten system and use place-value notation.

## 2nd Grade

**MATH.2.2c.7.2nd** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. [more].

**GOLD® Objectives for Development and Learning**

**Objective 20d Understands and uses place value and base ten**

Objective 20d-6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)

**MATH.2.2c.8.2nd** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

**GOLD® Objectives for Development and Learning**

**Objective 20d Understands and uses place value and base ten**

Objective 20d-6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)



**Element**

Number Relationships and Operations

**Goal (CONT...)**

Numbers and Operations in Base Ten: Children develop an understanding of the base-ten system and use place-value notation.

**2nd Grade**

**MATH.2.2c.9.2nd** Explain why addition and subtraction strategies work, using place value and the properties of operations.

**GOLD® Objectives for Development and Learning**

**Objective 20d Understands and uses place value and base ten**

Objective 20d-6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)



**Element**

Number Relationships and Operations

**Goal**

Numbers and Operations in Base Ten - Fractions: Children understand fractions as numbers, and use that knowledge to compare fractions and explain the equivalence of fractions.

**3rd Grade**

**MATH.2.2d.1.3rd** Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

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

Objective 20b-14 Compares fractions and explains them using physical models, pictorial representations, and number lines

**Objective 20c Connects numerals with their quantities**

Objective 20c-14 Represents fractional quantities as parts of a whole ( $a/2$ ,  $a/3$ ,  $a/4$ ,  $a/6$ ,  $a/8$ ); uses relation symbols ( $<$ ,  $>$ ,  $=$ ) to show fractional comparisons

**Element**

Number Relationships and Operations

**Goal**

Numbers and Operations in Base Ten - Fractions: Children understand fractions as numbers, and use that knowledge to compare fractions and explain the equivalence of fractions.

**Standard Header**

Understand a fraction as a number on the number line; represent fractions on a number line diagram.

**3rd Grade**

**MATH.2.2d.2a.3rd A)** Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.

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

Objective 20b-14 Compares fractions and explains them using physical models, pictorial representations, and number lines

**MATH.2.2d.2b.3rd B)** Represent a fraction  $a/b$  on a number line diagram by marking off a lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.

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

Objective 20b-14 Compares fractions and explains them using physical models, pictorial representations, and number lines

**Element**

Number Relationships and Operations

**Goal**

Numbers and Operations in Base Ten - Fractions: Children understand fractions as numbers, and use that knowledge to compare fractions and explain the equivalence of fractions.



**Standard Header**

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

**3rd Grade**

**MATH.2.2d.3a.3rd A)** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

Objective 20b-14 Compares fractions and explains them using physical models, pictorial representations, and number lines



**Element**

Number Relationships and Operations

**Goal**

Numbers and Operations in Base Ten - Fractions: Children understand fractions as numbers, and use that knowledge to compare fractions and explain the equivalence of fractions.

**Standard Header  
(CONT...)**

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

**3rd Grade**

**MATH.2.2d.3b.3rd B)** Recognize and generate simple equivalent fractions (e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ ). Explain why the fractions are equivalent (e.g., by using a visual fraction model).

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

Objective 20b-14 Compares fractions and explains them using physical models, pictorial representations, and number lines

**Objective 20c Connects numerals with their quantities**Objective 20c-14 Represents fractional quantities as parts of a whole ( $a/2$ ,  $a/3$ ,  $a/4$ ,  $a/6$ ,  $a/8$ ); uses relation symbols ( $<$ ,  $>$ ,  $=$ ) to show fractional comparisons

**MATH.2.2d.3c.3rd C)** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram.

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

Objective 20b-14 Compares fractions and explains them using physical models, pictorial representations, and number lines

**Objective 20c Connects numerals with their quantities**Objective 20c-14 Represents fractional quantities as parts of a whole ( $a/2$ ,  $a/3$ ,  $a/4$ ,  $a/6$ ,  $a/8$ ); uses relation symbols ( $<$ ,  $>$ ,  $=$ ) to show fractional comparisons

**MATH.2.2d.3d.3rd D)** Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions (e.g., by using a visual fraction model).

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

Objective 20b-14 Compares fractions and explains them using physical models, pictorial representations, and number lines

**Objective 20c Connects numerals with their quantities**Objective 20c-14 Represents fractional quantities as parts of a whole ( $a/2$ ,  $a/3$ ,  $a/4$ ,  $a/6$ ,  $a/8$ ); uses relation symbols ( $<$ ,  $>$ ,  $=$ ) to show fractional comparisons

**Element**

Measurement, Classification and Data

**Goal**

Measurement, Comparison, Classification, and Time: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.

**Birth to 12 months**

**MATH.3.3a.1.Birth\_to\_12\_months** Explore the size and shapes of objects by various means (e.g., holding, mouthing, banging).

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

Objective 21b-1 Emerging: Matches two identical shapes

**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

**MATH.3.3a.2.Birth\_to\_12\_months** Show awareness of basic daily routines (e.g., wake up, diaper change, fed).

**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

**MATH.3.3a.3.Birth\_to\_12\_months** Use body in a way that corresponds to size of object (e.g. pincer grasp with small objects).

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

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

**MATH.3.3a.4.Birth\_to\_12\_months** Show rudimentary understanding of height, depth, near, far.

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

Objective 21a-1 Emerging: Follows simple directions related to position (in, on, under, up, down)

**Objective 21a Understands spatial relationships**

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

**9 to 18 months**

**MATH.3.3a.1.9\_to\_18\_months** Demonstrate awareness of similarities and differences of objects.

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

Objective 13-2 Matches similar objects

**MATH.3.3a.2.9\_to\_18\_months** Make simple comparisons between two objects when the differences are clear (e.g., select the big soccer ball and not the small tennis ball).

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

Objective 22a-2 Makes simple comparisons between two objects

**MATH.3.3a.3.9\_to\_18\_months** Identify difference between objects based on one variable (i.e. size or quantity).

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

Objective 22a-2 Makes simple comparisons between two objects

**MATH.3.3a.4.9\_to\_18\_months** Explore volume through participation in filling and dumping objects in containers using the concepts of full and empty.

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

Objective 22a-2 Makes simple comparisons between two objects

**18 to 36 months**

**MATH.3.3a.1.18\_to\_36\_months** Sort objects by one attribute (e.g., color).

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

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

**MATH.3.3a.2.18\_to\_36\_months** Use language to describe attributes (e.g., big/little, heavy/light).

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

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

**MATH.3.3a.3.18\_to\_36\_months** Compare and order a small set of 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

**MATH.3.3a.4.18\_to\_36\_months** Identify daily routines and what comes next.

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

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

**MATH.3.3a.5.18\_to\_36\_months** Use simple terms related to time (e.g., now, tomorrow, yesterday, later).

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

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



**Element**

Measurement, Classification and Data

**Goal (CONT...)**

Measurement, Comparison, Classification, and Time: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.

**9 to 18 months**

**MATH.3.3a.5.9\_to\_18\_months** Experiment with object relationships (e.g. what fits in openings to containers or tubes?).

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

Objective 22a-2 Makes simple comparisons between two objects

**36 to 48 months**

**MATH.3.3a.1.36\_to\_48\_months** Sort objects by one attribute such as color, length, weight or 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)

**MATH.3.3a.2.36\_to\_48\_months** Match objects of similar size.

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

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

**MATH.3.3a.3.36\_to\_48\_months** Use language to label objects according to an attribute (e.g., big/little, tall/short).

**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

**48 to 60 months**

**MATH.3.3a.1.48\_to\_60\_months** Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.").

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

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

**MATH.3.3a.2.48\_to\_60\_months** Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set.

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

Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

**MATH.3.3a.3.48\_to\_60\_months** Classify familiar objects into categories (e.g., fruits or vegetables).

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

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



**Element**

Measurement, Classification and Data

**Goal (CONT...)**

Measurement, Comparison, Classification, and Time: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.

**36 to 48 months**

**MATH.3.3a.4.36\_to\_48\_months** Classify familiar objects into categories (e.g., fruits or vegetables) with modeling and assistance.

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

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

**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)



**Element**

Measurement, Classification and Data

**Goal (CONT...)**

Measurement, Comparison, Classification, and Time: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.

**36 to 48 months**

**MATH.3.3a.5.36\_to\_48\_months** Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) with modeling and assistance.

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

Objective 22a-5 Emerging: Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

**Objective 22a Measures objects**

Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

**MATH.3.3a.6.36\_to\_48\_months** Predict upcoming events based on prior knowledge (e.g., pick up toys and then sit on rug for story time).

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

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

**48 to 60 months**

**MATH.3.3a.4.48\_to\_60\_months** Order objects by size or length (i.e., seriation).

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

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

**MATH.3.3a.5.48\_to\_60\_months** Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long).

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

Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

**MATH.3.3a.6.48\_to\_60\_months** Use terms such as before, after, now, later, tomorrow, and yesterday accurately.

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

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



**Element**

Measurement, Classification and Data

**Goal (CONT...)**

Measurement, Comparison, Classification, and Time: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.

**36 to 48 months**

**MATH.3.3a.7.36\_to\_48\_months** Show an understanding of variations of full (e.g. a little full, very full, just a little, 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



**Element**

Measurement, Classification and Data

**Goal**

Measurement and Data: Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.

**Kindergarten**

**MATH.3.3b.1.K** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**GOLD® Objectives for Development and Learning**

**Objective 22a Measures objects**

Objective 22a-8 Uses measurement words and some standard measurement tools accurately

**1st Grade**

**MATH.3.3b.1.1st** Order three objects by length; compare the lengths of two objects indirectly by using a third object.

