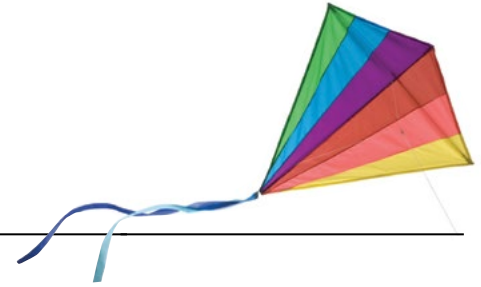




Alignment of



GOLD®

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



WITH

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

aligned to

Illinois Early Learning and Development Standards for Preschool

Ages 3-5; adopted 2013

STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).
DESCRIPTOR / CONTENT DISCIPLINE	1.A.	Demonstrate understanding through age-appropriate responses.
STANDARD	1.A.ECa.	<p>Follow simple one-, two- and three-step directions.</p> <p><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</p>
STANDARD	1.A.ECb.	<p>Respond appropriately to questions from others.</p> <p><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</p>
STANDARD	1.A.ECc.	<p>Provide comments relevant to the context.</p> <p><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</p>
STANDARD	1.A.ECd.	<p>Identify emotions from facial expressions and body language</p> <p><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</p>

STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).
DESCRIPTOR / CONTENT DISCIPLINE	1.B.	Communicate effectively using language appropriate to the situation and audience.
STANDARD	1.B.ECa.	Use language for a variety of purposes. <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
STANDARD	1.B.ECb.	With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts. <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
STANDARD	1.B.EC.c.	Continue a conversation through two 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
STANDARD	1.B.ECd.	Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).
DESCRIPTOR / CONTENT DISCIPLINE	1.C.	Use language to convey information and ideas.

STANDARD	1.C.ECa.	Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail. <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.6 Tells stories about other times and places that have a logical order and that include major details
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).
DESCRIPTOR / CONTENT DISCIPLINE	1.D.	Speak using conventions of standard English.
STANDARD	1.D.ECa.	With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations. <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
STANDARD	1.D.ECb.	Speak using age-appropriate conventions of standard English grammar and usage. <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
STANDARD	1.D.ECc.	Understand and use question words in speaking. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).
DESCRIPTOR / CONTENT DISCIPLINE	1.E.	Use increasingly complex phrases, sentences, and vocabulary.

STANDARD	1.E.ECa.	With teacher assistance, begin to use increasingly complex sentences. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
STANDARD	1.E.ECb.	Exhibit curiosity and interest in learning new words heard in conversations and books. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
STANDARD	1.E.ECc.	With teacher assistance, use new words acquired through conversations and book - sharing experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
STANDARD	1.E.ECd.	With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles). <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
STANDARD	1.E.ECe.	With teacher assistance, use adjectives to describe people, places, and things. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.
DESCRIPTOR / CONTENT DISCIPLINE	2.A.	Demonstrate interest in stories and books.

STANDARD	2.A.ECa.	Engage in book-sharing experiences with purpose and understanding. <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
STANDARD	2.A.ECb.	Look at books independently, pretending to read. <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.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.
DESCRIPTOR / CONTENT DISCIPLINE	2.B.	Recognize key ideas and details in stories.
STANDARD	2.B.ECa.	With teacher assistance, ask and answer questions about books read aloud. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD	2.B.ECb.	With teacher assistance, retell familiar stories with three or more key events. <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
STANDARD	2.B.ECc.	With teacher assistance, identify main character(s) of the story. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.

DESCRIPTOR / CONTENT DISCIPLINE	2.C.	Recognize concepts of books.
STANDARD	2.C.ECa.	Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs). <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
STANDARD	2.C.ECb.	Identify the front and back covers of books and display the correct orientation of books and page-turning skills. <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
STANDARD	2.C.ECc.	With teacher assistance, describe the role of an author and illustrator. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.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
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.
DESCRIPTOR / CONTENT DISCIPLINE	2.D.	Establish personal connections with books.
STANDARD	2.D.ECa.	With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD	2.D.ECb.	With teacher assistance, compare and contrast two stories relating to the same topic. <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

STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.3.	Demonstrate interest in and understanding of informational text.
DESCRIPTOR / CONTENT DISCIPLINE	3.A.	Recognize key ideas and details in nonfiction text.
STANDARD	3.A.ECa.	With teacher assistance, ask and answer questions about details in a nonfiction book. <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
STANDARD	3.A.ECb.	With teacher assistance, retell detail(s) about main topic in a nonfiction book. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.3.	Demonstrate interest in and understanding of informational text.
DESCRIPTOR / CONTENT DISCIPLINE	3.B.	Recognize features of nonfiction books.
STANDARD	3.B.ECa.	With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	4.A.	Demonstrate understanding of the organization and basic features of print.
STANDARD	4.A.ECa.	Recognize the differences between print and 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

STANDARD	4.A.ECb.	<p>Begin to follow words from left to right, top to bottom, and page by page.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>
STANDARD	4.A.ECc.	<p>Recognize the one-to-one relationship between spoken and written words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
STANDARD	4.A.ECd.	<p>Understand that words are separated by spaces in print.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
STANDARD	4.A.ECe.	<p>Recognize that letters are grouped to form words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
STANDARD	4.A.ECf.	<p>Differentiate letters from numerals.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.2 Recognizes and names a few letters in own name</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	4.B.	Demonstrate an emerging knowledge and understanding of the alphabet.

STANDARD	4.B.ECa.	With teacher assistance, recite the alphabet. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
STANDARD	4.B.ECb.	Recognize and name some upper/lowercase letters of the alphabet, especially those in 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
STANDARD	4.B.ECc.	With teacher assistance, match some upper/lowercase letters of the alphabet. <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
STANDARD	4.B.ECd.	With teacher assistance, begin to form some letters of the alphabet, especially those in own name. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.8 Writes letter strings
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	4.C.	Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).
STANDARD	4.C.ECa.	Recognize that sentences are made up of separate 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.2 Shows awareness of separate words in sentences
STANDARD	4.C.ECb.	With teacher assistance, recognize and match words that rhyme. <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.5 Emerging to 15a.6 Decides whether two words rhyme

STANDARD	4.C.ECc.	Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”). <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
STANDARD	4.C.ECd.	With teacher assistance, isolate and pronounce the initial sounds in words. <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
STANDARD	4.C.ECe.	With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat). <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.5 Emerging to 15c.6 Verbally blends and separates onset and rime in one-syllable words
STANDARD	4.C.ECf.	With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/). <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.5 Emerging to 15c.6 Verbally blends and separates onset and rime in one-syllable words
STANDARD	4.C.ECg.	With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat). <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.5 Emerging to 15c.6 Verbally blends and separates onset and rime in one-syllable words
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	4.D.	Demonstrate emergent phonics and word-analysis skills.

