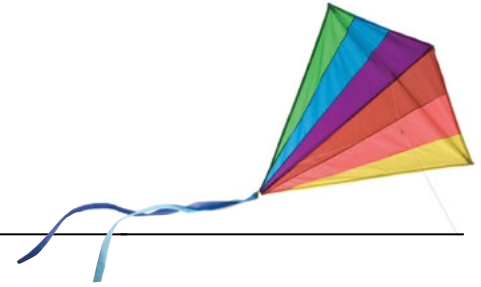




Alignment of



GOLD®

Objectives for Development & Learning:
Birth Through Third Grade



WITH

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

aligned to

Connecticut Early Learning and Development Standards

Ages 3-5; adopted 2014

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Curiosity and Initiative
INDICATOR	C.48.1.	Explore and investigate a variety of experiences and topics using different materials. <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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Engagement with Environment, People and Objects
INDICATOR	C.48.2.	Maintain interest in exploring specific topics over time. <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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Eagerness to Learn

INDICATOR	C.48.3.	Seek out new challenges and novel 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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.4.	Engage in and complete learning activities with peers. <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
INDICATOR	C.48.5.	Help and cooperate in group. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Curiosity and Initiative
INDICATOR	C.60.1.	Investigate ways to make something happen. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Engagement with Environment, People and Objects

INDICATOR	C.60.2.	Express interest in learning about a specific topic over time. <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
INDICATOR	C.60.3.	Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer. <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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Eagerness to Learn
INDICATOR	C.60.4.	Show pride in accomplishment when reaching mastery of a skill and share experiences with others. <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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.5.	Plan and complete learning activity with a peer. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	C.60.6.	Model or teach peers how to use materials or complete a task. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	NDARD	Cognition



STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cause and Effect
INDICATOR	C.48.6.	<p>Manipulate materials and communicate about the impact of own actions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	<p>Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>
INDICATOR	C.48.8.	<p>Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns</p>
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Problem Solving
INDICATOR	C.48.9.	<p>Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.</p> <p><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</p>
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Symbolic Representation

INDICATOR	C.48.10.	Use or make a prop to represent an object (e.g., build a telephone). <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.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
INDICATOR	C.48.11.	Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter). <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.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
INDICATOR	C.48.12.	Represent people, places or things through simple drawings, movements and three-dimensional construction. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	Try multiple uses of same materials and observe differing results. <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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less). <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

INDICATOR	C.60.9.	Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...).
		<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
INDICATOR	C.60.10.	Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”).
		<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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Problem Solving
INDICATOR	C.60.11.	Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).
		<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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.12.	Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand).
		<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.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

INDICATOR	C.60.13.	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality. <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
INDICATOR	C.60.14.	Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an “X” that marks the location of the treasure). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Choosing and Planning
INDICATOR	C.48.13.	With adult assistance, choose activities and plan what to do. <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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Task Persistence
INDICATOR	C.48.14.	Continue working through moderately difficult activities, despite some frustration. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
		Cognitive Flexibility



INDICATOR	C.48.15.	With adult assistance, stop and consider alternatives when encountering a problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.5 Emerging to 11c.6 Solves problems without having to try every possibility
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Working Memory
INDICATOR	C.48.16.	Engage in games that involve remembering (e.g., memory). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. 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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.48.17.	Maintain focus on high-interest activities in the face of minor social or sensory distractions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR	C.48.18.	With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Choosing and Planning

INDICATOR	C.60.15.	Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan. <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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Task Persistence
INDICATOR	C.60.16.	Complete longer term and more complex tasks with a focus on the goal, despite frustration. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.7 Emerging to 11b.8 Plans and pursues own goal until it is reached
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.60.17.	Generate or seek out multiple solutions to a 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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Working Memory
INDICATOR	C.60.18.	Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view
DOMAIN / CONTENT STANDARD	CT.C.	Cognition

STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.60.19.	Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer. <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
INDICATOR	C.60.20.	Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool). <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Trusting Relationships
INDICATOR	SE.48.1.	Engage in interactions with less familiar adults. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Managing Separation
INDICATOR	SE.48.2.	Manage most separations without distress and adjust to new settings in the presence of trusted adult. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development

STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Trusting Relationships
INDICATOR	SE.60.1.	Seek help and approval from a wider array of adults in trusted roles. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Managing Separation
INDICATOR	SE.60.2.	Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.48.3.	Use strategies to self-soothe with limited adult support. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior

INDICATOR	SE.48.4.	With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.60.3.	Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family. <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
INDICATOR	SE.60.4.	Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.60.5.	Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and 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

INDICATOR	SE.60.6.	Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity). <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
INDICATOR	SE.60.7.	Recall and follow daily routines with little support, including adapting to changes in rules and routines. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Emotional Expression
INDICATOR	SE.48.6.	Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.48.7.	Recognize, label and respond to a wide variety of emotions in others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately

INDICATOR	SE.48.8.	Make connections between emotional reaction of others and own emotional experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	Describe emotions and feelings to trusted adults and peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.7 Emerging to 1a.8 Controls strong emotions in an appropriate manner most of the time
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.60.9.	Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	SE.60.10.	Begin to understand that different people may have different emotional reactions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.8 Recognizes that others’ feelings about a situation might be different from his own
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
		Sense of self

INDICATOR	SE.48.9.	Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Personal Preferences
INDICATOR	SE.48.10.	Recognize and describe themselves in terms of basic preferences. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Self-Concept and Competency
INDICATOR	SE.48.11.	Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar 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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Sense of self
INDICATOR	SE.60.11.	Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development

STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	Describe self by referring to preferences, thoughts and feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Self-Concept and Competency
INDICATOR	SE.60.13.	Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	SE.60.14.	Show pride in accomplishments and abilities. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Adult Relationships
INDICATOR	SE.48.12.	Communicate with familiar adults and accept or request guidance. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Play/Friendship

INDICATOR	SE.48.13.	Interact with one or more children (including small groups) beginning to work together to build or complete a project. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	SE.48.14.	Interact with a variety of children in the program. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Conflict Resolution
INDICATOR	SE.48.15.	Seek and accept adult help to solve conflicts with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Adult Relationships
INDICATOR	SE.60.15.	Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Play/Friendship

INDICATOR	SE.60.16.	Cooperate with peers through sharing and taking turns. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	SE.60.17.	Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
INDICATOR	SE.60.18.	Seek help from peers and offer assistance when it is appropriate. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Conflict Resolution
INDICATOR	SE.60.19.	Engage in developing solutions and work to resolve conflict with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Mobility
INDICATOR	PH.48.1.	Walk up and down stairs alternating feet while carrying an object. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years

INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.48.2.	Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with
INDICATOR	PH.48.3.	Hop on one foot. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
INDICATOR	PH.48.4.	Kick ball at target a short distance away with accuracy and speed. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
INDICATOR	PH.48.5.	Throw small ball overhand at target a short distance away with accuracy. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Mobility
INDICATOR	PH.60.1.	Alternate direction while running and stop easily without losing balance. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Large Muscle Movement and Coordination

INDICATOR	PH.60.2.	<p>Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills</p> <p>Objective 5.8 Sustains balance during complex movement experiences</p>
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.48.6.	<p>Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.48.7.	<p>Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>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</p>
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration

INDICATOR	PH.60.3.	Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors). <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
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing
INDICATOR	PH.60.5.	Use a mature pencil grasp with 3 fingers on writing implement. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.48.8.	Pour liquid from a small pitcher. <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
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility

INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. <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
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Dressing and Hygiene
INDICATOR	PH.48.10.	Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support. <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
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.60.6.	Use butter knife to spread and cut. Open most containers to remove food. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in familiar settings and in the community. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health

STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Dressing and Hygiene
INDICATOR	PH.60.8.	Typically manage own dressing, toileting and basic hygiene. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Physical Activity
INDICATOR	PH.48.11.	Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Healthy Behaviors
INDICATOR	PH.48.12.	Name examples of healthy practice including hygiene, nutrition and sleep. <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
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Physical Activity

INDICATOR	PH.60.9.	Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Healthy Behaviors
INDICATOR	PH.60.10.	Identify healthy practices including hygiene, nutrition and sleep. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension
INDICATOR	L.48.1.	Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
INDICATOR	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., “Put the blue paper under the box.”). <u>GOLD® Objectives for Development and Learning</u> • 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)

DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
INDICATOR	L.60.1.	Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. <u>GOLD® Objectives for Development and Learning</u> • 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
INDICATOR	L.60.2.	Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects. <u>GOLD® Objectives for Development and Learning</u> • 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
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.8 Follows detailed, instructional, multistep directions
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary

INDICATOR	L.48.3.	Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts. <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.4 Names familiar, people, animals, and objects
INDICATOR	L.48.4.	Use simple pronouns (e.g., I, me, you, mine, he, she). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
INDICATOR	L.48.5.	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog). <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.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	Communicate about current or removed events and/or objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
INDICATOR	L.48.7.	Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)



DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Structure
INDICATOR	L.48.8.	Use basic grammar rules including irregular past tense and questions. <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
INDICATOR	L.48.9.	Use speech that is mostly intelligible to familiar and unfamiliar adults. <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
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.4.	Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts. <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.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
INDICATOR	L.60.5.	Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs). <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.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy

STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.60.6.	<p>Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”).</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.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.7.	<p>Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.</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.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
INDICATOR	L.60.8.	<p>Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.</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.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation

INDICATOR	L.48.10.	Maintain a topic of conversation over the course of several turns. <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
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction
INDICATOR	L.48.11.	Answer simple who, what, where and why questions. <u>GOLD® Objectives for Development and Learning</u> • 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
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	Initiate, maintain and end conversations by repeating what other person says and/or by asking questions. <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
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	Use language to share ideas and gain information. <u>GOLD® Objectives for Development and Learning</u> • 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

DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	Select fiction and nonfiction books to be read and attend with interest. <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.5 Emerging to 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text. <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
INDICATOR	L.48.14.	Ask and answer simple who, what, where and why questions related to story or text. <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
INDICATOR	L.48.15.	Make predictions and/or ask questions about the text by examining the title, cover, pictures. <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
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.

GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.60.11.	Independently choose to “read” books and select a variety of texts including fiction and nonfiction. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
INDICATOR	L.60.13.	Identify main components of a story or text (the major plot points of a story or the main topic of an informational text). <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
INDICATOR	L.60.14.	Use connections between self and character, experience and emotions to increase comprehension. <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
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Book Concepts
INDICATOR	L.48.16.	Look at pages of a book from left to right (or according to conventions of home language). <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
INDICATOR	L.48.17.	Recognize that print represents spoken words (e.g., first name in print, environmental labels). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Print Concepts
INDICATOR	L.48.18.	Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Letter Recognition
INDICATOR	L.48.19.	Recognize some letters especially those in one's own name. <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
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years

INDICATOR		Book Concepts
INDICATOR	L.60.15.	<p>Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow</p>
INDICATOR	L.60.16.	<p>Know that books have titles, authors, illustrators or photographers.</p> <p><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</p>
INDICATOR	L.60.17.	<p>Recognize words as a unit of print and that letters are grouped to form words.</p> <p><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</p>
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Print Concepts
INDICATOR	L.60.18.	<p>Identify some familiar printed words out of context.</p> <p><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</p>
INDICATOR	L.60.19.	<p>Begin to use awareness of letter sounds along with pictures to read words in text.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.1 Emerging to 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)</p>
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.6 Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
INDICATOR	L.60.21.	Make some letter-sound connections. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.2 Identifies the sounds of a few letters
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	Recognize rhyming words in songs, chants or poems. <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.2 Joins in rhyming songs and games
INDICATOR	L.48.21.	Identify when initial sounds in words are the same. <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
INDICATOR	L.48.22.	Distinguish individual words in a sentence. <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
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
		Phonological Awareness

INDICATOR	L.60.22.	Produce rhyming words or words that have same initial sound. <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.4 Fills in the missing rhyming word; generates rhyming words spontaneously
INDICATOR	L.60.23.	Recognize which words in a set of words 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.4 Shows awareness that some words begin the same way
INDICATOR	L.60.24.	Distinguish 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
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
INDICATOR	L.48.23.	Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	L.48.24.	Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years

INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	<p>Draw original stories with a beginning, middle and end.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</p>
INDICATOR	L.60.26.	<p>Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>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</p>
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	<p>Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression
INDICATOR	CA.48.2.	<p>Imitate or spontaneously sing an entire verse of song.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression
INDICATOR	CA.48.3.	<p>Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression
INDICATOR	CA.48.4.	<p>Spontaneously sing songs and/or participate in songs with gestures.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Visual Arts

INDICATOR	CA.48.5.	Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	Act out simple scenarios, taking on a familiar role for brief periods during dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	CA.60.2.	Invent own music through humming, singing, creating rhythms, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	CA.60.3.	Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

INDICATOR	CA.60.4.	Create music using their voices and/or a variety of instruments and materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	Use a variety of tools and materials to represent ideas through the visual arts. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time). <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.60.7.	Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years

INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	CA.48.9.	Demonstrate increased appreciation of the work of others and identify preferences. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	Say or sign the number sequence up to at least 10. <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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality

INDICATOR	M.48.2.	Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set. <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
INDICATOR	M.48.3.	Count out a set of objects up to four. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Written Numerals
INDICATOR	M.48.4.	Recognize written numerals up to at least five. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Recognition of Quantity
INDICATOR	M.48.5.	Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years

INDICATOR		Comparison
INDICATOR	M.48.6.	Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Names
INDICATOR	M.60.1.	Say or sign the number sequence up to at least 20. <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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Cardinality
INDICATOR	M.60.2.	Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. <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
INDICATOR	M.60.3.	Count out a set of objects up to five. <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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.

GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals
INDICATOR	M.60.4.	Recognize written numerals up to at least 10. <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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Recognition of Quantity
INDICATOR	M.60.5.	Quickly recognize and name, without counting, the number of objects in collections of up to at least five items. <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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations

INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u><i>GOLD</i>[®] 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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five. <u><i>GOLD</i>[®] Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.1 Emerging to 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
INDICATOR	M.60.8.	Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects). <u><i>GOLD</i>[®] 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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	Recognize measurable attribute of an object such as length, weight or capacity. <u><i>GOLD</i>[®] 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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics

STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Data
INDICATOR	M.48.9.	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Measurement
INDICATOR	M.60.9.	Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). <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

INDICATOR	M.60.10.	Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Data
INDICATOR	M.60.11.	Represent data using a concrete object or picture graph according to one attribute. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.1 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Sorting and Classifying
INDICATOR	M.60.12.	Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute. <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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships

INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	Combine two or more shapes to create a new shape or to represent an object in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Spatial Relationships

INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size. <u>GOLD® Objectives for Development and Learning</u> • 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
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Composition of Shapes
INDICATOR	M.60.15.	Complete a shape puzzle or a new figure by putting multiple shapes together with purpose. <u>GOLD® Objectives for Development and Learning</u> • 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
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Questioning and Defining Problems

INDICATOR	S.48.1.	Ask more detailed questions including the relationship between two things or cause and effect relationships. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Investigating
INDICATOR	S.48.2.	Intentionally vary actions in order to observe the effect of these actions on materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Questioning and Defining Problems
INDICATOR	S.60.1.	Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Investigating

INDICATOR	S.60.2.	Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR	S.60.3.	Gather data by drawing, counting or otherwise documenting observations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Using Evidence
INDICATOR	S.60.4.	Give evidence from observations or investigations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR	S.60.5.	Begin to distinguish evidence from opinion. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.B.	Strand B: Early learning experiences will support children to engage in the process of engineering.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Design Cycle
INDICATOR	S.48.4.	Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.B.	Strand B: Early learning experiences will support children to engage in the process of engineering.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Design Cycle
INDICATOR	S.60.6.	Identify a problem and, with adult assistance, design a solution, test and refine design elements. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills

DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Unity and Diversity of Life
INDICATOR	S.48.5.	Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	S.48.6.	Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.48.7.	Explore how animals depend upon the environment for food, water and shelter. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Unity and Diversity of Life
INDICATOR	S.60.7.	Group and classify living things based upon features, providing evidence to support groupings. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	S.60.8.	Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death). <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
DOMAIN / CONTENT STANDARD	CT.S.	Science

STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.60.9.	Provide examples of how animals depend on plants and other animals for food. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.48.8.	Investigate how objects' speed and direction can be varied. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.60.10.	Make predictions and conduct simple experiments to change direction, speed and distance objects move. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

INDICATOR	S.60.11.	Determine cause and effect of push/pull/collision that make objects, start, stop and change direction. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Matter and its Properties
INDICATOR	S.60.12.	Evaluate the appropriateness of a material for a given purpose based upon its properties. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	S.60.13.	Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Earth's Features and the Effects of Weather and Water
INDICATOR	S.48.10.	Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	S.48.11.	Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Earth and Human Activity

INDICATOR	S.48.12.	Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Earth’s Features and the Effects of Weather and Water
INDICATOR	S.60.14.	Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth’s features (e.g., The stream has greater water flow after snow melts). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Earth and Human Activity
INDICATOR	S.60.15.	Explore how humans’ use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.A.	Strand A: Early Learning experiences will support children to understand self, family and a diverse community.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Individual Development and Identity
INDICATOR	SS.48.1.	Identify physical characteristics of self (e.g., eyes, hair, skin, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	SS.48.2.	Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies

STATE FRAMEWORK	SS.A.	Strand A: Early Learning experiences will support children to understand self, family and a diverse community.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Culture
INDICATOR	SS.48.3.	Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.A.	Strand A: Early Learning experiences will support children to understand self, family and a diverse community.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Individual Development and Identity
INDICATOR	SS.60.1.	Demonstrate an understanding that there are similarities and differences among people and families. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.A.	Strand A: Early Learning experiences will support children to understand self, family and a diverse community.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Culture
INDICATOR	SS.60.2.	Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.48.4.	Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies



STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		People, Places and Environments
INDICATOR	SS.48.5.	Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	SS.48.6.	Describe, draw or construct aspects of the geography of the classroom and/or home. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Civic Ideals and Practices
INDICATOR	SS.48.7.	Participate in jobs and responsibilities at home, classroom or community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.60.3.	Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		People, Places and Environments

INDICATOR	SS.60.4.	Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATOR	SS.60.5.	Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Civic Ideals and Practices
INDICATOR	SS.60.6.	Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.48.8.	Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Production, Distribution and Consumption
INDICATOR	SS.48.9.	Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Science, Technology and Society
INDICATOR	SS.48.10.	Understand the use of tools, including technology, for a variety of purposes. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.60.7.	Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Production, Distribution and Consumption
INDICATOR	SS.60.8.	Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Science, Technology and Society
INDICATOR	SS.60.9.	Begin to be aware of technology and how it affects life. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	NDARD	Social Studies

STATE FRAMEWORK	SS.D.	Strand D: Early Learning experiences will support children to understand change over time.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Time, Continuity and Change
INDICATOR	SS.48.11.	Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
INDICATOR	SS.48.12.	Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.D.	Strand D: Early Learning experiences will support children to understand change over time.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Time, Continuity and Change
INDICATOR	SS.60.10.	Demonstrate a beginning understanding of past, present and future as it relates 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
INDICATOR	SS.60.11.	Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places

Connecticut Early Learning and Development Standards

Ages birth to 12 months; adopted 2014

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
INDICATOR	C.6.	0-6 months



INDICATOR		Curiosity and Initiative
INDICATOR	C.6.1.	Use senses to explore immediate environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Engagement with Environment, People and Objects
INDICATOR	C.6.2.	Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Eagerness to Learn
INDICATOR	C.6.3.	Laugh, babble, increase movement, and engage in repetition of a learning activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Curiosity and Initiative
INDICATOR	C.12.1.	Seek familiar people and/or objects that are not there. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
DOMAIN / CONTENT STANDARD	CT.C.	Cognition

STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Engagement with Environment, People and Objects
INDICATOR	C.12.2.	Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Eagerness to Learn
INDICATOR	C.12.3.	Seek out new materials and experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Cause and Effect
INDICATOR	C.6.4.	Show interest in the results of their actions and “accidental” discoveries. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.6.5.	Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
NDARD	CT.C.	Cognition



STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Problem Solving
INDICATOR	C.6.6.	Sometimes will show they can solve problems by reaching for desired toys or blanket. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Cause and Effect
INDICATOR	C.12.4.	Recognize effect of actions on object - cause and effect (e.g., shake a rattle and it makes a sound). <i>GOLD</i> [®] Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.12.5.	Respond to new or novel objects with interest, recognizing differences. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Problem Solving
INDICATOR	C.12.6.	Use a variety of actions to obtain desired objects. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

INDICATOR	C.12.7.	Solve simple manipulative challenges through observation and imitation (e.g., putting something “into a bucket”). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Task Persistence
INDICATOR	C.6.7.	Repeat actions to obtain similar results. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Choosing and Planning
INDICATOR	C.12.8.	Indicate preferences nonverbally. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Task Persistence
INDICATOR	C.12.9.	Practice an activity many times until successful. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
		Trusting Relationships



INDICATOR	SE.6.1.	Attend and respond to familiar adults and are able to be soothed when distressed. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Managing Separation
INDICATOR	SE.6.2.	Show recognition of familiar faces and awareness if someone is a stranger. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Trusting Relationships
INDICATOR	SE.12.1.	Prefer primary caregiver(s) to others and usually accept guidance from trusted adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Managing Separation
INDICATOR	SE.12.2.	Display preference for trusted adults which may include exhibiting fear and protesting at separation. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development

STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.6.3.	In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.3 Emerging to 1a.4 Comforts self by seeking out special object or person
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.6.4.	Respond to having needs met (e.g., is comforted by being picked up or fed). <i>GOLD</i> [®] Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.12.3.	Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.12.4.	Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning). <i>GOLD</i> [®] Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression

INDICATOR	SE.12.5.	Show anticipation and respond to familiar routines in their lives. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Emotional Expression
INDICATOR	SE.6.5.	Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.6.6.	React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Emotional Expression
INDICATOR	SE.12.6.	Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.12.7.	<p>Notice and react to feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others' emotional expressions</p>
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Sense of self
INDICATOR	SE.6.7.	<p>React when hearing their own name through movement or expressions.</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.2 Shows an interest in the speech of others</p>
INDICATOR	SE.6.8.	<p>Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Personal Preferences
INDICATOR	SE 6.9.	<p>Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Sense of self
INDICATOR	SE.12.8.	Consistently respond to their name. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
INDICATOR	SE.12.9.	Show awareness of body parts of self and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Personal Preferences
INDICATOR	SE.12.10.	Develop preferences for food, objects, textures. May reject non-preferred items (e.g., pushing them away). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Self-Concept and Competency
INDICATOR	SE.12.11.	Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results

INDICATOR	SE.12.12.	Respond to own actions with pleasure (e.g., coos, laughs). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Adult Relationships
INDICATOR	SE.6.10.	Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	SE.6.11.	Show interest in interacting with others. May gain an adult’s attention and wait for a response. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Play/Friendship
INDICATOR	SE.6.12.	Notice other children and may touch, smile or coo to them. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Adult Relationships

INDICATOR	SE.12.13.	Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	SE.12.14.	Notice the activity of adults and other children and attend closely. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Play/Friendship
INDICATOR	SE.12.15.	Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.6.	0-6 months
INDICATOR		Mobility
INDICATOR	PH.6.1.	Show head control when in any position and during transitional movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR	PH.6.2.	Roll over, usually from both directions. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment

INDICATOR	PH.6.3.	Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
INDICATOR	PH.6.4.	Push up and support weight on forearms when on stomach. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
INDICATOR	PH.6.5.	Sit with support. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months
INDICATOR		Mobility
INDICATOR	PH.12.1.	Get into sitting position on own and play while in this position. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
INDICATOR	PH.12.2.	Move when on the floor by rolling, creeping, crawling with purpose. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR	PH.12.3.	Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.6.	0-6 months
INDICATOR		Visual Motor Integration

INDICATOR	PH.6.6.	Locate an object using vision or sound, reach and grasp the object. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	PH.6.7.	Follow an object with eyes across body, crossing the middle. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.6.	0-6 months
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.6.8.	Use voluntary and purposeful movements to bring hands to mouth. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
INDICATOR	PH.6.9.	Bring hands together while lying on back. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months
INDICATOR		Visual Motor Integration
INDICATOR	PH.12.4.	Reach into containers or reach to activate a simple cause and effect toy. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
INDICATOR	PH.12.5.	Combine and separate toys (e.g., replace and remove large rings from post in any order). <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months

INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.12.6.	Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together). <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
INDICATOR	PH.12.7.	Use index finger to poke and point and grasp small objects between thumb and fingertips. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.6.	0-6 months
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.6.10.	Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.12.8.	Participate in feeding routines by holding cups or bottles, using fingers for self-feeding and/or using eating utensils. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months
INDICATOR		Dressing and Hygiene

INDICATOR	PH.12.9.	Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.6.	0-6 months
INDICATOR		Physical Activity
INDICATOR	PH.6.11.	Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months
INDICATOR		Physical Activity
INDICATOR	PH.12.10.	Interact with caregivers in daily physical activities that involve exploration and movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Word Comprehension
INDICATOR	L.6.1.	Respond to facial expressions or voices by changing own facial expression, crying or altering movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy

STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Language Comprehension
INDICATOR	L.6.2.	Orient to the direction of sound or visual cues. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
INDICATOR	L.6.3.	React when hearing own name or to positive facial expression. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Word Comprehension
INDICATOR	L.12.1.	Understand that words, gestures and/or signs represent objects, people or experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Language Comprehension
INDICATOR	L.12.2.	Can carry out simple requests (e.g., “wave bye-bye”). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).

GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Vocabulary
INDICATOR	L.6.4.	Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate. <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.2 Vocalizes and gestures to communicate
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.6.5.	“Talk” to self and others using various vocalizations. <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.2 Vocalizes and gestures to communicate
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Vocabulary
INDICATOR	L.12.3.	Begin to use word approximations (e.g., “ma-ma” or “da-da”) or conventional gestures (e.g., waving, signing “more”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Expression of Ideas, Feelings and Needs

INDICATOR	L.12.4.	Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures. <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.2 Vocalizes and gestures to communicate
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Conventions of Conversation
INDICATOR	L.6.6.	Show interest in back and forth pretend games. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Language for Interaction
INDICATOR	L.6.7.	Coo, gurgle, smile in response to stimulation and to initiate social contact. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
INDICATOR	L.6.8.	Express pleasure as adults imitate the faces and sounds they make. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Conventions of Conversation

INDICATOR	L.12.5.	Begin to understand that a conversation is about taking turns. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Language for Interaction
INDICATOR	L.12.6.	Enjoy opportunities to “converse” with adults in a more sustained fashion, including playing simple imitation games. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
INDICATOR	L.12.7.	Intentionally use gestures and/or vocalizations to regulate the behavior of others and engage in social interaction. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Interest and Engagement with Books
INDICATOR	L.6.9.	Respond to music, stories and pictures shared with an adult. <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.2 Shows interest in books
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Interest and Engagement with Books

INDICATOR	L.12.8.	Engage with adults, showing shared attention to a book. <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.2 Shows interest in books
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.6.	0-6 months
INDICATOR		Music
INDICATOR	CA.6.1.	React to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.6.	0-6 months
INDICATOR		Visual Arts
INDICATOR	CA.6.2.	React to stimulation in the environment. This can include drawing, sculptures or painting. Response may be slight such as a glance or stopping an activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.12.	6-12 months
INDICATOR		Music
INDICATOR	CA.12.1.	Show interest in singing, moving and dancing, using their body. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CA.12.2.	Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/slow; low/high; calm/jazzy). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds

INDICATOR	CA.12.3.	Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a singsong manner). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.12.	6-12 months
INDICATOR		Visual Arts
INDICATOR	CA.12.4.	Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.12.	6-12 months
INDICATOR		Dance
INDICATOR	CA.12.5.	Respond to music with full body movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds

Connecticut Early Learning and Development Standards

Ages 12 to 24 months; adopted 2014

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Curiosity and Initiative

INDICATOR	C.18.1.	Use senses to actively investigate and explore the effects of new actions on objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Engagement with Environment, People and Objects
INDICATOR	C.18.2.	Focus attention on interesting sights or sounds, often in shared experiences with adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Eagerness to Learn
INDICATOR	C.18.3.	Explore new ways to use objects and observe results. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Curiosity and Initiative
INDICATOR	C.24.1.	Explore objects, activities and environments. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.

GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Engagement with Environment, People and Objects
INDICATOR	C.24.2.	Engage in interactions and self-selected activities for increasing lengths of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Eagerness to Learn
INDICATOR	C.24.3.	Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Cause and Effect
INDICATOR	C.18.4.	Learn by observing or listening to others and repeating their actions or verbalizations. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.18.5.	Match objects that are the same (simple categorizing). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months

INDICATOR		Problem Solving
INDICATOR	C.18.6.	Purposefully experiment with the effects of new actions upon objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
INDICATOR	C.18.7.	Utilize shapes and sorting boxes. May use trial and error to fit objects together. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Symbolic Representation
INDICATOR	C.18.8.	Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog). <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.2 Imitates actions of others during play; uses real objects as props
INDICATOR	C.18.9.	Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call). <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.2 Imitates actions of others during play; uses real objects as props
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Cause and Effect
INDICATOR	C.24.4.	Repeat actions over and over and notice results. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
		Attributes, Sorting and Patterns

INDICATOR	C.24.5.	Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape • Objective 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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Problem Solving
INDICATOR	C.24.6.	Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
INDICATOR	C.24.7.	Take things apart and try to put them back together. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Symbolic Representation
INDICATOR	C.24.8.	Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll). <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.2 Imitates actions of others during play; uses real objects as props

INDICATOR	C.24.9.	Act out familiar functions in play (e.g., sweeping floor, pouring milk). <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.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Choosing and Planning
INDICATOR	C.18.10.	Indicate preferences by pointing and using one or two words. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Task Persistence
INDICATOR	C.18.11.	Complete simple activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Cognitive Flexibility
INDICATOR	C.18.12.	Use objects in new and unexpected ways. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
DOMAIN / CONTENT STANDARD	CT.C.	Cognition

STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Choosing and Planning
INDICATOR	C.24.10.	Indicate preferences using simple language. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Task Persistence
INDICATOR	C.24.11.	Complete simple activities despite frustration. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Cognitive Flexibility
INDICATOR	C.24.12.	Purposefully try multiple ways of using the same objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Working Memory

INDICATOR	C.24.13.	Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.3 Emerging to 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.24.14.	Engage in interactions and self-selected activities for increasing length of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Trusting Relationships
INDICATOR	SE.18.1.	Look to trusted caregivers for cues about how to respond to their environment for comfort and support. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Managing Separation
INDICATOR	SE.18.2.	Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world



DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Trusting Relationships
INDICATOR	SE.24.1.	Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Managing Separation
INDICATOR	SE.24.2.	Manage routine separations from caregivers with little distress and calm quickly after a separation. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.18.3.	Show increasing regulation through daily routines, activities and familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Regulation of Impulses and Behavior

INDICATOR	SE.18.4.	Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
INDICATOR	SE.18.5.	Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	SE.18.6.	Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.24.3.	With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.24.4.	Accept some redirection from adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults

INDICATOR	SE.24.5.	Is aware of typical routine and shows some understanding of rules, but may need adult support. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Emotional Expression
INDICATOR	SE.18.7.	Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.18.8.	Recognize basic feelings in self and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.3 Emerging 2b.4 Demonstrates concern about the feelings of others
INDICATOR	SE.18.9.	Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Emotional Expression



INDICATOR	SE.24.6.	Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.24.7.	Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Sense of self
INDICATOR	SE.18.10.	Demonstrates self-awareness through response to name and use of “me” and “mine”. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
INDICATOR	SE.18.11.	Recognize self in mirror. No Correlations
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Personal Preferences

INDICATOR	SE.18.12.	Begin to communicate own likes and dislikes. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Self-Concept and Competency
INDICATOR	SE.18.13.	Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATOR	SE.18.14.	React positively (e.g., smiles, claps) to accomplishments. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Sense of self
INDICATOR	SE.24.8.	Identify own family members by relationship and/or name. <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.4 Names familiar, people, animals, and objects
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Personal Preferences

INDICATOR	SE.24.9.	Use words and/or gestures to express interests (e.g., points and says, “Look, airplane.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Self-Concept and Competency
INDICATOR	SE.24.10.	Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Adult Relationships
INDICATOR	SE.18.15.	Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Play/Friendship
INDICATOR	SE.18.16.	Show interest in children who are playing nearby and may interact with them briefly. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months

INDICATOR		Adult Relationships
INDICATOR	SE.24.11.	Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Play/Friendship
INDICATOR	SE.24.12.	Show interest in what other children are doing and play alongside them with similar materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.18.	12-18 months
INDICATOR		Mobility
INDICATOR	PH.18.1.	Use walking as main means of mobility and pull toy when walking. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PH.18.2.	Stand from a squat position using arms to push off floor. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PH.18.3.	Creep up and down stairs. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.18.	12-18 months
		Large Muscle Movement and Coordination

INDICATOR	PH.18.4.	Throw ball in forward direction. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Mobility
INDICATOR	PH.24.1.	Walk with legs closer together and able to change directions smoothly and carry objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PH.24.2.	Begin to run. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PH.24.3.	Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.24.4.	Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PH.24.5.	Catch a large ball tossed from a short distance against their body using both arms. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.