**GOLD® Objectives for Development and Learning**

**Objective 22a Measures objects**

Objective 22a-10 Measures length accurately and expresses the measurement in whole numbers

**2nd Grade**

**MATH.3.3b.1.2nd** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

**GOLD® Objectives for Development and Learning**

**Objective 22a Measures objects**

Objective 22a-11

**Objective 22a Measures objects**

Objective 22a-12 Measures and compares the length of two objects using standard length units

**3rd Grade**

**MATH.3.3b.1.3rd** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

**GOLD® Objectives for Development and Learning**

**Objective 22b Measures time and money**

Objective 22b-12 Solves one-step word problems related to time to the nearest minute



**Element**

Measurement, Classification and Data

**Goal (CONT...)**

Measurement and Data: Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.

**Kindergarten**

**MATH.3.3b.2.K** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. [more].

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

Objective 22a-8 Uses measurement words and some standard measurement tools accurately

**MATH.3.3b.3.K** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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

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

**1st Grade**

**MATH.3.3b.2.1st** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

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

Objective 22a-10 Measures length accurately and expresses the measurement in whole numbers

**2nd Grade**

**MATH.3.3b.2.2nd** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

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

Objective 22a-11

**Objective 22a Measures objects**

Objective 22a-12 Measures and compares the length of two objects using standard length units

**MATH.3.3b.3.2nd** Estimate lengths using units of inches, feet, centimeters, and meters.

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

Objective 22a-12 Measures and compares the length of two objects using standard length units

**3rd Grade**

**MATH.3.3b.2.3rd** Measure and estimate liquid volumes and masses of objects using Standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings such as a beaker with a measurement scale) to represent the problem.

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

Objective 22a-14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter

**Element**

Measurement, Classification and Data

**Goal**

Measurement and Data: Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.

**1st Grade**

**MATH.3.3b.3.1st** Tell and write time in hours and half-hours using analog and digital clocks.

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

Objective 22b-8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)

**MATH.3.3b.4.1st** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

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

Objective 22c-6 Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings

**2nd Grade**

**MATH.3.3b.4.2nd** Measure to determine how much longer one object is than another, expressing the length difference in terms of a Standard length unit.

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

Objective 22a-12 Measures and compares the length of two objects using standard length units

**MATH.3.3b.5.2nd** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using drawings such as drawings of rulers and equations with a symbol for the unknown number to represent the problem).

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

Objective 20e-6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)

**3rd Grade**

**MATH.3.3b.3.3rd** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

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

Objective 22c-10 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions

**MATH.3.3b.4.3rd** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

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

Objective 22a-14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter



**Element**

Measurement, Classification and Data

**Goal (CONT...)**

Measurement and Data: Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.

**2nd Grade**

**MATH.3.3b.6.2nd** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line.

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

Objective 22c-8 Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts

**3rd Grade**

**MATH.3.3b.5.3rd** Recognize area as an attribute of plane figures and understand concepts of area measurement.

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

Objective 22a-14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter



**Element**

Measurement, Classification and Data

**Goal (CONT...)**

Measurement and Data: Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.

**2nd Grade**

**MATH.3.3b.7.2nd** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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

Objective 22b-10 Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols

**3rd Grade**

**MATH.3.3b.6.3rd** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

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

Objective 22a-14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter

**MATH.3.3b.7.3rd** Relate area to the operations of multiplication and addition.

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

Objective 22a-14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter



**Element**

Measurement, Classification and Data

**Goal (CONT...)**

Measurement and Data: Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.

**2nd Grade**

**MATH.3.3b.8.2nd** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Example: If you have 2 dimes and 3 pennies, how many cents do you have?

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

Objective 22b-10 Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols

**3rd Grade**

**MATH.3.3b.8.3rd** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

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

Objective 22a-14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter



**Element**

Measurement, Classification and Data

**Goal (CONT...)**

Measurement and Data: Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.

**2nd Grade**

**MATH.3.3b.9.2nd** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

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

Objective 22c-8 Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts



**Element**

Measurement, Classification and Data

**Goal (CONT...)**

Measurement and Data: Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.

**2nd Grade**

**MATH.3.3b.10.2nd** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

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

Objective 22c-8 Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts



**Element**

Geometry and Spatial Reasoning

**Goal**

Geometry and Spatial Sense: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.

**Birth to 12 months**

**MATH.4.4a.1.Birth\_to\_12\_months** Explore objects of different shapes using different senses.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**9 to 18 months**

**MATH.4.4a.1.9\_to\_18\_months** Experiment with body's relationship to objects (e.g. move body to see the front of doll).

**GOLD® Objectives for Development and Learning**

**Objective 21a Understands spatial relationships**

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

**18 to 36 months**

**MATH.4.4a.1.18\_to\_36\_months** Follow simple directions related to position (e.g., in, on, up) and proximity (e.g., next to, between).

**GOLD® Objectives for Development and Learning**

**Objective 21a Understands spatial relationships**

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



Element

Geometry and Spatial Reasoning

Goal (CONT...)

Geometry and Spatial Sense: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.

**Birth to 12 months**

**MATH.4.4a.2.Birth\_to\_12\_months** Continue to look for an object when it is completely hidden.

**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

**MATH.4.4a.3.Birth\_to\_12\_months** Attend to how objects move in space by tracking objects with their eyes and head.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

**MATH.4.4a.4.Birth\_to\_12\_months** Explore relationships between objects through different actions (e.g., banging, rubbing, tapping together).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**9 to 18 months**

**MATH.4.4a.2.9\_to\_18\_months** Manipulate objects of different sizes and shapes and how they fit together (e.g., nesting cups, or any object perceived to fit in container or tube).

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

**MATH.4.4a.3.9\_to\_18\_months** Explore space with entire body (e.g., crawl under table, climb into a box).

**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)

**MATH.4.4a.4.9\_to\_18\_months** Complete simple knob non-connecting puzzles by turning shapes and fitting shape into place using trial and error.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

**18 to 36 months**

**MATH.4.4a.2.18\_to\_36\_months** Match basic two-dimensional shapes of same size.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

**MATH.4.4a.3.18\_to\_36\_months** Create pictures using simple shapes (e.g., using pattern blocks or parquetry blocks).

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

**MATH.4.4a.4.18\_to\_36\_months** Put together and take apart shapes to form new shapes.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes



Element

Geometry and Spatial Reasoning

Goal (CONT...)

Geometry and Spatial Sense: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.

**Birth to 12 months**

**MATH.4.4a.5.Birth\_to\_12\_months** Put objects into other objects (e.g., rattle into bowl).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**9 to 18 months**

**MATH.4.4a.5.9\_to\_18\_months** Follow simple directions related to position (e.g., in, on, up) with modeling and assistance.

**GOLD® Objectives for Development and Learning**

**Objective 21a Understands spatial relationships**

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

**18 to 36 months**

**MATH.4.4a.5.18\_to\_36\_months** Build simple three-dimensional structures (e.g., stacking blocks).

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

**MATH.4.4a.6.18\_to\_36\_months** Complete 9-12 piece non-connecting puzzles by matching pictures or shapes.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-2 Matches two identical shapes

**36 to 48 months**

**MATH.4.4a.1.36\_to\_48\_months** Name common two-dimensional shapes (e.g. square, rectangle, circle, triangle) regardless of orientation.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

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

**MATH.4.4a.2.36\_to\_48\_months** Use position words such as behind, in, on accurately.

**GOLD® Objectives for Development and Learning**

**Objective 21a Understands spatial relationships**

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

**48 to 60 months**

**MATH.4.4a.1.48\_to\_60\_months** Name common two- and three-dimensional shapes, and their parts and attributes (e.g., "A triangle has 3 points.").

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

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

**MATH.4.4a.2.48\_to\_60\_months** Combine (i.e., compose) and separate (i.e., decompose) shapes to make other shapes.

**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



Element

Geometry and Spatial Reasoning

Goal (CONT...)

Geometry and Spatial Sense: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.

**36 to 48 months**

**MATH.4.4a.3.36\_to\_48\_months** Use two- and three-dimensional shapes to create pictures and structures.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

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

**MATH.4.4a.4.36\_to\_48\_months** Complete a 5-7 piece connecting puzzle by looking at the picture and/or shapes.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

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

**48 to 60 months**

**MATH.4.4a.3.48\_to\_60\_months** Use terms such as on top of, beside, in front, etc. to communicate ideas about the relative position of objects.

**GOLD® Objectives for Development and Learning**

**Objective 21a Understands spatial relationships**

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

**MATH.4.4a.4.48\_to\_60\_months** Follow simple directions related to relative position (beside, between, next to, etc.).

**GOLD® Objectives for Development and Learning**

**Objective 21a Understands spatial relationships**

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



**Element**

Geometry and Spatial Reasoning

**Goal (CONT...)**

Geometry and Spatial Sense: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.

**48 to 60 months**

**MATH.4.4a.5.48\_to\_60\_months** Complete a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

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



**Element**

Geometry and Spatial Reasoning

**Goal**

Geometry: Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.

**Kindergarten**

**MATH.4.4b.1.K** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**GOLD® Objectives for Development and Learning**

**Objective 21a Understands spatial relationships**

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

**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

**1st Grade**

**MATH.4.4b.1.1st** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-10 Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes

**2nd Grade**

**MATH.4.4b.1.2nd** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-12 Uses essential attributes to label and create quadrilaterals, pentagons, hexagons, and cubes; visualizes and predicts the results of combining and taking apart two-dimensional and three-dimensional shapes

**3rd Grade**

**MATH.4.4b.1.3rd** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-14 Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions



**Element**

Geometry and Spatial Reasoning

**Goal**

Geometry: Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.