STANDARD	4.D.ECa.	Recognize own name and common signs and labels in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
STANDARD	4.D.ECb.	With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
STANDARD	4.D.ECc.	With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.5.	Demonstrate increasing awareness of and competence in emergent writing skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	5.A.	Demonstrate growing interest and abilities in writing.
STANDARD	5.A.ECa.	Experiment with writing tools and materials. <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
STANDARD	5.A.ECb.	Use scribbles, letterlike forms, or letters/words to represent written language. <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

STANDARD	5.A.ECc.	With teacher assistance, write own first name using appropriate upper/lowercase letters. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.5.	Demonstrate increasing awareness of and competence in emergent writing skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	5.B.	Use writing to represent ideas and information.
STANDARD	5.B.ECa.	With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
STANDARD	5.B.ECb.	With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
STANDARD	5.B.ECc.	With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.5.	Demonstrate increasing awareness of and competence in emergent writing skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	5.C.	Use writing to research and share knowledge.

STANDARD	5.C.ECa.	Participate in group projects or units of study designed to learn about a topic of interest. <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
STANDARD	5.C.ECb.	With teacher assistance, recall factual information and share that information through drawing, dictation, or writing. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.6.	Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.
DESCRIPTOR / CONTENT DISCIPLINE	6.A.	Demonstrate beginning understanding of numbers, number names, and numerals.
STANDARD	6.A.ECa.	Count with understanding and recognize “how many” in small sets up to 5. <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
STANDARD	6.A.ECb.	Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less. <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
STANDARD	6.A.ECc.	Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”. <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

STANDARD	6.A.ECd.	Connect numbers to quantities they represent using physical models and informal representations. <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
STANDARD	6.A.ECe.	Differentiate numerals from letters and recognize some single-digit written numerals. <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
STANDARD	6.A.ECf.	Verbally recite numbers from 1 to 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
STANDARD	6.A.ECg.	Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?” <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.6.	Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.
DESCRIPTOR / CONTENT DISCIPLINE	6.B.	Add and subtract to create new numbers and begin to construct sets.
STANDARD	6.B.ECa.	Recognize that numbers (or sets of objects) can be combined or separated to make another number. <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

STANDARD	6.B.ECb.	Show understanding of how to count out and construct sets of objects of a given number up to 5. <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
STANDARD	6.B.ECc.	Identify the new number created when small sets (up to 5) are combined or separated. <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
STANDARD	6.B.ECd.	Informally solve simple mathematical problems presented in a meaningful context. <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
STANDARD	6.B.ECe.	Fairly share a set of up to 10 items between two children. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.6.	Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.
DESCRIPTOR / CONTENT DISCIPLINE	6.C.	Begin to make reasonable estimates of numbers.
STANDARD	6.C.ECa.	Estimate number of objects in a small set. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.6.	Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

DESCRIPTOR / CONTENT DISCIPLINE	6.D.	Compare quantities using appropriate vocabulary terms.
STANDARD	6.D.ECa.	Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice. <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
STANDARD	6.D.ECb.	Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to”, or “same as”. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.7.	Explore measurement of objects and quantities.
DESCRIPTOR / CONTENT DISCIPLINE	7.A.	Measure objects and quantities using direct comparison methods and nonstandard units.
STANDARD	7.A.ECa.	Compare, order, and describe objects according to a single attribute. <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
STANDARD	7.A.ECb.	Use nonstandard units to measure attributes such as length and capacity. <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
STANDARD	7.A.ECc.	Use vocabulary that describes and compares length, height, weight, capacity, and size. <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

STANDARD	7.A.ECd.	Begin to construct a sense of time through participation in daily activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.7.	Explore measurement of objects and quantities.
DESCRIPTOR / CONTENT DISCIPLINE	7.B.	Begin to make estimates of measurements.
STANDARD	7.B.ECa.	Practice estimating in everyday play and everyday measurement problems. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.7.	Explore measurement of objects and quantities.
DESCRIPTOR / CONTENT DISCIPLINE	7.C.	Explore tools used for measurement.
STANDARD	7.C.ECa.	With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child. <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
STANDARD	7.C.ECb.	Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.8.	Identify and describe common attributes, patterns, and relationships in objects.
DESCRIPTOR / CONTENT DISCIPLINE	8.A.	Explore objects and patterns.

STANDARD	8.A.ECa.	Sort, order, compare, and describe objects according to characteristics or attribute(s). <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
STANDARD	8.A.ECb.	Recognize, duplicate, extend, and create simple patterns in various formats. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.8.	Identify and describe common attributes, patterns, and relationships in objects.
DESCRIPTOR / CONTENT DISCIPLINE	8.B.	Describe and document patterns using symbols.
STANDARD	8.B.ECa.	With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.9.	Explore concepts of geometry and spatial relations.
DESCRIPTOR / CONTENT DISCIPLINE	9.A.	Recognize, name, and match common shapes.
STANDARD	9.A.ECa.	Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines). <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

STANDARD	9.A.ECb.	Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids). <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
STANDARD	9.A.ECc.	Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names. <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
STANDARD	9.A.ECd.	Combine two-dimensional shapes to create new shapes. <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
STANDARD	9.A.ECe.	Think about /imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down). <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.9.	Explore concepts of geometry and spatial relations.
DESCRIPTOR / CONTENT DISCIPLINE	9.B.	Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.

