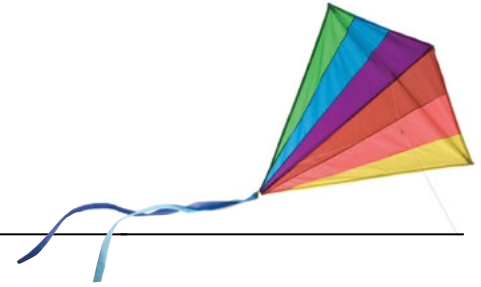




Alignment of



GOLD®

Objectives for Development & Learning:
Birth *Through* Third Grade



WITH

GOLD® Objectives for Development and Learning, Birth Through Third Grade

aligned to

Arizona Early Learning Standards

Ages three to five, adopted 2018

STRAND		Social Emotional Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Self-Awareness – The child demonstrates an awareness of self.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	<p>Demonstrates self-confidence.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	b.	<p>Makes personal preferences known to others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	c.	<p>Demonstrates knowledge of self-identity/autonomy.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	d.	<p>Displays an awareness of similarities and differences between self and others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self</p>

GRADE LEVEL EXPECTATION	e.	Demonstrates developmentally appropriate cultural curiosity and responsiveness. <u>Gold Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND		Social Emotional Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Recognizes and Expresses Feelings – The child recognizes and expresses feelings of self and others.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Associates emotions with words, facial expressions, and body language. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
GRADE LEVEL EXPECTATION	b.	Identifies, describes, and expresses their own feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
GRADE LEVEL EXPECTATION	c.	Identifies and describes feelings of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

GRADE LEVEL EXPECTATION	d.	Expresses feelings of satisfaction in independent activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	e.	Expresses empathy for others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
STRAND		Social Emotional Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 3: Self-Regulation – The child manages the expression of feelings, thoughts, impulses, and behaviors.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Understands and follows expectations in the learning environment. <u>Gold Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE LEVEL EXPECTATION	b.	Adjusts behavior and adapts to transitions, daily routines, and unexpected events. <u>Gold Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE LEVEL EXPECTATION	c.	Chooses appropriate words and actions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
STRAND		Social Emotional Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Attachment – The child demonstrates the ability to engage in and maintain secure relationships.

OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Expresses interest, curiosity, and trust with familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
GRADE LEVEL EXPECTATION	b.	Seeks support from familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
GRADE LEVEL EXPECTATION	c.	Separates from familiar adult with minimal distress. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
STRAND		Social Emotional Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Social Interactions – The child displays positive social behavior.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Responds when adults or other children initiate interactions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups

GRADE LEVEL EXPECTATION	b.	<p>Initiates and sustains positive interactions with adults and other children.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p>
GRADE LEVEL EXPECTATION	c.	<p>Acknowledges someone’s perspective by demonstrating positive ways to resolve conflict.</p> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.6 Suggest solutions to social problems</p>
STRAND		Social Emotional Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 3: Respect – The child has an increasing capacity to understand social boundaries about behavior and the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	<p>Respects the rights and property of others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	b.	<p>Defends own rights and the rights of others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	c.	<p>Shows respect for learning materials in the learning environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
STRAND		Approaches to Learning Standard - 36-60 months

CONCEPT / STANDARD		STRAND 1: INITIATIVE AND CURIOSITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Initiative – The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Seeks interaction with others. <u>Gold Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
GRADE LEVEL EXPECTATION	b.	Demonstrates independence during activities, routines, and play. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	c.	Exhibits flexibility, imagination, and inventiveness when attempting tasks and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
STRAND		Approaches to Learning Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: INITIATIVE AND CURIOSITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Curiosity – The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in Context of Daily Routine, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Shows interest in learning new things and trying new experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE LEVEL EXPECTATION	b.	Expresses interest in people. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

GRADE LEVEL EXPECTATION	c.	Asks questions to get information. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STRAND		Approaches to Learning Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: ATTENTIVENESS AND PERSISTENCE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Attentiveness – The child demonstrates the ability to focus on an activity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Displays ability to pay attention when engaged in an activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
GRADE LEVEL EXPECTATION	b.	Sustains attention when engaged in an age-appropriate activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
GRADE LEVEL EXPECTATION	c.	Ability to return to activities after distractions and interruptions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
STRAND		Approaches to Learning Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: ATTENTIVENESS AND PERSISTENCE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Persistence – The child demonstrates the ability to maintain and sustain a task.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play