**Kindergarten**

**MATH.4.4b.2.K** Correctly name shapes regardless of their orientations or overall size.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

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

**MATH.4.4b.3.K** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-7 Emerging: Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

**Objective 21b Understands shapes**

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

**1st Grade**

**MATH.4.4b.2.1st** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-10 Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes

**MATH.4.4b.3.1st** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

Objective 20b-10 Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole

**2nd Grade**

**MATH.4.4b.2.2nd** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

**GOLD® Objectives for Development and Learning**

**Objective 21a Understands spatial relationships**

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

**MATH.4.4b.3.2nd** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

Objective 20b-12 Answers how much questions about wholes partitioned into equal shares of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole

**3rd Grade**

**MATH.4.4b.2.3rd** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-14 Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions



Element

Geometry and Spatial Reasoning

Goal

Geometry: Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.

## Kindergarten

**MATH.4.4b.4.K** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

**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

**MATH.4.4b.5.K** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**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



**Element**

Geometry and Spatial Reasoning

**Goal (CONT...)**

Geometry: Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.

**Kindergarten**

**MATH.4.4b.6.K** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

**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



**Domain**

Science (SCI)

**Element**

Physical Sciences

**Goal**

Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.

**Birth to 12 months**

**SCI.1.1.1.Birth\_to\_12\_months** Attend to and demonstrate interest in objects in their environment, using all of their senses to explore.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**9 to 18 months**

**SCI.1.1.1.9\_to\_18\_months** Repeat actions and observe results.

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

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

**18 to 36 months**

**SCI.1.1.1.18\_to\_36\_months** Use objects in more than one way (e.g., use a bucket as a stool).

**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



<b>Domain</b>	Science (SCI)
<b>Element</b>	Physical Sciences
<b>Goal (CONT...)</b>	Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.

### Birth to 12 months

**SCI.1.1.2.Birth\_to\_12\_months** Move and handle objects to learn more about them (e.g., drop food from high chair to see what happens).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**SCI.1.1.3.Birth\_to\_12\_months** Explore ways to make different sounds with their bodies and objects (e.g., vocal sounds, clapping).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

### 9 to 18 months

**SCI.1.1.2.9\_to\_18\_months** Demonstrate ability to push and pull objects.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**SCI.1.1.3.9\_to\_18\_months** Act upon objects to make them move in different ways.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**SCI.1.1.4.9\_to\_18\_months** Explore properties of liquids and solids (e.g., dumping water or blocks from a container, roll play dough).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

### 18 to 36 months

**SCI.1.1.2.18\_to\_36\_months** Label physical properties of objects (e.g., big, heavy).

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**SCI.1.1.3.18\_to\_36\_months** Use basic words to describe speed of motion (e.g., "My car go fast.").

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

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

**SCI.1.1.4.18\_to\_36\_months** Ask questions about motion and sound (e.g., Why?).

**GOLD® Objectives for Development and Learning**

**Objective 9a Uses an expanding expressive vocabulary**

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



<b>Domain</b>	Science (SCI)
<b>Element</b>	Physical Sciences
<b>Goal (CONT...)</b>	Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.

### Birth to 12 months

**SCI.1.1.4.Birth\_to\_12\_months** Attend to objects that emit light.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**SCI.1.1.5.Birth\_to\_12\_months** Looks for an object that is hidden out of sight.

**GOLD® Objectives for Development and Learning**

**Objective 12a Recognizes and recalls**

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

### 36 to 48 months

**SCI.1.1.1.36\_to\_48\_months** Investigate and describe different types or speeds of motion.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**SCI.1.1.2.36\_to\_48\_months** Use objects to effect motion (e.g., build ramp with blocks so cars go faster).

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

### 48 to 60 months

**SCI.1.1.1.48\_to\_60\_months** Use evidence to discuss what makes something move the way it does and how some movements can be controlled.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**SCI.1.1.2.48\_to\_60\_months** Describe objects by their physical properties and states of matter.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

### Kindergarten

**SCI.1.1.1.K** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**SCI.1.1.2.K** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**



<b>Domain</b>	Science (SCI)
<b>Element</b>	Physical Sciences
<b>Goal (CONT...)</b>	Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.

### 36 to 48 months

**SCI.1.1.3.36\_to\_48\_months** Investigate and identify solids and liquids.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

### 48 to 60 months

**SCI.1.1.3.48\_to\_60\_months** Investigate the differences between liquids and solids and explore how liquids can become solids, and solids become liquids.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**SCI.1.1.4.48\_to\_60\_months** Use objects to make different sounds (e.g., put beans in a can to make 1 type of sound and in a plastic tub to make another type of sound).

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**SCI.1.1.5.48\_to\_60\_months** Demonstrate the relationship between shadows, the objects that make them, and the light source.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

### Kindergarten

**SCI.1.1.3.K** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

<b>Domain</b>	Science (SCI)
<b>Element</b>	Physical Sciences
<b>Goal (CONT...)</b>	Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.

1st Grade	2nd Grade	3rd Grade
<p><b>SCI.1.1.1.1st</b> Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>	<p><b>SCI.1.1.1.2nd</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>	<p><b>SCI.1.1.1.3rd</b> Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>
<p><b>SCI.1.1.2.1st</b> Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>	<p><b>SCI.1.1.2.2nd</b> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>	<p><b>SCI.1.1.2.3rd</b> Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>
<p><b>SCI.1.1.3.1st</b> Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>	<p><b>SCI.1.1.3.2nd</b> Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>	<p><b>SCI.1.1.3.3rd</b> Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>
<p><b>SCI.1.1.4.1st</b> Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>	<p><b>SCI.1.1.4.2nd</b> Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>	<p><b>SCI.1.1.4.3rd</b> Define a simple design problem that can be solved by applying scientific ideas about magnets.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p><b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>



Element

Life Sciences

Goal

Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

**Birth to 12 months**

**SCI.2.1.1.Birth\_to\_12\_months** Demonstrate interest in people, plants and animals.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

**SCI.2.1.2.Birth\_to\_12\_months** Use senses to explore and get information about the natural world.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**9 to 18 months**

**SCI.2.1.1.9\_to\_18\_months** Explore the characteristics of living things.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**SCI.2.1.2.9\_to\_18\_months** Interact with plants and animals.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**SCI.2.1.3.9\_to\_18\_months** Point to basic body parts (e.g., eyes, nose, mouth).

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**18 to 36 months**

**SCI.2.1.1.18\_to\_36\_months** Ask questions about the natural world.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**SCI.2.1.2.18\_to\_36\_months** Name basic body parts and point to more complex body parts (e.g., foot, knees).

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**SCI.2.1.3.18\_to\_36\_months** Identify familiar animals and match them to their babies.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**36 to 48 months**

**SCI.2.1.1.36\_to\_48\_months** Identify living from non-living things.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**SCI.2.1.2.36\_to\_48\_months** Identify and describe the functions of some body parts (e.g., use my legs to run).

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**48 to 60 months**

**SCI.2.1.1.48\_to\_60\_months** Describe how plants and animals, including people, grow and change over time.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**Kindergarten**

**SCI.2.1.1.K** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**



**Element**

Life Sciences

**Goal (CONT...)**

Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

**36 to 48 months****SCI.2.1.3.36\_to\_48\_months** Categorize common living things as either plants or animals.**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****48 to 60 months****SCI.2.1.2.48\_to\_60\_months** Explain how animals including people use their senses to gather information (e.g., noses are for smelling).**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****SCI.2.1.3.48\_to\_60\_months** Describe how baby animals are similar yet different from their parents.**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****SCI.2.1.4.48\_to\_60\_months** Discuss how animals meet their needs for shelter (e.g., birds build nests).**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****1st Grade****SCI.2.1.1.1st** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****2nd Grade****SCI.2.1.1.2nd** Plan and conduct an investigation to determine if plants need sunlight and water to grow.**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****SCI.2.1.2.2nd** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****3rd Grade****SCI.2.1.1.3rd** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things**

Element

Life Sciences

Goal (CONT...)

Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

1st Grade

**SCI.2.1.2.1st** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**SCI.2.1.3.1st** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

2nd Grade

**SCI.2.1.3.2nd** Make observations of plants and animals to compare the diversity of life in different habitats.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

3rd Grade

**SCI.2.1.2.3rd** Construct an argument that some animals form groups that help members survive.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**SCI.2.1.3.3rd** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**SCI.2.1.4.3rd** Use evidence to support the explanation that traits can be influenced by the environment.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**SCI.2.1.5.3rd** Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**



Element

Life Sciences

Goal (CONT...)

Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

3rd Grade

**SCI.2.1.6.3rd** Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**



Element

Life Sciences

Goal (CONT...)

Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

### 3rd Grade

**SCI.2.1.7.3rd** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**SCI.2.1.8.3rd** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

Element

Earth and Space Sciences

Goal

Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.

### Birth to 12 months

**SCI.3.1.1.Birth\_to\_12\_months** Explore water, soil, sand and rocks with adult guidance and support.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

### 9 to 18 months

**SCI.3.1.1.9\_to\_18\_months** Use senses and simple tools to explore earth materials (e.g., digging soil, tapping rocks, pouring sand).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

### 18 to 36 months

**SCI.3.1.1.18\_to\_36\_months** Explore properties of water, soil, rocks and sand independently.

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**



**Element**

Earth and Space Sciences

**Goal (CONT...)**

Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.