STANDARD	9.B.ECa.	Show understanding of location and ordinal position. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
STANDARD	9.B.ECb.	Use appropriate vocabulary for identifying location and ordinal position. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.10.	Begin to make predictions and collect data information.
DESCRIPTOR / CONTENT DISCIPLINE	10.A.	Generate questions and processes for answering them.
STANDARD	10.A.ECa.	With teacher assistance, come up with meaningful questions that can be answered through gathering information. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STANDARD	10.A.ECb.	Gather data about themselves and their surroundings to answer meaningful questions. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.10.	Begin to make predictions and collect data information.
DESCRIPTOR / CONTENT DISCIPLINE	10.B.	Organize and describe data and information.

STANDARD	10.B.ECa.	Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STANDARD	10.B.ECb.	Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.10.	Begin to make predictions and collect data information.
DESCRIPTOR / CONTENT DISCIPLINE	10.C.	Determine, describe, and apply the probabilities of events.
STANDARD	10.C.ECa.	Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.11.	Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.
DESCRIPTOR / CONTENT DISCIPLINE	11.A.	Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.
STANDARD	11.A.ECa.	Express wonder and curiosity about their world by asking questions, solving problems, and designing things. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills

STANDARD	11.A.ECb.	Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STANDARD	11.A.ECc.	Plan and carry out simple investigations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STANDARD	11.A.ECd.	Collect, describe, compare, and record information from observations and investigations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STANDARD	11.A.ECe.	Use mathematical and computational thinking. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STANDARD	11.A.ECf.	Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STANDARD	11.A.ECg.	Generate explanations and communicate ideas and/or conclusions about their investigations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.A.	Understand that living things grow and change.
STANDARD	12.A.ECa.	Observe, investigate, describe, and categorize living things. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	12.A.ECb.	Show an awareness of changes that occur in oneself and the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 27 Demonstrates knowledge of Earth's environment

STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.B.	Understand that living things rely on the environment and/or others to live and grow.
STANDARD	12.B.ECa.	Describe and compare basic needs of living things. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	12.B.ECb.	Show respect for living things. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.C.	Explore the physical properties of objects.
STANDARD	12.C.ECa.	Identify , describe, and compare the physical properties of objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD	12.C.ECb.	Experiment with changes in matter when combined with other substances. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.D.	Explore concepts of force and motion.
STANDARD	12.D.ECa.	Describe the effects of forces in nature. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

STANDARD	12.D.ECb.	Explore the effect of force on objects in and outside the early childhood environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.	Explore concepts and information related to the earth, including ways to take care of our planet.
STANDARD	12.E.ECa.	Observe and describe characteristics of earth, water, and air. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	12.E.ECb.	Participate in discussions about simple ways to take care of the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.F.	Explore changes related to the weather and seasons.
STANDARD	12.F.ECa.	Observe and discuss changes in weather and seasons using common vocabulary. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.13.	Understand important connections and understandings in science and engineering.
DESCRIPTOR / CONTENT DISCIPLINE	13.A.	Understand rules to follow when investigating and exploring.
STANDARD	13.A.ECa.	Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.13.	Understand important connections and understandings in science and engineering.

DESCRIPTOR / CONTENT DISCIPLINE	13.B.	Use tools and technology to assist with science and engineering investigations.
STANDARD	13.B.ECa.	Use nonstandard and standard scientific tools for investigation. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STANDARD	13.B.ECb.	Become familiar with technological tools that can aid in scientific inquiry. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.A.	Understand what it means to be a member of a group and community.
STANDARD	14.A.ECa.	Recognize the reasons for rules in the home and early childhood environment and for laws in the community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	14.A.ECb.	Contribute to the well-being of one's early childhood environment, school, and community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.B.	Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.C.	Understand ways groups make choices and decisions.

STANDARD	14.C.ECa.	Participate in voting as a way of making choices. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.D.	Understand the role that individuals can play in a group or community.
STANDARD	14.D.ECa.	Develop an awareness of what it means to be a leader. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	14.D.ECb.	Participate in a variety of roles in the early childhood environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.E.	Understand United states foreign policy as it relates to other nations and international issues.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.F.	Understand the development of United States' political ideas and traditions.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.15.	Explore economic systems and human interdependence.
DESCRIPTOR / CONTENT DISCIPLINE	15.A.	Explore roles in the economic system and workforce.

STANDARD	15.A.ECa.	Describe some common jobs and what is needed to perform those jobs. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	15.A.ECb.	Discuss why people work. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.15.	Explore economic systems and human interdependence.
DESCRIPTOR / CONTENT DISCIPLINE	15.B.	Explore issues of limited resources in the early childhood environment and world.
STANDARD	15.B.ECa.	Understand that some resources and money are limited. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.15.	Explore economic systems and human interdependence.
DESCRIPTOR / CONTENT DISCIPLINE	15.C.	Understand that scarcity necessitates choices by producers.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.15.	Explore economic systems and human interdependence.
DESCRIPTOR / CONTENT DISCIPLINE	15.D.	Explore concepts about trade as an exchange of goods or services.
STANDARD	15.D.ECa.	Begin to understand the use of trade or money to obtain goods and services. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.15.	Explore economic systems and human interdependence.
DESCRIPTOR / CONTENT DISCIPLINE	15.E.	Understand the impact of government policies and decisions on production and consumption in the economy.

STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.16.	Develop an awareness of the self and his or her uniqueness and individuality.
DESCRIPTOR / CONTENT DISCIPLINE	16.A.	Explore his or her self and personal history.
STANDARD	16.A.ECa.	Recall information about the immediate past. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STANDARD	16.A.ECb.	Develop a basic awareness of self as an individual. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.16.	Develop an awareness of the self and his or her uniqueness and individuality.
DESCRIPTOR / CONTENT DISCIPLINE	16.B.	Understand the development of significant political events.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.16.	Develop an awareness of the self and his or her uniqueness and individuality.
DESCRIPTOR / CONTENT DISCIPLINE	16.C.	Understand the development of economic systems.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.16.	Develop an awareness of the self and his or her uniqueness and individuality.
DESCRIPTOR / CONTENT DISCIPLINE	16.D.	Understand Illinois, United states, and world social history.

STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.16.	Develop an awareness of the self and his or her uniqueness and individuality.
DESCRIPTOR / CONTENT DISCIPLINE	16.E.	Understand Illinois, United states, and world environmental history.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.17.	Explore geography, the child's environment, and where people live, work, and play.
DESCRIPTOR / CONTENT DISCIPLINE	17.A.	Explore environments and where people live.
STANDARD	17.A.ECa.	Locate objects and places in familiar environments. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
STANDARD	17.A.ECb.	Express beginning geographic thinking. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.17.	Explore geography, the child's environment, and where people live, work, and play.
DESCRIPTOR / CONTENT DISCIPLINE	17.B.	Analyze and explain characteristics and interactions of the earth's physical systems.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.17.	Explore geography, the child's environment, and where people live, work, and play.
DESCRIPTOR / CONTENT DISCIPLINE	17.C.	Understand relationships between geographic factors and society.

STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.17.	Explore geography, the child's environment, and where people live, work, and play.
DESCRIPTOR / CONTENT DISCIPLINE	17.D.	Understand the historical significance of geography.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.18.	Explore people and families.
DESCRIPTOR / CONTENT DISCIPLINE	18.A.	Explore people, their similarities, and their differences.
STANDARD	18.A.ECa.	Recognize similarities and differences in people. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.18.	Explore people and families.
DESCRIPTOR / CONTENT DISCIPLINE	18.B.	Develop an awareness of self within the context of family.
STANDARD	18.B.ECa.	Understand that each of us belongs to a family and recognize that families vary. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.18.	Explore people and families.
DESCRIPTOR / CONTENT DISCIPLINE	18.C.	Understand how social systems form and develop over time.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health

LEARNING STANDARD / DISCIPLINE	PDH.19.	Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	19.A.	Demonstrate physical competency and control of large and small muscles.
STANDARD	19.A.ECa.	Engage in active play using gross- and fine-motor skills. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD	19.A.ECb.	Move with balance and control in a range of physical activities. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
STANDARD	19.A.ECc.	Use strength and control to accomplish tasks. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
STANDARD	19.A.ECd.	Use eye-hand coordination to perform tasks. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements

STANDARD	19.A.ECe.	Use writing and drawing tools with some control. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.19.	Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	19.B.	Demonstrate awareness and coordination of body movements.
STANDARD	19.B.ECa.	Coordinate movements to perform complex tasks. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD	19.B.ECb.	Demonstrate body awareness when moving in different spaces. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD	19.B.ECc.	Combine large motor movements with and without the use of equipment. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.19.	Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	19.C.	Demonstrate knowledge of rules and safety during activity.

STANDARD	19.C.ECa.	Follow simple safety rules while participating in activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.20.	Develop habits for lifelong fitness.
DESCRIPTOR / CONTENT DISCIPLINE	20.A.	Achieve and maintain a health-enhancing level of physical fitness.
STANDARD	20.A.ECa.	Participate in activities to enhance physical fitness. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
STANDARD	20.A.ECb.	Exhibit increased levels of physical activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.20.	Develop habits for lifelong fitness.
DESCRIPTOR / CONTENT DISCIPLINE	20.B.	Assess individual fitness levels.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.20.	Develop habits for lifelong fitness.

DESCRIPTOR / CONTENT DISCIPLINE	20.C.	Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.21.	Develop team-building skills by working with others through physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	21.A.	Demonstrate individual responsibility during group physical activities.
STANDARD	21.A.ECa.	Follow rules and procedures when participating in group physical activities. <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
STANDARD	21.A.ECb.	Follow directions, with occasional adult reminders, during group activities. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.21.	Develop team-building skills by working with others through physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	21.B.	Demonstrate cooperative skills during structured group physical activity.
STANDARD	21.B.ECa.	Demonstrate ability to cooperate with others during group physical activities. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.22.	Understand principles of health promotion and the prevention and treatment of illness and injury.
DESCRIPTOR / CONTENT DISCIPLINE	22.A.	Explain the basic principles of health promotion, illness prevention, treatment, and safety.

STANDARD	22.A.ECa.	Identify simple practices that promote healthy living and prevent illness. <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
STANDARD	22.A.ECb.	Demonstrate personal care and hygiene skills, with adult reminders. <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
STANDARD	22.A.ECc.	Identify and follow basic safety rules. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.22.	Understand principles of health promotion and the prevention and treatment of illness and injury.
DESCRIPTOR / CONTENT DISCIPLINE	22.B.	Describe and explain the factors that influence health among individuals, groups, and communities
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.22.	Understand principles of health promotion and the prevention and treatment of illness and injury.
DESCRIPTOR / CONTENT DISCIPLINE	22.C.	Explain how the environment can affect health.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.23.	Understand human body systems and factors that influence growth and development.
DESCRIPTOR / CONTENT DISCIPLINE	23.A.	Describe and explain the structure and functions of the human body systems and how they interrelate.

STANDARD	23.A.ECa.	Identify body parts and their functions. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.23.	Understand human body systems and factors that influence growth and development.
DESCRIPTOR / CONTENT DISCIPLINE	23.B.	Identify ways to keep the body healthy.
STANDARD	23.B.ECa.	Identify examples of healthy habits. <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
STANDARD	23.B.ECb.	Identify healthy and nonhealthy foods and explain the effect of these foods on the body. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.23.	Understand human body systems and factors that influence growth and development.
DESCRIPTOR / CONTENT DISCIPLINE	23.C.	Describe factors that affect growth and development.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.24.	Promote and enhance health and well-being through the use of effective communication and decision-making skills.
DESCRIPTOR / CONTENT DISCIPLINE	24.A.	Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health

LEARNING STANDARD / DISCIPLINE	PDH.24.	Promote and enhance health and well-being through the use of effective communication and decision-making skills.
DESCRIPTOR / CONTENT DISCIPLINE	24.B.	Apply decision-making skills related to the protection and promotion of individual health.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.24.	Promote and enhance health and well-being through the use of effective communication and decision-making skills.
DESCRIPTOR / CONTENT DISCIPLINE	24.C.	Demonstrate skills essential to enhancing health and avoiding dangerous situations.
STANDARD	24.C.ECa.	Participate in activities to learn to avoid dangerous situations. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.25.	Gain exposure to and explore the arts.
DESCRIPTOR / CONTENT DISCIPLINE	25.A.	Investigate, begin to appreciate, and participate in the arts.
STANDARD	25.A.ECa.	Movement and dance: build awareness of, explore, and participate in dance and creative movement activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	25.A.ECb.	Drama: begin to appreciate and participate in dramatic activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD	25.A.ECc.	Music: begin to appreciate and participate in music activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