GRADE LEVEL EXPECTATION	a.	Pursues challenges. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
GRADE LEVEL EXPECTATION	b.	Copes with frustration or disappointment independently or with support. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
GRADE LEVEL EXPECTATION	c.	Establishes goals, generates plans, and follows through to completion. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STRAND		Approaches to Learning Standard - 36-60 months
CONCEPT / STANDARD		STRAND 3: CONFIDENCE AND RESILIENCE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Confidence and Resilience – The child demonstrates self-assurance, motivation, and stamina in a variety of circumstances.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Expresses opinions or ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	b.	Views self as competent and skilled. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	c.	Is willing to take risks and consider a variety of alternatives. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

GRADE LEVEL EXPECTATION	d.	Demonstrates a mindset of resilience when approaching challenging tasks. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND		Approaches to Learning Standard - 36-60 months
CONCEPT / STANDARD		STRAND 4: CREATIVITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Creativity – The child demonstrates the ability to express their own unique way of seeing the world.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Uses imagination to generate innovative ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
GRADE LEVEL EXPECTATION	b.	Displays curiosity and acknowledges others’ perspectives. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE LEVEL EXPECTATION	c.	Engages in inventive social play. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
STRAND		Approaches to Learning Standard - 36-60 months
CONCEPT / STANDARD		STRAND 5: REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Reasoning – The child demonstrates the ability to think in a logical way.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play

GRADE LEVEL EXPECTATION	a.	Gathers and analyzes information to reach a conclusion. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
GRADE LEVEL EXPECTATION	b.	Recognizes relationships between cause and effect. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
GRADE LEVEL EXPECTATION	c.	Connects prior experiences with new learning. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
STRAND		Approaches to Learning Standard - 36-60 months
CONCEPT / STANDARD		STRAND 5: REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Problem-Solving – The child demonstrates their ability to focus energies on suitable solutions.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Finds out what is wanted or needed. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
GRADE LEVEL EXPECTATION	b.	Defines the problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
GRADE LEVEL EXPECTATION	c.	Brainstorms and chooses a solution to try. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility

GRADE LEVEL EXPECTATION	d.	Checks in to see if the solution worked. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STRAND		Language and Literacy Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Receptive Language Understanding – The child demonstrates understanding of directions, stories, conversations, and nonverbal cues.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Demonstrates understanding of a variety of finger-plays, rhymes, chants and songs, poems, conversations, and stories. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE LEVEL EXPECTATION	b.	Engages actively in finger-plays, rhymes, chants and songs, poems, conversations, and stories. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE LEVEL EXPECTATION	c.	Demonstrates understanding and follows directions that involve one step, two steps, or multiple steps. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
STRAND		Language and Literacy Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: LANGUAGE

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Expressive Language and Communication Skills – The child uses verbal and nonverbal communication for a variety of purposes; to share observations, ideas, experiences, problem-solve, reason, predict, seek new information, and make connections.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Communicates needs, wants, ideas, and feelings through three to five-word sentences. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
GRADE LEVEL EXPECTATION	b.	Speaks clearly and understandably to express ideas, feelings, and needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
GRADE LEVEL EXPECTATION	c.	Makes culturally relevant responses (both verbal and nonverbal) to questions and comments from others. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
GRADE LEVEL EXPECTATION	d.	Initiates, sustains, and expands conversations with peers and adults using open-ended responses. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
GRADE LEVEL EXPECTATION	e.	With modeling and support, child uses language that includes social rules; e.g., pragmatics, appropriate tone, volume, and inflection to express ideas, feelings, and needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders

GRADE LEVEL EXPECTATION	f.	<p>Uses culturally relevant responses such as eye contact, turn taking, and intonation while having conversations with adults and peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
GRADE LEVEL EXPECTATION	g.	<p>Recognizes when the listener does not understand and varies the amount of information to clarify the message.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
GRADE LEVEL EXPECTATION	h.	<p>With modeling and support, uses increasingly complex phrases and sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences</p>
STRAND		Language and Literacy Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 3: Vocabulary – The child understands and uses increasingly complex vocabulary.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	b.	<p>Uses rich vocabulary across many topic areas.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>