**9 to 18 months****SCI.3.1.2.9\_to\_18\_months** Match basic weather to types of clothing needed for weather (e.g., raincoat for rain, boots for snow).**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****18 to 36 months****SCI.3.1.2.18\_to\_36\_months** Observe and discuss weather using basic terms (e.g., sunny, rainy).**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.3.9\_to\_18\_months** Point or attend to the objects in the sky during daytime and nighttime (e.g., moon, sun, stars, clouds).**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.3.18\_to\_36\_months** Name the objects in the sky during daytime and nighttime (i.e., moon, sun, stars, clouds).**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****36 to 48 months****SCI.3.1.1.36\_to\_48\_months** Observe and discuss changes in weather from day to day.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****48 to 60 months****SCI.3.1.1.48\_to\_60\_months** Record daily weather (e.g., sunny, rainy, snowy).**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****Kindergarten****SCI.3.1.1.K** Use and share observations of local weather conditions to describe patterns over time.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.2.36\_to\_48\_months** Compare and describe texture of different earth materials.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.2.48\_to\_60\_months** Describe patterns of weather over time (e.g., in the winter it is cold and snowy).**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.2.K** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment**

**Element**

Earth and Space Sciences

**Goal (CONT...)**

Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.

**48 to 60 months****SCI.3.1.3.48\_to\_60\_months** Recycle materials appropriately (e.g., compost food scraps).**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.4.48\_to\_60\_months** Investigate and ask questions about the properties of earth materials including water, soil, rocks, and sand.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****Kindergarten****SCI.3.1.3.K** Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.4.K** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.5.K** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****1st Grade****SCI.3.1.1.1st** Use observations of the sun, moon, and stars to describe patterns that can be predicted.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.2.1st** Make observations at different times of year to relate the amount of daylight to the time of year.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****2nd Grade****SCI.3.1.1.2nd** Use information from several sources to provide evidence that Earth events can occur quickly or slowly.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.2.2nd** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****3rd Grade****SCI.3.1.1.3rd** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.2.3rd** Obtain and combine information to describe climates in different regions of the world.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment**

**Element**

Earth and Space Sciences

**Goal (CONT...)**

Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.

**2nd Grade****SCI.3.1.3.2nd** Develop a model to represent the shapes and kinds of land and bodies of water in an area.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****SCI.3.1.4.2nd** Obtain information to identify where water is found on Earth and that it can be solid or liquid.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****3rd Grade****SCI.3.1.3.3rd** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****Element**

Engineering Design

**Goal**

Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

**Birth to 12 months****SCI.4.1.1.Birth\_to\_12\_months** Demonstrate interest in people and objects in the environment.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

**SCI.4.1.2.Birth\_to\_12\_months** Experiment with body movement.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

**9 to 18 months****SCI.4.1.1.9\_to\_18\_months** Coordinate body movement for purposeful actions.**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

Objective 4-4 Experiments with different ways of moving

**SCI.4.1.2.9\_to\_18\_months** Act on objects in different ways to make them move, ex. pushing vs kicking ball.**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

**18 to 36 months****SCI.4.1.1.18\_to\_36\_months** Use two toys together purposefully (e.g., use toy wrench to fix toy car).**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

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

**SCI.4.1.2.18\_to\_36\_months** Experiment with everyday objects in novel ways.**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



**Element**

Engineering Design

**Goal (CONT...)**

Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

**Birth to 12 months**

**SCI.4.1.3.Birth\_to\_12\_months** Track movement with eyes.

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

Objective 11a-2 Pays attention to sights and sounds

**SCI.4.1.4.Birth\_to\_12\_months** Use all senses to explore the properties of objects in environment to gain knowledge.

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

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

**SCI.4.1.5.Birth\_to\_12\_months** Use body to account for size when interacting with objects (e.g., opens arms wide to grasp a large ball).

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

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

**SCI.4.1.6.Birth\_to\_12\_months** Carrying objects, putting into containers and dumping.

**GOLD® Objectives for Development and Learning****Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-2 Reaches, grasps, and releases objects

**9 to 18 months**

**SCI.4.1.3.9\_to\_18\_months** Repeat actions purposefully, observing results.

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

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

**SCI.4.1.4.9\_to\_18\_months** Push and pull objects to observe results.

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

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

**SCI.4.1.5.9\_to\_18\_months** Use simple tools to explore functions (e.g., a hammer is for pounding, a crayon is for paper).

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

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

**SCI.4.1.6.9\_to\_18\_months** Use a tool to get to an out of reach object.

**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

**18 to 36 months**

**SCI.4.1.3.18\_to\_36\_months** Build structures experimenting with height and breadth.

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

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

**SCI.4.1.4.18\_to\_36\_months** Ask questions about how objects work.

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

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

**SCI.4.1.5.18\_to\_36\_months** Makes observations, experiments, and adjusts actions to gather information needed to solve physical problems.

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

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

**SCI.4.1.6.18\_to\_36\_months** Use simple tools as props for play (e.g., uses paper towel tube as tunnel for matchbox car or small balls).

**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



Element

Engineering Design

Goal (CONT...)

Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

9 to 18 months

**SCI.4.1.7.9\_to\_18\_months** Experiment with materials (ex. crayons, markers, play dough).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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



Element

Engineering Design

Goal (CONT...)

Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

9 to 18 months

18 to 36 months

**SCI.4.1.8.9\_to\_18\_months** Experiments in multiple ways with objects to achieve goal.

**GOLD® Objectives for Development and Learning**

**Objective 11b Persists**

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

**SCI.4.1.9.9\_to\_18\_months** Asks, "What's that?"

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**SCI.4.1.10.9\_to\_18\_months** Experiment with arranging objects horizontally and vertically.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**SCI.4.1.7.18\_to\_36\_months** Stack objects to build structures, including connecting blocks/units.

**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



Element

Engineering Design

Goal (CONT...)

Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

36 to 48 months

**SCI.4.1.1.36\_to\_48\_months** Investigate properties of movement through ramps, pulleys, tracks, etc.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

48 to 60 months

**SCI.4.1.1.48\_to\_60\_months** Draw pictures that represent physical structures.

**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

Kindergarten

**SCI.4.1.1.K** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**



Element

Engineering Design

Goal (CONT...)

Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

36 to 48 months

**SCI.4.1.2.36\_to\_48\_months** Understand cause & effect (e.g., if I do this then that will happen).

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**SCI.4.1.3.36\_to\_48\_months** Build and rebuild elaborate structures out of a variety of materials experimenting with substance, height, breadth, and balance.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

48 to 60 months

**SCI.4.1.2.48\_to\_60\_months** Follow a simple visual plan to construct a structure.

**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

**SCI.4.1.3.48\_to\_60\_months** Ask why and how questions to figure out how objects work.

**GOLD® Objectives for Development and Learning**

**Objective 24 Uses scientific inquiry skills**

**SCI.4.1.4.48\_to\_60\_months** Use simple tools to construct solutions to problems.

**GOLD® Objectives for Development and Learning**

**Objective 28 Uses tools and other technology to perform tasks**

Kindergarten

**SCI.4.1.2.K** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**SCI.4.1.3.K** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**



Element

Engineering Design

Goal (CONT...)

Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

36 to 48 months

48 to 60 months

**SCI.4.1.4.36\_to\_48\_months** Use simple tools to experiment and observe functions.

**GOLD® Objectives for Development and Learning**

**Objective 28 Uses tools and other technology to perform tasks**

**SCI.4.1.5.48\_to\_60\_months** Use classroom objects in novel ways to enhance child-directed play.

**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**

**SCI.4.1.5.36\_to\_48\_months** Investigate objects that require positioning and movement.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**



Element

Engineering Design

Goal (CONT...)

Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

### 1st Grade

**SCI.4.1.1.1st** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

### 2nd Grade

**SCI.4.1.1.2nd** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

### 3rd Grade

**SCI.4.1.1.3rd** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**



Element

Engineering Design

Goal (CONT...)

Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

1st Grade

**SCI.4.1.2.1st** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**SCI.4.1.3.1st** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

2nd Grade

**SCI.4.1.2.2nd** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**SCI.4.1.3.2nd** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

3rd Grade

**SCI.4.1.2.3rd** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**SCI.4.1.3.3rd** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**



<b>Domain</b>	Social Studies (SS)
<b>Element</b>	Inquiry
<b>Goal</b>	Children make sense of the world around them by actively gathering and interpreting information.

**Birth to 12 months**

**SS.1.1.1.Birth\_to\_12\_months** Indicate awareness of what is happening in immediate surroundings.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**  
Objective 11a-2 Pays attention to sights and sounds

**9 to 18 months**

**SS.1.1.1.9\_to\_18\_months** Use senses to investigate immediate surroundings.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**  
Objective 11d-2 Uses senses to explore the immediate environment

**36 to 48 months**

**SS.1.1.1.36\_to\_48\_months** Ask "why" and other questions to gain information, and attend to responses given.

**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



<b>Domain</b>	Social Studies (SS)
<b>Element</b>	Inquiry
<b>Goal (CONT...)</b>	Children make sense of the world around them by actively gathering and interpreting information.

**Birth to 12 months**

**SS.1.1.2.Birth\_to\_12\_months** Explore objects in a variety of ways.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**48 to 60 months**

**SS.1.1.1.48\_to\_60\_months** Ask questions and participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.

**GOLD® Objectives for Development and Learning**

**Objective 24 Uses scientific inquiry skills**

**SS.1.1.2.48\_to\_60\_months** Collect, describe and record information through discussions, simple drawings, maps and charts.