STANDARD	25.A.ECd.	Visual arts: Investigate and participate in activities using visual arts materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.25.	Gain exposure to and explore the arts.
DESCRIPTOR / CONTENT DISCIPLINE	25.B.	Display an awareness of some distinct characteristics of the arts.
STANDARD	25.B.ECa.	Describe or respond to their creative work or the creative work of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.26.	Understand that the arts can be used to communicate ideas and emotions.
DESCRIPTOR / CONTENT DISCIPLINE	26.A.	Understand processes, traditional tools, and modern technologies used in the arts.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.26.	Understand that the arts can be used to communicate ideas and emotions.
DESCRIPTOR / CONTENT DISCIPLINE	26.B.	Understand ways to express meaning through the arts.
STANDARD	26.B.ECa.	Use creative arts as an avenue for self-expression. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.27.	Understand the role of the arts in civilizations, past and present.
DESCRIPTOR / CONTENT DISCIPLINE	27.A.	Analyze how the arts function in history, society, and everyday life.
STANDARD		Not Applicable No Correlations

STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.27.	Understand the role of the arts in civilizations, past and present.
DESCRIPTOR / CONTENT DISCIPLINE	27.B.	Understand how the arts shape and reflect history, society, and everyday life.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.ELL.	English Language Learner / Home Language Development
LEARNING STANDARD / DISCIPLINE	ELL.28.	Use the home language to communicate within and beyond the classroom.
DESCRIPTOR / CONTENT DISCIPLINE	28.A.	Use the home language at age-appropriate levels for a variety of social and academic purposes.
STANDARD	28.A.ECa.	May demonstrate progress and mastery of benchmarks through home language. <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
STANDARD	28.A.ECb.	Use home language in family, community, and early childhood settings. <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
STANDARD	28.A.ECc.	Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STATE GOAL / DISCIPLINARY CONCEPT	IL.ELL.	English Language Learner / Home Language Development
LEARNING STANDARD / DISCIPLINE	ELL.29.	Use the home language to make connections and reinforce knowledge and skills across academic and social areas.
DESCRIPTOR / CONTENT DISCIPLINE	29.A.	Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.

STANDARD	29.A.ECa.	Use home cultural and linguistic knowledge to express current understandings and construct new concepts. <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
STANDARD	29.A.ECb.	With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS. <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
STANDARD	29.A.ECc.	Exhibit foundational literacy skills in home language to foster transfer to English. <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.30.	Develop self-management skills to achieve school and life success and develop positive relationships with others.
DESCRIPTOR / CONTENT DISCIPLINE	30.A.	Identify and manage one's emotions and behavior.
STANDARD	30.A.ECa.	Recognize and label basic emotions. <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
STANDARD	30.A.ECb.	Use appropriate communication skills when expressing needs, wants, and feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification

STANDARD	30.A.ECc.	Express feelings that are appropriate to the situation. <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
STANDARD	30.A.ECd.	Begin to understand and follow rules. <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
STANDARD	30.A.ECe.	Use materials with purpose, safety, and respect. <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
STANDARD	30.A.ECf.	Begin to understand the consequences of his or her behavior. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.30.	Develop self-management skills to achieve school and life success and develop positive relationships with others.
DESCRIPTOR / CONTENT DISCIPLINE	30.B.	Recognize own uniqueness and personal qualities.
STANDARD	30.B.ECa.	Describe self using several basic characteristics. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.30.	Develop self-management skills to achieve school and life success and develop positive relationships with others.
DESCRIPTOR / CONTENT DISCIPLINE	30.C.	Demonstrate skills related to successful personal and school outcomes.

STANDARD	30.C.ECa.	Exhibit eagerness and curiosity as a learner. <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
STANDARD	30.C.ECb.	Demonstrate persistence and creativity in seeking solutions to problems. <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
STANDARD	30.C.ECc.	Show some initiative, self-direction, and independence in actions. <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
STANDARD	30.C.ECd.	Demonstrate engagement and sustained attention in activities. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.31.	Use social-awareness and interpersonal skills to establish and maintain positive relationships.
DESCRIPTOR / CONTENT DISCIPLINE	31.A.	Develop positive relationships with peers and adults.
STANDARD	31.A.ECa.	Show empathy, sympathy, and caring for others. <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
STANDARD	31.A.ECb.	Recognize the feelings and perspectives of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

STANDARD	31.A.ECc.	Interact easily 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
STANDARD	31.A.ECd.	Demonstrate attachment to 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
STANDARD	31.A.ECe.	Develop positive relationships with peers. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.31.	Use social-awareness and interpersonal skills to establish and maintain positive relationships.
DESCRIPTOR / CONTENT DISCIPLINE	31.B.	Use communication and social skills to interact effectively with others.
STANDARD	31.B.ECa.	Interact verbally and nonverbally with other children. <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
STANDARD	31.B.ECb.	Engage in cooperative group play. <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
STANDARD	31.B.ECc.	Use socially appropriate behavior with peers and adults, such as helping, 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.4 Takes turns

STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.31.	Use social-awareness and interpersonal skills to establish and maintain positive relationships.
DESCRIPTOR / CONTENT DISCIPLINE	31.C.	Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
STANDARD	31.C.ECa.	<p>Begin to share materials and experiences and take turns.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.4 Takes turns</p>
STANDARD	31.C.ECb.	<p>Solve simple conflicts with peers with independence, using gestures or words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.6 Suggest solutions to social problems</p>
STANDARD	31.C.ECc.	<p>Seek adult help when needed to resolve conflict.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.4 Seeks adult help to resolve social problems</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.32.	Demonstrate decision-making skills and behaviors in personal, school, and community contexts.
DESCRIPTOR / CONTENT DISCIPLINE	32.A.	Begin to consider ethical, safety, and societal factors in making decisions.
STANDARD	32.A.ECa.	<p>Participate in discussions about why rules exist.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>