GRADE LEVEL EXPECTATION	PH.18.	12-18 months
INDICATOR		Visual Motor Integration
INDICATOR	PH.18.5.	Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.18.	12-18 months
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.18.6.	Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Visual Motor Integration
INDICATOR	PH.24.6.	Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Small Muscle Movement and Coordination

INDICATOR	PH.24.7.	Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fistful grasp. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.18.	12-18 months
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.18.7.	Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.18.	12-18 months
INDICATOR		Safety and Responsibility
INDICATOR	PH.18.8.	Typically respond to adult requests to stop unsafe behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.18.	12-18 months
INDICATOR		Dressing and Hygiene
INDICATOR	PH.18.9.	Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.

GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.24.8.	Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Safety and Responsibility
INDICATOR	PH.24.9.	Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Dressing and Hygiene
INDICATOR	PH.24.10.	Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.18.	12-18 months
INDICATOR		Physical Activity
INDICATOR	PH.18.10.	Interact with caregivers in a variety of physical activity experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
TeachingStrategies® NDARD	CT.PH.	Physical Development and Health

STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Physical Activity
INDICATOR	PH.24.11.	Engage in physical activity in both indoor and outdoor environments that require use of large muscles. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Word Comprehension
INDICATOR	L.18.1.	Understand that words, gestures or signs stand for people, objects, or experiences that are not present. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Language Comprehension
INDICATOR	L.18.2.	Remember language heard repeatedly in stories, poems and interactive language experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Word Comprehension

INDICATOR	L.24.1.	Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
INDICATOR	L.24.2.	Point to familiar objects, people and body parts. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Language Comprehension
INDICATOR	L.24.3.	Respond to questions and follow simple directions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Vocabulary
INDICATOR	L.18.3.	Begin to use words or conventional gestures to communicate. <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.2 Vocalizes and gestures to communicate
INDICATOR	L.18.4.	Has a 20+ word vocabulary. <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.4 Names familiar, people, animals, and objects

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.18.5.	Respond to questions with sounds, sometimes including words and oftentimes gestures. <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.4 Names familiar, people, animals, and objects
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Language Structure
INDICATOR	L.18.6.	Increasingly use gestures and sounds in coordination to communicate. <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.4 Names familiar, people, animals, and objects
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Vocabulary
INDICATOR	L.24.4.	Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”). <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.4 Names familiar, people, animals, and objects
INDICATOR	L.24.5.	Use new words frequently to talk about familiar things or activities. <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.4 Names familiar, people, animals, and objects
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy

STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.24.6.	Use words to request objects, have needs met or gain attention. <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.4 Names familiar, people, animals, and objects
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Language Structure
INDICATOR	L.24.7.	Combine words and speak in short, two-word phrases such as “Me up!”. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Conventions of Conversation
INDICATOR	L.18.7.	Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker. <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.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
INDICATOR	L.18.8.	Repeat or try another mode of communicating desire if initial attempts are unsuccessful. <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.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
NDARD	CT.L.	Early Language, Communication, and Literacy



STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Language for Interaction
INDICATOR	L.18.9.	Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Conventions of Conversation
INDICATOR	L.24.8.	Take turns in conversations by initiating and sustaining a simple conversation over two turns. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Language for Interaction
INDICATOR	L.24.9.	Answer a basic question with a word. <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.4 Names familiar, people, animals, and objects
INDICATOR	L.24.10.	Use language to express wants, needs, likes and dislikes to 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.4 Names familiar, people, animals, and objects
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy

STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Interest and Engagement with Books
INDICATOR	L.18.10.	Point to preferred pictures in books or texts. <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.2 Shows interest in books
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Interest and Engagement with Books
INDICATOR	L.24.11.	Point to named pictures; may name or comment on familiar pictures. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
INDICATOR	L.24.12.	Chime in on nursery rhymes or repeat words or phrases from familiar stories. <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
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.24.13.	Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”). <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.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
TeachingStrategies® NDARD	CT.L.	Early Language, Communication, and Literacy

STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Book Concepts
INDICATOR	L.24.14.	Hold book upright. <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.3 Emerging to 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Drawing and Writing
INDICATOR	L.18.11.	Use writing tools to make scribbles. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.2 Makes scribbles or marks
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Drawing and Writing
INDICATOR	L.24.15.	Use writing tools to make scribbles. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.2 Makes scribbles or marks
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.18.	12-18 months
INDICATOR		Music
INDICATOR	CA.18.1.	Use instruments to explore rhythm and melody. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment



INDICATOR	CA.18.2.	Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CA.18.3.	Imitate parts of songs with words and/or gestures. <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.2 Joins in rhyming songs and games
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.18.	12-18 months
INDICATOR		Visual Arts
INDICATOR	CA.18.4.	Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.18.	12-18 months
INDICATOR		Dance
INDICATOR	CA.18.5.	Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.24.	18-24 months
INDICATOR		Music

INDICATOR	CA.24.1.	React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures and/or instruments. <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.4 Names familiar, people, animals, and objects
INDICATOR	CA.24.2.	Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding). <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.4 Names familiar, people, animals, and objects
INDICATOR	CA.24.3.	Repeat words to songs, song gestures and/or sounds (itches). <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.4 Names familiar, people, animals, and objects
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.24.	18-24 months
INDICATOR		Visual Arts
INDICATOR	CA.24.4.	Use a wide variety of art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
INDICATOR	CA.24.5.	Experiment with strokes and lines using brushes, crayons, markers, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.24.	18-24 months
INDICATOR		Drama

INDICATOR	CA.24.6.	Imitate simple aspects of a role using realistic props and sounds. <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.2 Imitates actions of others during play; uses real objects as props
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.24.	18-24 months
INDICATOR		Dance
INDICATOR	CA.24.7.	Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts). <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
INDICATOR	CA.24.8.	Move creatively while listening to music (e.g., stamp feet, wave arms, sway). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.18.	12-18 months
INDICATOR		Number Names
INDICATOR	M.18.1.	Say or sign a few number names, but may not necessarily recite them in the correct order. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.18.	12-18 months
INDICATOR		Cardinality