GRADE LEVEL EXPECTATION	c.	<p>Figures out the meanings of unfamiliar words and concepts using the context of conversations, pictures that accompany text, or concrete objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
GRADE LEVEL EXPECTATION	d.	<p>Uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
GRADE LEVEL EXPECTATION	e.	<p>Demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, over, off, besides, behind.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
STRAND		Language and Literacy Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Concepts of Print – The child knows that print carries messages.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	<p>Identifies signs, symbols, and labels in a variety of environments (environmental print).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
GRADE LEVEL EXPECTATION	b.	<p>Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>

GRADE LEVEL EXPECTATION	c.	Recognizes that letters are grouped to form words. <u>Gold Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
GRADE LEVEL EXPECTATION	d.	Recognizes own written name and the written names of friends and family. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
GRADE LEVEL EXPECTATION	e.	Seeks information in printed materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.8 Uses various types of books for their intended purposes
STRAND		Language and Literacy Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Book Handling Skills – The child demonstrates how to handle books appropriately and with care.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. <u>Gold Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. 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
GRADE LEVEL EXPECTATION	b.	Identifies where in the book to begin reading. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. 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

GRADE LEVEL EXPECTATION	c.	Understands a book has a title, author, and/or illustrator. <u>Gold Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
STRAND		Language and Literacy Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 3: Phonological Awareness – The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.4 Shows awareness that some words begin the same way
GRADE LEVEL EXPECTATION	b.	Identifies rhyming words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme
GRADE LEVEL EXPECTATION	c.	Produces rhyming words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme
GRADE LEVEL EXPECTATION	d.	Recognizes spoken words that begin with the same sound. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.6 Matches beginning sounds of some words

GRADE LEVEL EXPECTATION	e.	Hears and shows awareness of separate words within spoken phrases or sentences. <u>Gold Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.2 Shows awareness of separate words in sentences
GRADE LEVEL EXPECTATION	f.	Identifies and discriminates syllables in words. <u>Gold Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
GRADE LEVEL EXPECTATION	g.	Combines onset and rime to form a familiar one-syllable word with and without pictorial support. <u>Gold Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
STRAND		Language and Literacy Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 4: Alphabet Knowledge – The child demonstrates knowledge of the alphabet. Child identifies letters of the alphabet and produces correct sounds associated with several letters.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Discriminates letters from other shapes and symbols. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
GRADE LEVEL EXPECTATION	b.	Matches and recognizes similarities and differences in letters, with modeling and support. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name

GRADE LEVEL EXPECTATION	c.	Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
GRADE LEVEL EXPECTATION	d.	Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.6 Writes mock letters or letter-like forms
GRADE LEVEL EXPECTATION	e.	Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters. <u>Gold Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
STRAND		Language and Literacy Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 5: Comprehension and Text Structure – The child demonstrates an understanding of narrative structure through storytelling, questioning, and recall.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Takes an active role in reading activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE LEVEL EXPECTATION	b.	Identifies characters and major events in a story. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult

GRADE LEVEL EXPECTATION	c.	<p>Asks and answers a variety of questions about books or stories told or read aloud.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
GRADE LEVEL EXPECTATION	d.	<p>Draws connections between story events and personal experiences.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GRADE LEVEL EXPECTATION	e.	<p>Identifies events and details in the story and makes predictions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GRADE LEVEL EXPECTATION	f.	<p>Gives an opinion for liking or disliking a book or story.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GRADE LEVEL EXPECTATION	g.	<p>Begins to demonstrate an understanding of the differences between fiction and non-fiction.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>