STANDARD	32.A.ECb.	Follow rules and make good choices about behavior. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.32.	Demonstrate decision-making skills and behaviors in personal, school, and community contexts.
DESCRIPTOR / CONTENT DISCIPLINE	32.B.	Apply decision-making skills to deal responsibly with daily academic and social situations.
STANDARD	32.B.ECa.	Participate in discussions about finding alternative solutions to problems. <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.32.	Demonstrate decision-making skills and behaviors in personal, school, and community contexts.
DESCRIPTOR / CONTENT DISCIPLINE	32.C.	Contribute to the well-being of one's school and community.
STANDARD		Not Applicable No Correlations

Illinois Early Learning Guidelines for Children Birth to Age Three

Ages Birth to 9 months & 7-18 months; adopted 2013

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.1.	Physiological Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.1.1.	Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.

STANDARD	SR.1.1.1.	Birth to 9 months: Children’s biological rhythms are supported and impacted by their caregiver(s) in order to establish their sleep/wake, feeding, and elimination patterns. Children also begin to develop awareness of stimuli in their environment.
EXPECTATION	SR.1.1.1.1.	Begins to demonstrate a pattern in sleep-wake and feeding cycles <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
EXPECTATION	SR.1.1.1.2.	Signals for needs, e.g., cries when hungry, arches back in discomfort <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
EXPECTATION	SR.1.1.1.3.	Disengages when overstimulated, e.g., turns head, glances away, falls asleep, spits up <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
EXPECTATION	SR.1.1.1.4.	Uses sucking to assist in sleeping <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.1.	Physiological Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.1.1.	Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.
STANDARD	SR.1.1.2.	7 months to 18 months: Children, through the responses and support of their caregiver(s), become increasingly organized in and begin to adapt their sleep/wake, feeding, and elimination patterns. Children are also beginning to organize and habituate to stimuli in their environment.

EXPECTATION	SR.1.1.2.1.	Demonstrates consistent sleeping and feeding times throughout the day <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
EXPECTATION	SR.1.1.2.2.	Increasingly organized and consolidated internal schedule for sleep/wake, elimination, and feeding, e.g., decreases the number of naps but extends the length of the naps <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
EXPECTATION	SR.1.1.2.3.	Communicates with a wide range of signals as crying diminishes, e.g., smiles, gestures, uses 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.2 Indicates needs and wants; participates as adult attends to needs
EXPECTATION	SR.1.1.2.4.	Begins to exhibit certain behaviors when overstimulated and/or unfocused, e.g., becomes aggressive, lashes out, bites <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
EXPECTATION	SR.1.1.2.5.	Increased desire for independence and control <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.2.	Emotional Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.2.1.	Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.
STANDARD	SR.2.1.1.	Birth to 9 months: Children are developing the ability to manage their own emotional experiences through co-regulation, as they communicate needs to caregivers.

EXPECTATION	SR.2.1.1.1.	Signals needs by sounds and movement <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
EXPECTATION	SR.2.1.1.2.	Able to use cues to signal over-stimulation, e.g., turns head, gaze aversion <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
EXPECTATION	SR.2.1.1.3.	Begins to use self-soothing strategies, e.g., sucks on hands, and grasps an object in order to calm self <u>GOLD® Objectives for Development and Learning</u> • 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
EXPECTATION	SR.2.1.1.4.	Vocalizes and uses facial cues to get caregiver’s attention, e.g., cries, gazes, initiates eye contact <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.2.	Emotional Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.2.1.	Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.
STANDARD	SR.2.1.2.	7 months to 18 months: As children continue to depend on and learn from caregivers, they begin to use more purposeful and complex skills in managing their emotions.
EXPECTATION	SR.2.1.2.1.	Communicates needs to an adult, e.g., points, shakes head <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

EXPECTATION	SR.2.1.2.2.	Able to self-soothe more effectively, e.g., sucks thumb, holds on to stuffed toy <u>GOLD® Objectives for Development and Learning</u> • 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
EXPECTATION	SR.2.1.2.3.	Uses social referencing in uncertain situations, e.g., looks at a caregiver’s face for reassurance in the presence of a new person <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
EXPECTATION	SR.2.1.2.4.	Prefers physical proximity to familiar adults in unknown situations, e.g., follows caregiver when he or she leaves the room <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
EXPECTATION	SR.2.1.2.5.	Seeks out caregiver through physical actions, e.g., reaches for the caregiver’s hand or moves closer to them when frightened <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
EXPECTATION	SR.2.1.2.6.	Uses comfort objects, e.g., a stuffed animal or blanket, to help calm down <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.1.	Birth to 9 months: Children are attempting to process an abundance of new stimuli every day. Children are also building their internal capacity for sustained attention and regulation through interactions with their co-regulating other.

EXPECTATION	SR.3.1.1.1.	<p>Focuses on objects in the environment during alert states</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>
EXPECTATION	SR.3.1.1.2.	<p>Initiates and briefly maintains social interactions with adults, e.g., establishes eye contact, coos to receive attention</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
EXPECTATION	SR.3.1.1.3.	<p>Explores environment through senses, e.g., touches and mouths objects</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>
EXPECTATION	SR.3.1.1.4.	<p>Focuses attention on novel objects and familiar caregiver(s)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>
EXPECTATION	SR.3.1.1.5.	<p>Plays with one object for a few minutes before focusing on a different object</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>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.2.	7 months to 18 months: Children begin to have shared interests with others and are building a capacity for purposefully attending to objects and people. Children also begin to hold sustained attention for increasing amounts of time as they are quicker to organize and habituate to stimuli in their environment.