**GOLD® Objectives for Development and Learning**

**Objective 24 Uses scientific inquiry skills**

**SS.1.1.3.48\_to\_60\_months** Describe and discuss predictions, explanations and generalizations based on past experience.

**GOLD® Objectives for Development and Learning**

**Objective 24 Uses scientific inquiry skills**

**Kindergarten**

**SS.1.1.1.K** Initiate inquiry by developing a question (e.g., I wonder.., Why?).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**SS.1.1.2.K** Identify resources for finding answers to the questions (e.g., books, people, internet).

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**1st Grade**

**SS.1.1.1.1st** Initiate inquiry by asking questions based on what they have seen, read, listened to.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events



<b>Domain</b>	Social Studies (SS)
<b>Element</b>	Inquiry
<b>Goal (CONT...)</b>	Children make sense of the world around them by actively gathering and interpreting information.

### Kindergarten

**SS.1.1.3.K** Design investigation by explaining what their jobs will be during an inquiry.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**SS.1.1.4.K** Develop a hypothesis by sharing ideas about possible answers to the questions.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**SS.1.1.5.K** Conduct research by asking questions and observing during investigation.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**SS.1.1.6.K** Organize and display information found (e.g., table, chart).

**GOLD® Objectives for Development and Learning**

**Objective 14a Thinks symbolically**

Objective 14a-8 Represents objects, places, and ideas with increasingly abstract symbols

### 1st Grade

**SS.1.1.2.1st** Develop a hypothesis and use prior knowledge to share ideas of possible solutions.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

**SS.1.1.3.1st** Design an investigation by identifying resources needed.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

**SS.1.1.4.1st** Conduct investigations by observing and asking questions.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events



<b>Domain</b>	Social Studies (SS)
<b>Element</b>	Inquiry
<b>Goal (CONT...)</b>	Children make sense of the world around them by actively gathering and interpreting information.

### Kindergarten

**SS.1.1.7.K** Discuss information found and if it answered question.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**SS.1.1.8.K** Identify ways they will show they have learned.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**SS.1.1.9.K** Record observations with words, symbols or pictures.

**GOLD® Objectives for Development and Learning**

**Objective 14a Thinks symbolically**

Objective 14a-8 Represents objects, places, and ideas with increasingly abstract symbols

**SS.1.1.10.K** Develop reasonable explanations that answer the question by analyzing the evidence.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

### 1st Grade

**SS.1.1.5.1st** Provide reasonable answers to the questions posed by organizing and displaying information gathered.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

**SS.1.1.6.1st** Connect back to the question of the inquiry and discuss if the findings answered the research questions and propose solutions.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

**SS.1.1.7.1st** Design inquiry and explain jobs during investigations.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events



<b>Domain</b>	Social Studies (SS)
<b>Element</b>	Inquiry
<b>Goal (CONT...)</b>	Children make sense of the world around them by actively gathering and interpreting information.

### Kindergarten

**SS.1.1.11.K** Make connections by proposing solutions to problems and asking other questions.

**GOLD® Objectives for Development and Learning**

**Objective 12b Makes connections**

Objective 12b-8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context

**SS.1.1.12.K** Communicate findings from the inquiry by presenting them, using pictures, writing a story, dictating ideas to teacher.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

### 1st Grade

**SS.1.1.8.1st** Plan how to organize the information that investigation will yield.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

**SS.1.1.9.1st** Record observations through writing, illustrations, charts, etc.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events



<b>Domain</b>	Social Studies (SS)
<b>Element</b>	Inquiry
<b>Goal (CONT...)</b>	Children make sense of the world around them by actively gathering and interpreting information.

### 1st Grade

**SS.1.1.10.1st** Develop reasonable answers to the investigation question by classifying information gathered, prior knowledge, or experience.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

### 2nd Grade

**SS.1.1.1.2nd** Initiate inquiry by asking questions based on what they have seen, read, listened to.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**SS.1.1.2.2nd** Develop a hypothesis and use prior knowledge to share ideas of possible solutions.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

### 3rd Grade

**SS.1.1.1.3rd** Initiate an inquiry by asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

**SS.1.1.2.3rd** Develop a hypothesis, thesis, or research statement by using prior knowledge to predict results.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

### 18 to 36 months

**SS.1.1.2.9\_to\_18\_months** Ask "why" and other questions frequently.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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

**SS.1.1.3.9\_to\_18\_months** Seek information through observation, exploration, and investigation.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

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



<b>Domain</b>	Social Studies (SS)
<b>Element</b>	Inquiry
<b>Goal (CONT...)</b>	Children make sense of the world around them by actively gathering and interpreting information.

### 2nd Grade

**SS.1.1.3.2nd** Design an investigation by identifying resources needed.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**SS.1.1.4.2nd** Conduct investigations by observing and asking questions.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**SS.1.1.5.2nd** Provide reasonable answers to the questions posed by organizing and displaying information gathered.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**SS.1.1.6.2nd** Connect back to the question of the inquiry and discuss if the findings answered the research questions and propose solutions.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

### 3rd Grade

**SS.1.1.3.3rd** Design research by identifying resources for finding answers.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

**SS.1.1.4.3rd** Identify tasks and how they will be completed.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

**SS.1.1.5.3rd** Conduct research by following a plan for an inquiry and locating relevant materials.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic



<b>Domain</b>	Social Studies (SS)
<b>Element</b>	Inquiry
<b>Goal (CONT...)</b>	Children make sense of the world around them by actively gathering and interpreting information.

**2nd Grade**

**SS.1.1.7.2nd** Design inquiry and explain jobs during investigations.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**SS.1.1.8.2nd** Plan how to organize the information that investigation will yield.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**SS.1.1.9.2nd** Record observations through writing, illustrations, charts, etc.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**SS.1.1.10.2nd** Develop reasonable answers to the investigation question by classifying information gathered, prior knowledge, or experience.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

**3rd Grade**

**SS.1.1.6.3rd** Describe evidence, methods, and sources of information.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

**SS.1.1.7.3rd** Develop reasonable explanations that support the research statement.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

**SS.1.1.8.3rd** Organize and display information in a manner appropriate to the research statement.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

<b>Domain</b>	Social Studies (SS)
<b>Element</b>	Inquiry
<b>Goal (CONT...)</b>	Children make sense of the world around them by actively gathering and interpreting information.

**3rd Grade**

**SS.1.1.9.3rd** Use appropriate methods for interpreting information such as comparing and contrasting.  
**GOLD® Objectives for Development and Learning**  
**Objective 11d Shows curiosity and motivation**  
 Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

**SS.1.1.10.3rd** Make connections to research by explaining findings to the research question.  
**GOLD® Objectives for Development and Learning**  
**Objective 11d Shows curiosity and motivation**  
 Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

**SS.1.1.11.3rd** Communicate findings orally, in writing, or a visual presentation.  
**GOLD® Objectives for Development and Learning**  
**Objective 11d Shows curiosity and motivation**  
 Objective 11d-14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

<b>Element</b>	Family and Community; Civics, Government & Society
<b>Goal</b>	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**Birth to 12 months**

**SS.2.1.1.Birth\_to\_12\_months** Demonstrate recognition of family members and caretakers by smiling, vocalizing, or crawling in their direction.  
**GOLD® Objectives for Development and Learning**  
**Objective 14a Thinks symbolically**  
 Objective 14a-2 Recognizes people, objects, and animals in pictures or photographs

**9 to 18 months**

**SS.2.1.1.9\_to\_18\_months** Use simple words to show recognition of family members (e.g., Dada).  
**GOLD® Objectives for Development and Learning**  
**Objective 14a Thinks symbolically**  
 Objective 14a-2 Recognizes people, objects, and animals in pictures or photographs

**18 to 36 months**

**SS.2.1.1.18\_to\_36\_months** Demonstrate ability to point out and name family members and caregivers.  
**GOLD® Objectives for Development and Learning**  
**Objective 9a Uses an expanding expressive vocabulary**  
 Objective 9a-4 Names familiar people, animals, and objects

**Element**

Family and Community; Civics, Government &amp; Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**Birth to 12 months**

**SS.2.1.2.Birth\_to\_12\_months** Show a preference for familiar versus 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

**SS.2.1.3.Birth\_to\_12\_months** Explore the similarities and differences among people (e.g., touching their faces or hair, watching others' facial expressions).

**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

**SS.2.1.4.Birth\_to\_12\_months** Seek family members and other familiar adults for play and meeting their needs.

**GOLD® Objectives for Development and Learning**

**Objective 2a Forms relationships with adults**  
Objective 2a-2 Demonstrates a secure attachment to one or more adults

**9 to 18 months**

**SS.2.1.2.9\_to\_18\_months** Observe and imitate routine actions of family members and others whom child feels comfortable with.