INDICATOR	M.18.2.	Demonstrate one-to-one or one-to-many correspondence (e.g., may fill each compartment in a egg carton with one or several objects). <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
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Number Names
INDICATOR	M.24.1.	Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with “one”). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Cardinality
INDICATOR	M.24.2.	Put objects in one-to-one correspondence (e.g., puts one item in each compartment). <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
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Recognition of Quantity
INDICATOR	M.24.3.	Name groups of one to two objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery

STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Comparison
INDICATOR	M.24.4.	Compare collections that are quite different in size. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.18.	12-18 months
INDICATOR		Sorting and Classifying
INDICATOR	M.18.3.	Match objects that are the same. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Measurement
INDICATOR	M.24.5.	Use some vocabulary related to size and quantity (e.g., say something is “big” or request “more”). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Sorting and Classifying
INDICATOR	M.24.6.	Sort objects using inconsistent strategies (e.g., favorite items, colors). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.3 Emerging to 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape


DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.18.	12-18 months
INDICATOR		Spatial Relationships
INDICATOR	M.18.4.	Adjust their reach and grasp based upon distance, size and weight of an object. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Spatial Relationships
INDICATOR	M.24.7.	Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Identification of Shapes
INDICATOR	M.24.8.	Match familiar shapes (e.g., circle, square and typical triangle) with same size and orientation. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Questioning and Defining Problems

INDICATOR	S.24.1.	Observe and make comments on things observed through the senses. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Unity and Diversity of Life
INDICATOR	S.24.2.	Explore characteristics of different plants and animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.24.3.	Observe living things. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Energy, Force and Motion
INDICATOR	S.24.4.	Use trial and error to explore the way different objects move. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.

GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Matter and its Properties
INDICATOR	S.24.5.	Observe simple attributes of materials (e.g., hard, soft). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Earth's Features and the Effects of Weather and Water
INDICATOR	S.24.6.	Observe natural features of the earth (e.g., land, rain). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Earth and Human Activity
INDICATOR	S.24.7.	Talk about different foods humans eat. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

Connecticut Early Learning and Development Standards

Ages 24 to 36 months; adopted 2014

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
 Teaching Strategies®	CT.C.36.	24-36 months

INDICATOR		Curiosity and Initiative
INDICATOR	C.36.1.	Ask questions and seek answers from a variety of sources. <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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.36.	24-36 months
INDICATOR		Engagement with Environment, People and Objects
INDICATOR	C.36.2.	Maintain interest in self-selected activities and may seek to engage others or ask questions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.36.	24-36 months
INDICATOR		Eagerness to Learn
INDICATOR	C.36.3.	Demonstrate enthusiasm for new learning (may be within familiar contexts). <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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.36.	24-36 months
INDICATOR		Cause and Effect
INDICATOR	C.36.4.	Vary actions to observe different results (e.g., hit lever harder to see if result changes). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.



GRADE LEVEL EXPECTATION	C.36.	24-36 months
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.36.5.	<p>Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size).</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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</p>
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.36.	24-36 months
INDICATOR		Problem Solving
INDICATOR	C.36.6.	<p>Use objects in new and unexpected ways to solve problems through trial and error.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
INDICATOR	C.36.7.	<p>Use spatial relationships to solve problems (e.g., fit pieces into puzzle).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.36.	24-36 months
INDICATOR		Symbolic Representation
INDICATOR	C.36.8.	<p>Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon).</p> <p><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.2 Imitates actions of others during play; uses real objects as props</p>
INDICATOR	C.36.9.	<p>Act out relational roles in play (e.g., mom or dad with baby).</p> <p><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.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.36.	24-36 months
INDICATOR		Choosing and Planning
INDICATOR	C.36.10.	<p>Make choices based on preferences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.36.	24-36 months
INDICATOR		Task Persistence
INDICATOR	C.36.11.	<p>Complete self-selected short-term activities many times to gain mastery.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.36.	24-36 months
INDICATOR		Cognitive Flexibility
INDICATOR	C.36.12.	<p>Realize when something is not working and with adult assistance can try another approach.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.36.	24-36 months
INDICATOR		Working Memory

INDICATOR	C.36.13.	Remember where recently used objects were placed. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. 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
DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.36.	24-36 months
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.36.14.	Maintain focus on high-interest activities in the face of routine distractions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR	C.36.15.	With adult support, resist impulses in structured settings for brief, but increasing periods of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.36.	24-36 months
INDICATOR		Trusting Relationships
INDICATOR	SE.36.1.	Approach caregivers for support and comfort, particularly during stressful or frustrating situations. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.36.	24-36 months
INDICATOR		Managing Separation

INDICATOR	SE.36.2.	Manage most separations without distress and adjust to new settings with support from a trusted adult. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.36.	24-36 months
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.36.3.	With adult support, use self-soothing techniques to calm. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.36.	24-36 months
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.36.4.	Begin to control behavior by responding to choice and limits provided by an adult. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
INDICATOR	SE.36.5.	Make transitions and follow basic routines and rules with adult supervision. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.36.	24-36 months
INDICATOR		Emotional Expression

INDICATOR	SE.36.6.	Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., “I miss my mommy. I sad,” “He mad you took his toy.” “I sad so Papa hug me.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.36.	24-36 months
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.36.7.	Label a variety of emotions in pictures and others’ expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	SE.36.8.	Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.36.	24-36 months
INDICATOR		Sense of self
INDICATOR	SE.36.9.	Identify self, family members, teacher and some peers by name. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.36.	24-36 months
INDICATOR		Personal Preferences

INDICATOR	SE.36.10.	May want to keep what belongs to them close by and often will not want to share. <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.36.	24-36 months
INDICATOR		Self-Concept and Competency
INDICATOR	SE.36.11.	Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them. <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
INDICATOR	SE.36.12.	Express feeling of pleasure over accomplishment and share this with others (e.g., “Look what I made.”). <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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.36.	24-36 months
INDICATOR		Adult Relationships
INDICATOR	SE.36.13.	Enjoy sharing new experiences 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.6 Manages separations without distress and engages with trusted adults
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.36.	24-36 months
INDICATOR		Play/Friendship

INDICATOR	SE.36.14.	Seek out other children and will interact with other children using common materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	SE.36.15.	Show preference for certain peers over time although these preferences may shift. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.36.	24-36 months
INDICATOR		Mobility
INDICATOR	PH.36.1.	Walk and run on various surfaces and level changes with balance and control of speed. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PH.36.2.	Walk up and down stairs alternating feet on steps with railing held. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.36.	24-36 months
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.36.3.	Catch and throw a playground ball with an adult short distance away. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
INDICATOR	PH.36.4.	Jump with two feet. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing

INDICATOR	PH.36.5.	Kick a ball in forward direction. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.36.	24-36 months
INDICATOR		Visual Motor Integration
INDICATOR	PH.36.6.	Use common tools that require eye-hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.36.	24-36 months
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.36.7.	Use writing tools or paint objects with some control and purpose. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. 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
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.36.	24-36 months
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.36.8.	Feed self with minimal spilling. <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
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.36.	24-36 months

INDICATOR		Safety and Responsibility
INDICATOR	PH.36.9.	Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Bring other children’s rule-breaking to the attention of adults. <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
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.36.	24-36 months
INDICATOR		Dressing and Hygiene
INDICATOR	PH.36.10.	Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance. <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
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.36.	24-36 months
INDICATOR		Physical Activity
INDICATOR	PH.36.11.	Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.36.	24-36 months
INDICATOR		Healthy Behaviors
INDICATOR	PH.36.12.	Discuss healthy practices including hygiene, nutrition and sleep. <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

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Word Comprehension
INDICATOR	L.36.1.	Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Language Comprehension
INDICATOR	L.36.2.	Follow two-step directions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Vocabulary
INDICATOR	L.36.3.	Use nouns and verbs to label experiences, actions or events. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
INDICATOR	L.36.4.	Use some personal pronouns when referring to others (e.g., you, he, she). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

INDICATOR	L.36.5.	May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run). <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.4 Names familiar, people, animals, and objects
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.36.6.	Use inflection in phrases or sentences to ask a question. <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
INDICATOR	L.36.7.	Comment on a variety of experiences, interactions or observations. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Language Structure
INDICATOR	L.36.8.	Use basic grammar rules including pronouns, plurals, possessives and regular past tense. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

INDICATOR	L.36.9.	Use speech that is mostly intelligible to familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Conventions of Conversation
INDICATOR	L.36.10.	Have conversations with adults and peers that include four or more exchanges. <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
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Language for Interaction
INDICATOR	L.36.11.	Converse with adults and peers about common experiences or events. <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
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Interest and Engagement with Books
INDICATOR	L.36.12.	Sustain attention for short periods of time while being told a story or reading a favorite picture book. <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.2 Shows interest in books

INDICATOR	L.36.13.	Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song. <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
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.36.14.	Enjoy telling and retelling stories and information. <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.2 Retells some events or information from a familiar story or other text with close adult prompting
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Book Concepts
INDICATOR	L.36.15.	Turn pages of a book. <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
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Print Concepts

INDICATOR	L.36.16.	Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Phonological Awareness
INDICATOR	L.36.17.	Recognize environmental sounds (e.g., animal or vehicle sounds such as “Baa-baa” or “Beep-beep”). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Drawing and Writing
INDICATOR	L.36.18.	Draw simple shapes to represent ideas and write message using controlled linear scribble. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.36.	24-36 months
INDICATOR		Music
INDICATOR	CA.36.1.	Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

INDICATOR	CA.36.2.	Respond with voice, body and/or instruments to longer segments/or patterns of music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	CA.36.3.	Repeat parts of simple songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.36.	24-36 months
INDICATOR		Visual Arts
INDICATOR	CA.36.4.	Create art in a variety of media with some control and own purpose. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.36.	24-36 months
INDICATOR		Drama
INDICATOR	CA.36.5.	Engage in simple pretend play activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.36.	24-36 months
INDICATOR		Dance
INDICATOR	CA.36.6.	Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.36.	24-36 months
INDICATOR		Appreciation of the Arts

INDICATOR	CA.36.7.	Describe or ask questions about a work of art. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	CA.36.8.	Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.36.	24-36 months
INDICATOR		Number Names
INDICATOR	M.36.1.	Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.36.	24-36 months
INDICATOR		Cardinality
INDICATOR	M.36.2.	Count two to three objects using one-to-one correspondence. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.36.	24-36 months
INDICATOR		Recognition of Quantity

INDICATOR	M.36.3.	Name and match a small collection of up to three objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 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
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.36.	24-36 months
INDICATOR		Comparison
INDICATOR	M.36.4.	Compare collections of 1 to 4 similar items verbally or nonverbally. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 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
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.36.	24-36 months
INDICATOR		Number Operations
INDICATOR	M.36.5.	Use some vocabulary related to relative quantity (e.g., “more,” “less”). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.36.	24-36 months
INDICATOR		Measurement
INDICATOR	M.36.6.	Have an increasing vocabulary related to number, size and quantity (e.g., use words such as “tall,” “long”). <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
INDICATOR	NDARD	Early Mathematical Discovery



STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.36.	24-36 months
INDICATOR		Sorting and Classifying
INDICATOR	M.36.7.	Sort on the basis of one attribute with adult support. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.3 Emerging to 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.36.	24-36 months
INDICATOR		Spatial Relationships
INDICATOR	M.36.8.	Find objects or locations based upon landmarks and position words (e.g., “Your blanket is on the couch.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.36.	24-36 months
INDICATOR		Identification of Shapes
INDICATOR	M.36.9.	Match familiar shapes with different size and orientation. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.36.	24-36 months
INDICATOR		Questioning and Defining Problems

INDICATOR	S.36.1.	Ask simple questions related to things observed through the senses (“what” and “why”). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.36.	24-36 months
INDICATOR		Investigating
INDICATOR	S.36.2.	Manipulate materials and comment on the impact of own actions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.36.	24-36 months
INDICATOR		Using Evidence
INDICATOR	S.36.3.	Provide personal reasons or evidence for decisions or opinions (e.g., “I made this picture green because my mom likes green.”). <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
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.B.	Strand B: Early learning experiences will support children to engage in the process of engineering.
GRADE LEVEL EXPECTATION	S.36.	24-36 months
INDICATOR		Design Cycle
INDICATOR	S.36.4.	Gather information to help determine if something has been designed by humans. <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
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
INDICATOR	S.36.	24-36 months

INDICATOR		Unity and Diversity of Life
INDICATOR	S.36.5.	Observe features of plants and animals and explore function of features. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.36.	24-36 months
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.36.6.	Observe how a variety of living things obtain food as a source of energy for surviving. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.36.	24-36 months
INDICATOR		Energy, Force and Motion
INDICATOR	S.36.7.	Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.36.	24-36 months
INDICATOR		Matter and its Properties
INDICATOR	S.36.8.	Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.36.	24-36 months
INDICATOR		Earth's Features and the Effects of Weather and Water

INDICATOR	S.36.9.	Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.36.	24-36 months
INDICATOR		Earth and Human Activity
INDICATOR	S.36.10.	Give examples of natural resources that humans use to survive (e.g., food, water). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment

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