EXPECTATION	SR.3.1.2.1.	Engages in joint attention with a caregiver, e.g. joins in looking at the same object or shifts gaze to where someone is pointing <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
EXPECTATION	SR.3.1.2.2.	Maintains more advanced levels of engagement, e.g., repeat actions over and over when enjoying the reaction and result of the experience <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.2.	7 months to 18 months: Children begin to have shared interests with others and are building a capacity for purposefully attending to objects and people. Children also begin to hold sustained attention for increasing amounts of time as they are quicker to organize and habituate to stimuli in their environment.
EXPECTATION	SR.3.1.2.3.	Focuses on one object or activity for a brief period of time, even with other objects close in proximity; still easily distracted <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.2.	7 months to 18 months: Children begin to have shared interests with others and are building a capacity for purposefully attending to objects and people. Children also begin to hold sustained attention for increasing amounts of time as they are quicker to organize and habituate to stimuli in their environment.
EXPECTATION	SR.3.1.2.4.	Shifts attention from adults to peers <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

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.2.	7 months to 18 months: Children begin to have shared interests with others and are building a capacity for purposefully attending to objects and people. Children also begin to hold sustained attention for increasing amounts of time as they are quicker to organize and habituate to stimuli in their environment.
EXPECTATION	SR.3.1.2.5.	Relies on routines and patterns to maintain an organized state in order to focus <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.4.	Behavior Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.4.1.	Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.
STANDARD	SR.4.1.1.	Birth to 9 months: Children respond to internal and external states and have little or no self-control over their behavior. Children depend on caregivers to co-regulate their behavior.
EXPECTATION	SR.4.1.1.1.	Cries when hungry, tired, uncomfortable, or bored <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
EXPECTATION	SR.4.1.1.2.	Uses physical movements to disengage from interaction, turns head, averts gaze <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
EXPECTATION	SR.4.1.1.3.	Physically explores environment through touch, e.g., sucking, gnawing, hitting, pulling, banging <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

EXPECTATION	SR.4.1.1.4.	Shows curiosity and limited restraint when exploring the environment, e.g., reaches for objects that adults or other children are holding <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.4.	Behavior Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.4.1.	Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.
STANDARD	SR.4.1.2.	7 months to 18 months: The use of social referencing emerges and supports children in developing an internal capacity to modify some of their behaviors. Children still depend heavily on the use of their caregiver to help co-regulate their behaviors.
EXPECTATION	SR.4.1.2.1.	Explores environment while unaware of boundaries and limits, e.g., crawls toward a shelf and attempts to climb it <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
EXPECTATION	SR.4.1.2.2.	Reads cues and body language of caregiver(s) and familiar others to guide reactions and behaviors in novel and uncertain situations <u>GOLD® Objectives for Development and Learning</u> • 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
EXPECTATION	SR.4.1.2.3.	Demonstrates frustration, e.g., cries, bites <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
EXPECTATION	SR.4.1.2.4.	Has difficulty channeling excitement, e.g., screams, jumps, squeezes, bites <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

EXPECTATION	SR.4.1.2.5.	Chooses between two options, e.g., “You can have the red ball or the blue ball” <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
EXPECTATION	SR.4.1.2.6.	Completes a forbidden action regardless of referencing a caregiver’s reaction, e.g., looks toward their caregiver before touching the forbidden object and then touches it anyway <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.1 Emerging to 1b.2 Responds to changes in an adult’s tone of voice and expression
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.1.	Attachment Relationships
DESCRIPTOR / CONTENT DISCIPLINE	SED.1.1.	Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.
STANDARD	SED.1.1.1.	Birth to 9 months: Children begin to build trust, initiate interaction, and seek proximity with one (or a few) primary caregiver(s).
EXPECTATION	SED.1.1.1.1.	Establishes, maintains, and disengages eye contact <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
EXPECTATION	SED.1.1.1.2.	Responds to caregiver(s) by smiling and cooing <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
EXPECTATION	SED.1.1.1.3.	Seeks comfort from a familiar caregiver <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

EXPECTATION	SED.1.1.1.4.	Imitates familiar adults' gestures and sounds <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
EXPECTATION	SED.1.1.1.5.	Demonstrates preference for familiar adults <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
EXPECTATION	SED.1.1.1.6.	Exhibits separation anxiety, e.g., does not want to be held by another person when being held by primary caregiver <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.1.	Attachment Relationships
DESCRIPTOR / CONTENT DISCIPLINE	SED.1.1.	Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.
STANDARD	SED.1.1.2.	7 months to 18 months: Children trust in, engage with, and seek reassurance from their primary caregiver(s). Children can confidently explore their environment when in close physical proximity to an attachment figure.
EXPECTATION	SED.1.1.2.1.	Distinguishes between primary caregivers and others <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
EXPECTATION	SED.1.1.2.2.	Attempts to change the situation when separation anxiety occurs, e.g., follows caregiver(s) when he or she leaves the room <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

EXPECTATION	SED.1.1.2.3.	<p>Uses social referencing with caregiver(s) when in uncertain situations, e.g., will glance at caregiver’s face for cues on how to respond to an unfamiliar person or new situation</p> <p><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</p>
EXPECTATION	SED.1.1.2.4.	<p>Uses key adults as a “secure base” when exploring the environment</p> <p><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</p>
EXPECTATION	SED.1.1.2.5.	<p>Exhibits stranger anxiety and concern in presence of an unknown person or a new situation</p> <p><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</p>
EXPECTATION	SED.1.1.2.6.	<p>Seeks comfort from caregiver(s) and/or a familiar object, e.g., blanket, stuffed animal</p> <p><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</p>
EXPECTATION	SED.1.1.2.7	<p>Initiates and maintains interactions with caregiver(s)</p> <p><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</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.2.	Emotional Expression
DESCRIPTOR / CONTENT DISCIPLINE	SED.2.1.	Children demonstrate an awareness of and the ability to identify and express emotions.
STANDARD	SED.2.1.1.	Birth to 9 months: Children begin to express a wide range of feelings through verbal and nonverbal communication, and begin to develop emotional expression with the assistance of their caregiver(s).