GRADE LEVEL EXPECTATION	h.	Identifies the topic of informational text that has been read aloud. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
GRADE LEVEL EXPECTATION	i.	Retells or reenacts a story in sequence with pictures or props. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. 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
GRADE LEVEL EXPECTATION	j.	Demonstrates reading fluency by use of phrasing, intonation, and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes, or other repetitious or predictable texts. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
STRAND		Language and Literacy Standard - 36-60 months
CONCEPT / STANDARD		STRAND 3: EMERGENT WRITING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Writing Processes and Writing Applications – Children engage in a variety of writing activities and begin to convey meaning through their increasingly sophisticated marks. Children write to communicate ideas and to convey meaning. These skills include the understanding of print, the development of motor skills, and the generation of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	In writing process, uses a variety of writing tools, materials, and surfaces to create drawings or symbols. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. 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

GRADE LEVEL EXPECTATION	b.	Writes own name using letter-like forms or conventional print. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.6 Writes mock letters or letter-like forms
GRADE LEVEL EXPECTATION	c.	Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
GRADE LEVEL EXPECTATION	d.	Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and writing utensil). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. 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
GRADE LEVEL EXPECTATION	e.	Organizes writing from left to right, indicating a print awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
STRAND		Mathematics Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Counts Out Loud – The child counts out loud and uses number words in daily conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Shows interest in and awareness of counting. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. 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

GRADE LEVEL EXPECTATION	b.	Rote counts zero to ten and beyond with increasing accuracy. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.5 Emerging to 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
STRAND		Mathematics Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Knows Number Names and Symbols – The child identifies numerals and uses number words in daily activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Uses numerals and number symbols in the context of daily routines, activities, and play. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
GRADE LEVEL EXPECTATION	b.	Uses and creates symbols to represent numbers. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
GRADE LEVEL EXPECTATION	c.	Uses a variety of materials (i.e. clay, sand, shaving cream) to write and form numerals and numeral-like symbols. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
GRADE LEVEL EXPECTATION	d.	Identifies numerals zero to ten. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects

GRADE LEVEL EXPECTATION	e.	Differentiates some written numerals from written letters. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
STRAND		Mathematics Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 3: Compares Numbers and Quantities – The child applies a range of strategies such as matching or counting to compare sets of objects.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Compares two sets of objects using terms such as greater than, less than, or equal to. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
STRAND		Mathematics Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 4: Counts to Tell Number of Objects – The child uses number words and counting to identify quantity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Identifies quantities of three to five objects without counting using visual approximation (Subitize). <u>Gold Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
GRADE LEVEL EXPECTATION	b.	Demonstrates the ability to match object to object in a group (One-to-one correspondence). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

GRADE LEVEL EXPECTATION	c.	Counts groups of objects using a number word for each object (Rational counting). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
GRADE LEVEL EXPECTATION	d.	Counts a collection of up to ten items using the last counting word to tell, “How many?” (Cardinality) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. 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
GRADE LEVEL EXPECTATION	e.	Matches numerals to quantities using manipulatives. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
STRAND		Mathematics Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Explores Addition and Subtraction – The child recognizes addition as adding to and subtraction as taking away from.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Recognizes that adding increases the number of objects in a group. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
GRADE LEVEL EXPECTATION	b.	Describes changes in two or more sets of objects when they are combined. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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

GRADE LEVEL EXPECTATION	c.	Recognizes that taking away (subtracting) decreases the number of objects in a group. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
GRADE LEVEL EXPECTATION	d.	Describes changes in a set of objects when they are separated into parts. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
GRADE LEVEL EXPECTATION	e.	Counts on from the larger number for addition. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
STRAND		Mathematics Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Patterning – The child recognizes, fixes, duplicates, extends, describes, and creates patterns.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Recognizes patterns in the real world. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
GRADE LEVEL EXPECTATION	b.	Fixes simple patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
GRADE LEVEL EXPECTATION	c.	Duplicates simple patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns

GRADE LEVEL EXPECTATION	d.	<p>Extends patterns.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns</p>
GRADE LEVEL EXPECTATION	e.	<p>Creates patterns.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns</p>
GRADE LEVEL EXPECTATION	f.	<p>Describes similarities and differences in patterns.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns</p>
STRAND		Mathematics Standard - 36-60 months
CONCEPT / STANDARD		STRAND 3: MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Sorts and Classifies – The child sorts and groups objects by a variety of attributes.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	<p>Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).</p> <p><u>Gold Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>
GRADE LEVEL EXPECTATION	b.	<p>Explains how items were sorted into groups.</p> <p><u>Gold Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>
STRAND		Mathematics Standard - 36-60 months
CONCEPT / STANDARD		STRAND 3: MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Data Analysis – With prompting and support the child collects, organizes, displays, and describes relevant data.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play