**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

**SS.2.1.3.9\_to\_18\_months** Show comfort of being in familiar settings, routines.

**GOLD® Objectives for Development and Learning**

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

**18 to 36 months**

**SS.2.1.2.18\_to\_36\_months** Respond accurately when asked for first and last name.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**SS.2.1.3.18\_to\_36\_months** Identify some community workers by uniforms or equipment (e.g., become fireman when put on fireman hat, role play teacher).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.2.1.4.18\_to\_36\_months** Follow simple rules at home or in the classroom.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.2.1.5.18\_to\_36\_months** Use play to communicate what they know about their community (e.g., pretend to go to a restaurant).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.2.1.6.18\_to\_36\_months** Help with daily routines (e.g., passing out cups and napkins at snack time).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**



**Element**

Family and Community; Civics, Government &amp; Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**36 to 48 months**

**SS.2.1.1.36\_to\_48\_months** Talk about close family members and their relationships to each other.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**SS.2.1.2.36\_to\_48\_months** Contribute to their class community (e.g., help clean up area didn't play in).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.2.1.3.36\_to\_48\_months** Identify self as part of a specific group (e.g., family, class).

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**SS.2.1.4.36\_to\_48\_months** Demonstrate knowledge of a group's rules and outcomes of choices they make.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.2.1.5.36\_to\_48\_months** Take part in the responsibilities of being in a family or group (e.g., participate in clean-up).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**48 to 60 months**

**SS.2.1.1.48\_to\_60\_months** Identify various groups they belong to (e.g., family, class, neighborhood).

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**SS.2.1.2.48\_to\_60\_months** Define group membership according to different contexts (e.g., class member, family members, T-ball team).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.2.1.3.48\_to\_60\_months** Describe their own family structure and family roles.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**SS.2.1.4.48\_to\_60\_months** Act as citizens by demonstrating positive interactions with group members.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**Kindergarten**

**SS.2.1.1.K** Act as citizens by contributing to the life of the class and school.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**SS.2.1.2.K** Explain that rules are established for the benefit of individuals and groups.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.2.1.3.K** Identify people in the community who make, apply and enforce rules at home, school and community (e.g., police, school principal).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.2.1.4.K** Identify people in the community who help to meet the needs of people in the community (e.g., firefighters, doctors).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**



**Element**

Family and Community; Civics, Government & Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**48 to 60 months**

**SS.2.1.5.48\_to\_60\_months** Explain the need for rules in a variety of settings (e.g., home, classroom, playground), and for laws in the community.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**Kindergarten**

**SS.2.1.5.K** Communicate with individuals and groups and identify feelings that might lead to interpersonal conflicts.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**



**Element**

Family and Community; Civics, Government &amp; Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**48 to 60 months****Kindergarten****SS.2.1.6.48\_to\_60\_months** Describe roles and responsibilities of various occupations in their community (e.g., policeman, teachers, librarians).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.6.K** Name various social, economic and governmental institutions in the community (e.g., school, church, grocery store).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****1st Grade****2nd Grade****3rd Grade****SS.2.1.1.1st** Describe what it means to be a responsible member of a group.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****SS.2.1.1.2nd** Describe what it means to be a responsible member of a group.**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****SS.2.1.1.3rd** Identify the rights and responsibilities of citizenship in a school and local community.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

**Element**

Family and Community; Civics, Government & Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**1st Grade**

**SS.2.1.2.1st** Describe what their roles are as members of various groups.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.2.1.3.1st** Demonstrate positive interaction with group members (e.g., working with a partner to complete a task).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**2nd Grade**

**SS.2.1.2.2nd** Describe what their roles are as members of various groups.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.2.1.3.2nd** Demonstrate positive interaction with group members (e.g., working with a partner to complete a task).

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**3rd Grade**

**SS.2.1.2.3rd** Demonstrate positive interaction with group members Identify problems, then plan and implement solutions in the classroom, school or community.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**



**Element**

Family and Community; Civics, Government & Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**1st Grade**

**SS.2.1.4.1st** Explain own point of view on issues that affect themselves.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**2nd Grade**

**SS.2.1.4.2nd** Explain own point of view on issues that affect themselves.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**3rd Grade**

**SS.2.1.3.3rd** Explain own point of view on issues that affect themselves and society.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**



**Element**

Family and Community; Civics, Government &amp; Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**1st Grade****SS.2.1.5.1st** Participate in setting and following the rules of the group, school, community.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.6.1st** Identify rules or laws that solve a specific problem or apply to a specific situation (e.g., raising hands, crossing at the light).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.7.1st** Explain why rules and laws are written down.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.8.1st** Identify the consequences of not following rules or laws.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.9.1st** Describe characteristics of good leadership and fair decision-making and how those affect others (e.g., line leader).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****2nd Grade****SS.2.1.5.2nd** Participate in setting and following the rules of the group, school, community.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.6.2nd** Identify rules or laws that solve a specific problem or apply to a specific situation (e.g., raising hands, crossing at the light).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.7.2nd** Explain why rules and laws are written down.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.8.2nd** Identify the consequences of not following rules or laws.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.9.2nd** Describe characteristics of good leadership and fair decision-making and how those affect others (e.g., line leader).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****3rd Grade****SS.2.1.4.3rd** Demonstrate the role of individuals in the election processes (e.g., voting in class or mock elections).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.5.3rd** Describe the roots of American culture, its development and many traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.6.3rd** Participating in setting, following and changing the rules of the group and school.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.7.3rd** Compare similarities of rules and laws.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

**Element**

Family and Community; Civics, Government &amp; Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**1st Grade****SS.2.1.10.1st** Explain that people have rights and needs (e.g. fairness).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.11.1st** Identify how the groups to which a person belongs (family, friends, team, community) influence how she/he thinks and acts.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.12.1st** Define own rights and needs – and the rights and needs of others – in the classroom, school, and playground (e.g., "I" statements).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.13.1st** Give examples of ways they are similar to and different from others (e.g., gender, eye color, skin color, likes and dislikes).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****2nd Grade****SS.2.1.10.2nd** Explain that people have rights and needs (e.g. fairness).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.11.2nd** Identify how the groups to which a person belongs (family, friends, team, community) influence how she/he thinks and acts.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.12.2nd** Define own rights and needs – and the rights and needs of others – in the classroom, school, and playground (e.g., "I" statements).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.13.2nd** Give examples of ways they are similar to and different from others (e.g., gender, eye color, skin color, likes and dislikes).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****3rd Grade****SS.2.1.8.3rd** Locate written rules and laws for school and community.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.9.3rd** Explain what makes a just rule or law.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.10.3rd** Describe how characteristics of good leadership and fair decision-making affect others.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.11.3rd** Explain how a community promotes human rights.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.12.3rd** Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

**Element**

Family and Community; Civics, Government & Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**1st Grade**

**SS.2.1.14.1st** Identify examples of interdependence among individuals and groups (e.g., family, sports team).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**2nd Grade**

**SS.2.1.14.2nd** Identify examples of interdependence among individuals and groups (e.g., family, sports team).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**3rd Grade**

**SS.2.1.13.3rd** Define their own rights and needs – and the rights and needs of others – in the classroom, school, and community.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**



**Element**

Family and Community; Civics, Government &amp; Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**1st Grade****SS.2.1.15.1st** Describe feelings and situations that might lead to conflict (e.g., fighting over being first in line).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.16.1st** Describe ways that people solve problems.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****2nd Grade****SS.2.1.15.2nd** Describe feelings and situations that might lead to conflict (e.g., fighting over being first in line).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.16.2nd** Describe ways that people solve problems.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****3rd Grade****SS.2.1.14.3rd** Give examples of ways they are similar to and different from others (e.g. gender, race, religion, ethnicity).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.15.3rd** Cite examples, both past and present, of how diversity has led to change.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

**Element**

Family and Community; Civics, Government &amp; Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**1st Grade****SS.2.1.17.1st** Identify ways in which local institutions promote the common good (e.g., police enforce rules and laws, fire department).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****2nd Grade****SS.2.1.17.2nd** Identify ways in which local institutions promote the common good (e.g., police enforce rules and laws, fire department).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****3rd Grade****SS.2.1.16.3rd** Identify examples of interdependence among individuals and groups. (e.g., buyers and sellers).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.17.3rd** Identify behaviors that foster cooperation among individuals.**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****SS.2.1.18.3rd** Identify different types of conflict among individuals and groups (e.g., girls and boys, religion, goods).**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

**Element**

Family and Community; Civics, Government & Society

**Goal (CONT...)**

Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

**3rd Grade**

**SS.2.1.19.3rd** Explain different ways in which conflict has been resolved, and different ways in which conflicts and their resolution have affected people.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**Element**

Physical &amp; Cultural Geography

**Goal**

Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

**Birth to 12 months**

**SS.3.1.1.Birth\_to\_12\_months** Explore similarities and differences of familiar people by touching faces, feeling their hair, etc.

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

Objective 11a-2 Pays attention to sights and sounds

**9 to 18 months**

**SS.3.1.1.9\_to\_18\_months** Explore places in home environment, as well as in other familiar places.

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

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

**18 to 36 months**

**SS.3.1.1.18\_to\_36\_months** Identify usual locations of familiar objects and people (e.g., points out own cubby).

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

**SS.3.1.2.9\_to\_18\_months** Locate where favorite objects are kept.

**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

**SS.3.1.2.18\_to\_36\_months** Point out places in the community where they have had experiences (e.g., library, store).

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

**SS.3.1.3.18\_to\_36\_months** Identify similarities and differences between self and others.

**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****36 to 48 months**

**SS.3.1.1.36\_to\_48\_months** Use simple positional terms to describe location of familiar objects and people.

**GOLD® Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge****48 to 60 months**

**SS.3.1.1.48\_to\_60\_months** Identify features of the physical environment around them (e.g., roads, buildings, bodies of water).