GRADE LEVEL EXPECTATION	a.	Asks questions to gather measurable data. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
GRADE LEVEL EXPECTATION	b.	Displays data to answer simple questions about themselves or the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
GRADE LEVEL EXPECTATION	c.	Uses descriptive language to compare data in picture graphs or other concrete representations. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
GRADE LEVEL EXPECTATION	d.	Analyzes data from charts and graphs to answer questions. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STRAND		Mathematics Standard - 36-60 months
CONCEPT / STANDARD		STRAND 3: MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 3: Measures – The child uses measurement to describe and compare objects in the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Compares objects and uses terms (e.g. lighter-heavier, hotter-colder, and faster-slower). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXPECTATION	b.	Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.

		<p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
GRADE LEVEL EXPECTATION	c.	<p>Uses various standard measuring tools for simple measuring tasks.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.8 Uses measurement words and some standard measurement tools accurately</p>
GRADE LEVEL EXPECTATION	c.	<p>Orders objects by measurable attributes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
GRADE LEVEL EXPECTATION	d.	<p>Uses appropriate vocabulary to describe time and sequence related to daily routines (e.g. tomorrow, yesterday, next, this morning).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.4 Relates time to daily routines and schedule</p>
STRAND		Mathematics Standard - 36-60 months
CONCEPT / STANDARD		STRAND 4: GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Shapes – The child recognizes names and describes common shapes and their properties.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	<p>Recognizes basic two-dimensional shapes when presented in different orientations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
GRADE LEVEL EXPECTATION	b.	<p>Uses the names of geometric shapes when describing objects found in the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>

GRADE LEVEL EXPECTATION	c.	Creates two-dimensional shapes during play. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
GRADE LEVEL EXPECTATION	d.	Creates three-dimensional (solid) shapes during play. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. 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
GRADE LEVEL EXPECTATION	e.	Compares, describes, analyzes, and sorts two- and three- dimensional objects in the environment using formal and informal mathematical language with prompting and support based on their attributes. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. 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
STRAND		Mathematics Standard - 36-60 months
CONCEPT / STANDARD		STRAND 4: GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Spatial Reasoning – The child uses and demonstrates an understanding of positional terms.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Uses and responds to spatial language (e.g., between, inside, under, above, behind). <i>GOLD</i> [®] Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance

GRADE LEVEL EXPECTATION	b.	<p>Describes the relative position or location of objects in relation to self or to other objects with mathematical precision.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
STRAND		Science Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Exploration, Observations, and Hypotheses – The child observes, explores, and interacts with materials, others, and the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	<p>Exhibits curiosity about objects, living things, and other natural events in the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	b.	<p>Identifies attributes of objects, living things, and natural events in the environment.</p> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 26 Demonstrates knowledge of the physical properties of objects and materials • Objective 27 Demonstrates knowledge of Earth’s environment
GRADE LEVEL EXPECTATION	c.	<p>Describes changes in objects, living things, and natural events in the environment.</p> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 26 Demonstrates knowledge of the physical properties of objects and materials • Objective 27 Demonstrates knowledge of Earth’s environment
GRADE LEVEL EXPECTATION	d.	<p>Begins to describe the similarities, differences and relationships between objects, living things and natural events.</p> <p><u>Gold Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 26 Demonstrates knowledge of the physical properties of objects and materials • Objective 27 Demonstrates knowledge of Earth’s environment

GRADE LEVEL EXPECTATION	e.	Asks and responds to questions about relationships of objects, living things, and events in the natural environment. <u>Gold Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 26 Demonstrates knowledge of the physical properties of objects and materials • Objective 27 Demonstrates knowledge of Earth’s environment
STRAND		Science Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Investigation – The child researches their own predictions and the ideas of others through active exploration and experimentation.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Uses a variety of tools and materials to investigate. <u>Gold Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
GRADE LEVEL EXPECTATION	b.	Makes predictions and researches hypotheses through active investigation. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	c.	Adjusts their approach if results are different than expected and continues testing. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	d.	Persists with an investigation. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STRAND		Science Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 3: Analysis and Conclusion – The child analyzes data (their observations and background knowledge) and forms conclusions about their investigation.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play