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

**SS.3.1.1.K** State own name and address.

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

**SS.3.1.2.K** Describe the boundaries that define neighborhood.

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

**Element**

Physical &amp; Cultural Geography

**Goal (CONT...)**

Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

**36 to 48 months**

**SS.3.1.2.36\_to\_48\_months** Work to help care for their environment (e.g., recycle paper, pick up litter on walk).

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**48 to 60 months**

**SS.3.1.2.48\_to\_60\_months** Describe or draw features of the geography of their classroom, home, and community.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**Kindergarten**

**SS.3.1.3.K** Identify what a map or globe is and what its purpose is.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**



**Element**

Physical &amp; Cultural Geography

**Goal (CONT...)**

Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

**36 to 48 months**

**SS.3.1.3.36\_to\_48\_months** Describe own family traditions and cultural celebrations.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.4.36\_to\_48\_months** Ask simple questions about others' cultural traditions and celebrations.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**48 to 60 months**

**SS.3.1.3.48\_to\_60\_months** Explain that people share the environment with other people, animals, and plants.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.4.48\_to\_60\_months** Describe ways people can help take care of the environment (e.g., recycle).

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**Kindergarten**

**SS.3.1.4.K** Use vocabulary that defines location in space (e.g., near, far, below, above).

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.5.K** Use a simple map to find something.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**



**Element**

Physical &amp; Cultural Geography

**Goal (CONT...)**

Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

**48 to 60 months**

**SS.3.1.5.48\_to\_60\_months** Point out own physical and family characteristics and those of others.

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

**SS.3.1.6.48\_to\_60\_months** Respect physical and cultural differences of others.

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

**SS.3.1.6.K** Create a simple map.

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

**SS.3.1.7.K** Describe ways in which they take care or hurt the environment and how they adapt to their physical environment (e.g., dressing for winter).

**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment**

**SS.3.1.8.K** Identify the ways culture is expressed in their families.

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

**SS.3.1.9.K** Appreciate the differences and similarities among people (e.g., physical characteristics, cultures, likes and dislikes).

**GOLD® Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****1st Grade**

**SS.3.1.1.1st** Interpret geography by identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs and mental mapping.

**GOLD® Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge****2nd Grade**

**SS.3.1.1.2nd** Interpret geography by identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs and mental mapping.

**GOLD® Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge****3rd Grade**

**SS.3.1.1.3rd** Identify characteristics of surrounding towns and the state of Vermont using various resources.

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

**Element**

Physical &amp; Cultural Geography

**Goal (CONT...)**

Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

**1st Grade**

**SS.3.1.2.1st** Differentiate between past, present, and future.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.3.1st** Identify the locations of places within the community on a prepared map, and suggest why particular locations are used for certain human activities (e.g., parks, school, shops).

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**2nd Grade**

**SS.3.1.2.2nd** Differentiate between neighborhood, town, and state.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.3.2nd** Identify the locations of places within the community on a prepared map, and suggest why particular locations are used for certain human activities (e.g., parks, school, shops).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**3rd Grade**

**SS.3.1.2.3rd** Observe, compare, and analyze patterns of local and state land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.3.3rd** Locate the physical and political regions of Vermont.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.4.3rd** Locate countries and major cities in North America.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**



**Element**

Physical &amp; Cultural Geography

**Goal (CONT...)**

Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

**1st Grade**

**SS.3.1.4.1st** Identify a map or globe and use terms related to location, direction, and distance (e.g., up/down, left/right, north, south, east, west).

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.5.1st** Use a simple map to find something (e.g., locate the teacher's desk on a map of their classrooms).

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.6.1st** Create a map as a representation of a space (e.g., make a map of the playground, draw a treasure map).

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.7.1st** Identify and use basic elements of the map (e.g., cardinal directions and key).

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.8.1st** Using appropriate geographic resources (e.g., aerial photos) to answer geographic questions.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**2nd Grade**

**SS.3.1.4.2nd** Identify a map or globe and use terms related to location, direction, and distance (e.g., up/down, left/right, north, south, east, west).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.5.2nd** Use a simple map to find something (e.g., locate the teacher's desk on a map of their classrooms).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.6.2nd** Create a map as a representation of a space (e.g., make a map of the playground, draw a treasure map).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.7.2nd** Identify and use basic elements of the map (e.g., cardinal directions and key).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.8.2nd** Using appropriate geographic resources (e.g., aerial photos) to answer geographic questions.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**3rd Grade**

**SS.3.1.5.3rd** Locate major global physical divisions, such as continents, oceans, cardinal directions, poles, equator, tropics, Arctic and Antarctic Circles, tropical, mid-latitude and polar regions.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.6.3rd** Create effective geographic representations using appropriate elements [more].

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.7.3rd** Identify and use basic elements of the map.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.8.3rd** Use grid systems to locate places on maps and globes.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

**SS.3.1.9.3rd** Ask appropriate geographic questions and use geographic resources to answer them.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**



**Element**

Physical &amp; Cultural Geography

**Goal (CONT...)**

Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

**1st Grade**

**SS.3.1.9.1st** Identify ways in which they and people in the community take care of or hurt the environment (e.g., after identifying litter in the local area, discuss why the trash is there and give suggestions about how the problem can be helped).

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

**SS.3.1.10.1st** Participate in taking care of the environment (e.g., recycling).

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

**SS.3.1.11.1st** Identify ways in which people in their community adapt to their physical environment, and discuss how these adaptations have both positive and negative effects.

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

**SS.3.1.12.1st** State reasons why friends and family move (e.g., climate, job opportunities, family ties).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.13.1st** Identify ways culture is expressed in their communities, such as celebrations, legends, and traditions.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**2nd Grade**

**SS.3.1.9.2nd** Identify ways in which they and people in the community take care of or hurt the environment (e.g., after identifying litter in the local area, discuss why the trash is there and give suggestions about how the problem can be helped).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.10.2nd** Participate in taking care of the environment (e.g., recycling).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.11.2nd** Identify ways in which people in their community adapt to their physical environment, and discuss how these adaptations have both positive and negative effects.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.12.2nd** State reasons why friends and family move (e.g., climate, job opportunities, family ties).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.13.2nd** Identify ways culture is expressed in their communities, such as celebrations, legends, and traditions.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**3rd Grade**

**SS.3.1.10.3rd** Describe how people have changed the environment in Vermont for specific purposes (e.g., farming).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.11.3rd** Identify and participate in ways they can contribute to preserving natural resources.

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

**SS.3.1.12.3rd** Describe a community or state environmental issue.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.13.3rd** Describe how patterns of human activities relate to natural resource distribution.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.14.3rd** Identify patterns of voluntary and involuntary migration in Vermont.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**Element**

Physical &amp; Cultural Geography

**Goal (CONT...)**

Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

**1st Grade**

**SS.3.1.14.1st** Describe the contributions of various cultural groups to the community.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**2nd Grade**

**SS.3.1.14.2nd** Describe the contributions of various cultural groups to the community.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**3rd Grade**

**SS.3.1.15.3rd** Identify expressions of culture in Vermont and the U.S., such as language, social institutions, beliefs and customs, economic activities, behaviors, food [more].

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.16.3rd** Describe the contributions of various cultural groups to Vermont and the U.S.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.3.1.17.3rd** Identify ways in which culture in Vermont has changed.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**



**Element**

History

**Goal**

Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.

**Birth to 12 months**

**SS.4.1.1.Birth\_to\_12\_months** Notice daily routines.

**GOLD® Objectives for Development and Learning**

**Objective 12b Makes connections**

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

**SS.4.1.2.Birth\_to\_12\_months** Respond to changes in daily routines.

**GOLD® Objectives for Development and Learning**

**Objective 12b Makes connections**

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

**9 to 18 months**

**SS.4.1.1.9\_to\_18\_months** Adapt to some changes in daily routines.

**GOLD® Objectives for Development and Learning**

**Objective 12b Makes connections**

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

**SS.4.1.2.9\_to\_18\_months** Participate in imitative play of simple actions observed in the recent past (e.g., feeding doll).

**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

**18 to 36 months**

**SS.4.1.1.18\_to\_36\_months** Demonstrate through imitative play events observed in the past (e.g., going shopping).

**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

**SS.4.1.2.18\_to\_36\_months** Follow routines with simple sequence of events practiced in the past (e.g., wash hands before snack).

**GOLD® Objectives for Development and Learning**

**Objective 12b Makes connections**

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

**36 to 48 months**

**SS.4.1.1.36\_to\_48\_months** Relate a personal story from the past with assistance (e.g., "When I was a baby...")

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.2.36\_to\_48\_months** Use concepts of yesterday, tomorrow, a long time ago with assistance.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**48 to 60 months**

**SS.4.1.1.48\_to\_60\_months** Differentiate between past, present, and future.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.2.48\_to\_60\_months** Describe events that happened in the past (e.g., family or personal history).

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**Kindergarten**

**SS.4.1.1.K** Differentiate between past, present, and future

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.2.K** Identify objects from long ago and today.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**



Element

History

Goal (CONT...)

Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.

36 to 48 months

**SS.4.1.3.36\_to\_48\_months** Describe sequence of simple routines (e.g., flush toilet then wash hands) with reminders.

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

48 to 60 months

**SS.4.1.3.48\_to\_60\_months** Explain how people live and what they do changes over time.

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

Kindergarten

**SS.4.1.3.K** Connect the past with the present by describing the way family life has changed and stayed the same over time.

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**SS.4.1.4.48\_to\_60\_months** Use concepts of before, after, yesterday, tomorrow with good accuracy.

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**SS.4.1.4.K** Identify how events and people have shaped their families.