GRADE LEVEL EXPECTATION	a.	Uses a variety of materials to record and organize data. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	b.	Identifies cause and effect relationships. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	c.	Constructs theories to explain their investigations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STRAND		Science Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 4: Communication – The child discusses, communicates, and reflects upon the scientific investigation and its findings.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Displays and interprets data. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	b.	Presents their scientific ideas in a variety of ways. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	c.	Conducts further investigation based on prior experience and information gained. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STRAND		Social Studies Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: FAMILY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Understands Family – The child demonstrates an understanding of families and the roles and responsibilities of being a family member.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play

GRADE LEVEL EXPECTATION	a.	Views self in relationship to others in a family. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	b.	Identifies family members (e.g., mother, father, sister, brother, grandparents, and other important people in the child’s life). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	c.	Describes/discusses own cultural or familial traditions. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	d.	Identifies similarities and differences in their family composition and the families of others such as blended, foster, and other family structures. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	e.	Develops an awareness of their personal and family history. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	f.	Shows knowledge of family members’ roles and responsibilities in the home. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STRAND		Social Studies Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Rights, Responsibilities, and Roles within Community – The child demonstrates a sense of belonging to the community and contributes to its care.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Demonstrates responsible behaviors. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

GRADE LEVEL EXPECTATION	b.	Recognizes that people rely on others for economics, goods, and services (e.g., farm goods, mail delivery, safety, health care). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	c.	Seeks opportunities for leadership. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	d.	Describes the purpose of rules. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	e.	Recognizes that people have wants and must make choices because resources and materials are limited. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	f.	Describes their role at home, at school, and in the community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND		Social Studies Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 3: Environment – The child demonstrates awareness of locations within and around their community and of the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Describes directionality and/or location within the community. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	b.	Describes some physical features of the environment in which she lives (e.g., buildings and natural elements like mountains and weather). <u>Gold Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge

GRADE LEVEL EXPECTATION	c.	Recognizes that people share the environment with other people, plants, and animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	a.	Shows an understanding of how to care for the indoor and outdoor environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND		Social Studies Standard - 36-60 months
CONCEPT / STANDARD		STRAND 3: HISTORY AND EVENTS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Understands Time–Past, Present, and Future – The child demonstrates an awareness of time and sequence of events in their daily lives.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Demonstrates an understanding of time in the context of daily experiences. <u>Gold Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	b.	Understands that events happened in the past and how these events relate to one's self, family, and community. <u>Gold Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	c.	Communicates time and sequence vocabulary (e.g., before, after, during, later, first, last, yesterday, tomorrow, today) to describe relevant history and events. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STRAND		Physical Development, Health and Safety Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: PHYSICAL HEALTH AND DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Gross Motor Development – The child moves with maturing, fundamental movement skills.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Moves with maturing balance skills. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences

GRADE LEVEL EXPECTATION	b.	Moves with maturing locomotor skills (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
GRADE LEVEL EXPECTATION	c.	Moves with maturing coordination (e.g., reach, grasp, throw, catch). <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
GRADE LEVEL EXPECTATION	d.	Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
STRAND		Physical Development, Health and Safety Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: PHYSICAL HEALTH AND DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 2: Fine Motor Development – The child uses fingers, hands, and wrists to manipulate tools and materials.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. 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
GRADE LEVEL EXPECTATION	b.	Uses eye-hand coordination to perform simple tasks. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements

GRADE LEVEL EXPECTATION	c.	<p>Manipulates smaller objects, tools, and instruments that require wrist and squeezing motions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements</p>
GRADE LEVEL EXPECTATION	d.	<p>Uses fine motor skills in daily living.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements</p>
STRAND		Physical Development, Health and Safety Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: HEALTH
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Personal Health and Hygiene Practices – Child demonstrates knowledge of personal health practices and routines and understands the functions of body parts.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	<p>Demonstrates hygiene practices and personal care tasks with increasing independence.</p> <p><u>Gold Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	b.	<p>Demonstrates healthy nutrition practices: Nutrition Knowledge; Nutrition choices.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	c.	<p>Demonstrates active physical play and rest.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>