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**SS.4.1.5.48\_to\_60\_months** Describe sequence of routines (e.g., getting ready to go outside) practiced in the past with good accuracy.

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**SS.4.1.5.K** Investigate the different ways that humans interpret history by: (1) collecting information about the past by interviewing a parent or grandparent, and (2) differentiating among fact, opinion, and interpretation when sharing stories or retelling events.

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**SS.4.1.6.K** Place events from own lives in correct sequence.

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**SS.4.1.7.K** Demonstrate understanding of past, present, and future by constructing a timeline of events in own lives.

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places



Element

History

Goal (CONT...)

Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.

## Kindergarten

**SS.4.1.8.K** Differentiate between broad categories of time (e.g., yesterday, today, tomorrow, long ago).

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.9.K** Identify an important event in their lives.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

## 1st Grade

**SS.4.1.1.1st** Connect the past with the present by classifying objects from long ago and today (e.g., sorting pictures or objects into two groups: "long ago" and "today")

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.2.1st** Connect the past with the present by describing ways that school life has both changed and stayed the same over time (e.g., a one-room schoolhouse vs. modern schools).

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

## 2nd Grade

**SS.4.1.1.2nd** Connect the past with the present by classifying objects from long ago and today (e.g., sorting pictures or objects into two groups: "long ago" and "today")

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.2.2nd** Connect the past with the present by describing ways that school life has both changed and stayed the same over time (e.g., a one-room schoolhouse vs. modern schools).

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

## 3rd Grade

**SS.4.1.1.3rd** Explain differences between historic and present day objects in Vermont, and identifying how the use of the object and the object itself changed over time.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.2.3rd** Describe ways that life in the community and Vermont has both changed and stayed the same over time.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**



Element

History

Goal (CONT...)

Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.

### 1st Grade

**SS.4.1.3.1st** Identify how events and people have shaped their schools or towns (e.g., How does life change when one moves to a different town?).

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.4.1st** Collect information about the past (e.g., through interviews, photos and artifacts).

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.5.1st** Differentiate among fact, opinion, and interpretation of classroom situations, stories, and other media.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.6.1st** Place events that occurred within the school or community setting in their correct sequence.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.7.1st** Construct a time line of events in the history of their own or another family, or of the school or community.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

### 2nd Grade

**SS.4.1.3.2nd** Identify how events and people have shaped their schools or towns (e.g., How does life change when one moves to a different town?).

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.4.2nd** Collect information about the past (e.g., through interviews, photos and artifacts).

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.5.2nd** Differentiate among fact, opinion, and interpretation of classroom situations, stories, and other media.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.6.2nd** Place events that occurred within the school or community setting in their correct sequence.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.7.2nd** Construct a time line of events in the history of their own or another family, or of the school or community.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

### 3rd Grade

**SS.4.1.3.3rd** Examine how events, people, problems and ideas have shaped the community and Vermont.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.4.3rd** Identify and use various sources for reconstructing the past (e.g., documents, letters, diaries, photos).

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.5.3rd** Differentiate among fact, opinion, and interpretation in various events.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.6.3rd** Group historical events by broadly defined eras in the history of their local community and state.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**SS.4.1.7.3rd** Construct time lines of significant historical developments in the community and state, identifying the dates at which each occurred.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**



**Element**

History

**Goal (CONT...)**

Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.

**1st Grade**

**SS.4.1.8.1st** Measure calendar time by days, weeks, and months (e.g., How old are you?).

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**SS.4.1.9.1st** Identify an important event in their lives and/or schools, and discuss changes that resulted (e.g., after the new baby arrived, I had to share a bedroom with my sister).

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**2nd Grade**

**SS.4.1.8.2nd** Measure calendar time by days, weeks, and months (e.g., How old are you?).

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**SS.4.1.9.2nd** Identify an important event in their lives and/or schools, and discuss changes that resulted (e.g., after the new baby arrived, I had to share a bedroom with my sister).

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**3rd Grade**

**SS.4.1.8.3rd** Interpret data presented in time lines.

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**SS.4.1.9.3rd** Measure calendar time by days, weeks, months, years, decades, and centuries (e.g., How old is your town?).

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**SS.4.1.10.3rd** Make predictions and/or decisions based on an understanding of the past and the present.

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places

**SS.4.1.11.3rd** Identify an important event in their communities and/or Vermont, and describe a cause and an effect of that event (e.g., Excessive rain caused the flood of 1927).

**GOLD® Objectives for Development and Learning**

**Objective 31** Explores change related to familiar people or places



Element

Economics

Goal

Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.

Birth to 12 months

SS.5.1.1.Birth\_to\_12\_months N/A

**GOLD® Objectives for Development and Learning**

No aligned objectives

9 to 18 months

SS.5.1.1.9\_to\_18\_months Use concept of "more" (e.g., sign, verbalizes or indicates "more").

**GOLD® Objectives for Development and Learning**

**Objective 20b Quantifies**

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

18 to 36 months

SS.5.1.1.18\_to\_36\_months Use basic concept of trading with others to get a desired object.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

SS.5.1.2.18\_to\_36\_months Identify occupations familiar people have (e.g., Mommy is a teacher.).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

36 to 48 months

SS.5.1.1.36\_to\_48\_months Explain reasons why people work (e.g., to buy food).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

48 to 60 months

SS.5.1.1.48\_to\_60\_months Describe how people interact economically (e.g., use money to purchase things or services).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

Kindergarten

SS.5.1.1.K Participate in activities as a buyer or seller (e.g., store in dramatic play, a school store).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

SS.5.1.2.36\_to\_48\_months Use pretend money during dramatic play to purchase goods and services.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

SS.5.1.2.48\_to\_60\_months Describe roles and responsibilities of several occupations, especially those the child is familiar with (e.g., dentist, janitor, farmer).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

SS.5.1.2.K Identify economic activities that use resources in the local community (e.g., farmers' markets).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

SS.5.1.3.K Identify jobs people do at home and at school.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**



**Element**

Economics

**Goal (CONT...)**

Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.

**36 to 48 months**

**SS.5.1.3.36\_to\_48\_months** Describe some occupations and the work people in those occupations do (e.g., firefighter, teacher).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**48 to 60 months**

**SS.5.1.3.48\_to\_60\_months** Identify basic needs people have (e.g., food, clothing).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**Kindergarten**

**SS.5.1.4.K** Describe ways in which people exchange money for goods.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.5.K** Differentiate between basic needs and wants (e.g., food, clothing, shelter and affection vs toys and candy).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.6.K** Explain why people earn, spend and save money.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**1st Grade**

**SS.5.1.1.1st** Participate in activities as a buyer or seller (e.g., bake sale, school store), and discuss where goods come from (e.g., clothing, toys, foods).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**2nd Grade**

**SS.5.1.1.2nd** Participate in activities as a buyer or seller (e.g., bake sale, school store), and discuss where goods come from (e.g., clothing, toys, foods).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**3rd Grade**

**SS.5.1.1.3rd** Trace the production, distribution, and consumption of goods in Vermont (e.g., after visiting a sugar house, trace the distribution of locally-produced maple syrup).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**



**Element**

Economics

**Goal (CONT...)**

Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.

**1st Grade**

**SS.5.1.2.1st** Identify economic activities that use resources in the local region (e.g., maple syrup production, logging).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.3.1st** Identify jobs people do in the community, and the value these jobs bring to the community (e.g., road crews help keep people safe while driving).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.4.1st** Identify some goods and services that are provided by the local government (e.g., schools, parks, police, fire protection).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.5.1st** Describe ways in which people exchange money for goods (e.g., buying lunch or snack).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.6.1st** Differentiate between basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**2nd Grade**

**SS.5.1.2.2nd** Identify economic activities that use resources in the local region (e.g., maple syrup production, logging).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.3.2nd** Identify jobs people do in the community, and the value these jobs bring to the community (e.g., road crews help keep people safe while driving).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.4.2nd** Identify some goods and services that are provided by the local government (e.g., schools, parks, police, fire protection).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.5.2nd** Describe ways in which people exchange money for goods (e.g., buying lunch or snack).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.6.2nd** Differentiate between basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**3rd Grade**

**SS.5.1.2.3rd** Describe how producers in Vermont have used natural, human, and capital resources to produce goods and services (e.g., describe the natural, human, and capital resources needed to produce maple syrup).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.3.3rd** Describe the causes and effects of economic activities on the environment in Vermont (e.g., granite industry).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.4.3rd** Identify goods and services provided by local and state governments (e.g., firefighters, highways, museums).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.5.3rd** Explain the relationship between taxation and governmental goods and services in Vermont (e.g., town taxes provide for road up keep).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**Element**

Economics

**Goal (CONT...)**

Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.

**1st Grade**

**SS.5.1.7.1st** Explain why people earn, spend, and save.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**2nd Grade**

**SS.5.1.7.2nd** Explain why people earn, spend, and save.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**3rd Grade**

**SS.5.1.6.3rd** Describe and discuss the advantages and disadvantages of using currency vs. bartering in the exchange of goods and services (e.g., an advantage of bartering is that one doesn't need money, a disadvantage is determining fairness).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.7.3rd** Examine factors that influence supply and demand (e.g., Why is Vermont considering investments in wind energy?).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.8.3rd** Explain ways people meet their basic needs and wants (e.g., people buy oil because they need heat).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.9.3rd** Compare prices of goods and services.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**SS.5.1.10.3rd** Explain how people save (e.g., by giving up something you want, by saving your allowance, by putting money in the bank).

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