GRADE LEVEL EXPECTATION	d.	Demonstrates emerging knowledge of wellness. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	e.	Demonstrates emerging knowledge of oral health. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND		Physical Development, Health and Safety Standard - 36-60 months
CONCEPT / STANDARD		STRAND 3: SAFETY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Safety and Injury Prevention – Child demonstrates knowledge of personal safety practices and routines.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Identifies and follows basic safety rules with guidance and support (e.g., sun safety, animal and plant safety, outdoor and indoor safety). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	b.	Identifies basic signs and symbols that indicate danger (e.g., stop sign, poison, exit, flammable, slippery when wet, railroad crossing). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	c.	Demonstrates transportation and street safety practices. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

GRADE LEVEL EXPECTATION	d.	Enforces personal boundaries (safety, self-advocacy, and boundary awareness). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	e.	Knows personal information. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	f.	Demonstrates emergency safety practices. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	g.	Demonstrates ways to tell a trusted adult if threatened or harmed. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	h.	Identifies how adults help to keep us safe. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND		Fine Arts Standard - 36-60 months
CONCEPT / STANDARD		STRAND 1: VISUAL ARTS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Improvises and Connects with Visual Arts – The child uses a wide variety of materials, media, tools and digital tools, techniques, and processes to explore, create, respond to, and connect with visual arts.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play

GRADE LEVEL EXPECTATION	a.	Creates their own original works using a variety of materials/media, tools, and techniques (e.g., materials/media, such as, paper, digital drawing application, sand, clay). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	b.	Represents creative choices, ideas, experiences, and feelings with details that connect to personal meaning. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	c.	Engages in two- and three-dimensional artistic investigations. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	d.	Describes and communicates an understanding of their work and the artwork of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND		Fine Arts Standard - 36-60 months
CONCEPT / STANDARD		STRAND 2: MUSIC
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Creates and Connects with Musical Concepts and Expressions – The child uses a wide variety of instruments, media, and tools, techniques, and music to explore and connect.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Experiments with a variety of instruments, vocalizations, sounds. <u>Gold Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	b.	Sings to familiar rhymes, songs, and chants. <u>Gold Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	c.	Uses familiar songs, rhymes, or chants to create their own musical improvisations. <u>Gold Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

GRADE LEVEL EXPECTATION	d.	Responds to different styles of music, (e.g., rock, classical, jazz, spirituals, Hawaiian, reggae, Native American, gospel, bluegrass, lullabies, marches, and country music), and music representative of a variety of cultures. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	e.	Describes and communicates an understanding of music in the contexts of daily experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STRAND		Fine Arts Standard - 36-60 months
CONCEPT / STANDARD		STRAND 3: CREATIVE MOVEMENT AND DANCE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Creates and Connects with Creative Movement and Dance – The child uses a wide variety of movement, expressions, media and tools, and techniques, to explore and connect with their own bodies within space.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Experiments with a variety of movements. <u>Gold Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	b.	Dances and moves to rhymes, songs, and chants. <u>Gold Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	c.	Responds with movement to various sensory stimuli. <u>Gold Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	d.	Describes and communicates an understanding of movement and dance in the contexts of daily experiences. <u>Gold Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STRAND		Fine Arts Standard - 36-60 months
CONCEPT / STANDARD		STRAND 4: DRAMATIC PLAY

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Concept 1: Creates and Connects with Dramatic Activities – The child uses the portrayal of events, characters, or stories through acting and using props and language to explore, create, and connect.
OBJECTIVE / GRADE LEVEL EXPECTATION		Indicators and Examples in the Context of Daily Routines, Activities, and Play
GRADE LEVEL EXPECTATION	a.	Assumes roles from daily activities using a variety of props. <u>Gold Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	b.	Takes on more than one dramatic play role at a time. <u>Gold Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	c.	Pretends an object exists without using a prop. <u>Gold Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	d.	Dramatizes familiar stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	e.	Adds details and expresses original ideas in dramatic play situations. <u>Gold Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language

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