EXPECTATION	SED.2.1.1.1.	Uses facial expressions and sounds to get needs met, e.g., cries, smiles, gazes, coos <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
EXPECTATION	SED.2.1.1.2.	Expresses emotions through sounds and gestures, e.g., squeals, laughs, claps <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
EXPECTATION	SED.2.1.1.3.	Demonstrates discomfort, stress, or unhappiness through body language and sounds, e.g., arches back, moves head, cries <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.2.	Emotional Expression
DESCRIPTOR / CONTENT DISCIPLINE	SED.2.1.	Children demonstrate an awareness of and the ability to identify and express emotions.
STANDARD	SED.2.1.2.	7 months to 18 months: Children begin to express some emotions with intention, and with the help of their caregiver(s) children can increase their range of emotional expression.
EXPECTATION	SED.2.1.2.1.	Expresses wants with intentionality, e.g., pushes an unwanted object out of the way, and reaches for a familiar adult when wanting to be carried <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
EXPECTATION	SED.2.1.2.2.	Expresses fear by crying or turning toward caregiver(s) for comfort <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

EXPECTATION	SED.2.1.2.3.	Shows anger and frustration, e.g., cries when a toy is taken away <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
EXPECTATION	SED.2.1.2.4.	Recognizes and expresses emotion toward a familiar person, e.g., shows emotion by hugging a sibling <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.3.	Relationship with Adults
DESCRIPTOR / CONTENT DISCIPLINE	SED.3.1.	Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.
STANDARD	SED.3.1.1.	Birth to 9 months: Children develop the ability to signal for caregivers. By the end of this age period, children begin to engage in playful communication with familiar adults.
EXPECTATION	SED.3.1.1.1.	Uses signals to communicate needs, e.g., crying, body language, and facial expressions <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
EXPECTATION	SED.3.1.1.2.	Attempts to engage both unfamiliar and familiar adults <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
EXPECTATION	SED.3.1.1.3.	Engages in social interactions with adults through smiles, coos, and eye contact <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

EXPECTATION	SED.3.1.1.4.	Demonstrates preference for familiar adults, e.g., reaches hands out to signal for caregiver(s) <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
EXPECTATION	SED.3.1.1.5.	Cautious of unfamiliar adults <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
EXPECTATION	SED.3.1.1.6.	Begins to engage in simple, back-and-forth interactions with a familiar adult, e.g., plays “peek-a-boo,” babbles in response to an adult speaking and repeats this 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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.3.	Relationship with Adults
DESCRIPTOR / CONTENT DISCIPLINE	SED.3.1.	Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.
STANDARD	SED.3.1.2.	7 months to 18 months: Children use familiar adults for guidance and reassurance. Children also initiate and engage in back-and-forth interactions with familiar adults.
EXPECTATION	SED.3.1.2.1.	Looks for caregiver’s response in uncertain situations <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
EXPECTATION	SED.3.1.2.2.	Engages with adults during play, e.g., bangs on a toy drum and repeats action after an adult completes the same action <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

EXPECTATION	SED.3.1.2.3.	Uses key adults as a “secure base” when exploring the environment <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
EXPECTATION	SED.3.1.2.4.	Uses “social referencing” when encountering new experiences, e.g., glances at a caregiver’s face for cues on how to respond to an unfamiliar person or unknown object <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
EXPECTATION	SED.3.1.2.5.	Draws a familiar adult into an interaction, e.g., hands a book or toy to engage in together <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.4.	Self-Concept
DESCRIPTOR / CONTENT DISCIPLINE	SED.4.1.	Children develop identity of self.
STANDARD	SED.4.1.1.	Birth to 9 months: Children begin to recognize themselves as individuals, separate from others. At first, young infants are not aware that they are separate beings. However, between six and nine months of age, the realization that they are separate people emerges.
EXPECTATION	SED.4.1.1.1.	Demonstrates interest in faces and voices of others <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
EXPECTATION	SED.4.1.1.2.	Explores his or her own hands and feet <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

EXPECTATION	SED.4.1.1.3.	Recognizes own name, e.g., looks up, or turns head toward a person who is saying his/her 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
EXPECTATION	SED.4.1.1.4.	Recognizes and prefers familiar adults and siblings, e.g., leans toward caregiver when being held by someone else <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
EXPECTATION	SED.4.1.1.5.	Initiates interactions with others, e.g., imitates actions, plays peek-a-boo <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
EXPECTATION	SED.4.1.1.6.	Begins to display the beginning of joint attention, e.g., points to objects and people <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
EXPECTATION	SED.4.1.1.7.	Demonstrates separation anxiety, e.g., cries when caregiver leaves the room <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.4.	Self-Concept
DESCRIPTOR / CONTENT DISCIPLINE	SED.4.1.	Children develop identity of self.
STANDARD	SED.4.1.2.	7 months to 18 months: Children begin to have a greater awareness of their own characteristics and begin to express themselves with their own thoughts and feelings.

EXPECTATION	SED.4.1.2.1.	Shows awareness of significant people by calling them by name, e.g., “papa” <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 objectives
EXPECTATION	SED.4.1.2.2.	Engages in joint attention with familiar others, e.g., shares in looking and engaging with objects and 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
EXPECTATION	SED.4.1.2.3.	Responds with vocalizations or gestures when hears name <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
EXPECTATION	SED.4.1.2.4.	Demonstrates interest in looking in mirror <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
EXPECTATION	SED.4.1.2.5.	Uses gestures and some words to express feelings, e.g., “no” <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
EXPECTATION	SED.4.1.2.6.	Uses social referencing to guide actions and begins to test limits <u>GOLD® Objectives for Development and Learning</u> • 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
EXPECTATION	SED.4.1.2.7.	Points to and identifies body parts on him or herself, e.g., points to eyes when asked, “Where are your eyes?” <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

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.5.	Relationship with Peers
DESCRIPTOR / CONTENT DISCIPLINE	SED.5.1.	Children demonstrate the desire and develop the ability to engage and interact with other children.
STANDARD	SED.5.1.1.	Birth to 9 months: Children begin to interact with their environment and people around them; an interest in other young children emerges.
EXPECTATION	SED.5.1.1.1.	Demonstrates effort to interact and engage, e.g., uses eye contact, coos, and smiles <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
EXPECTATION	SED.5.1.1.2.	Observes other children in the 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
EXPECTATION	SED.5.1.1.3.	Shows interest in both familiar and unfamiliar peers <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
EXPECTATION	SED.5.1.1.4.	Cries when hearing another child cry <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
EXPECTATION	SED.5.1.1.5.	Reaches out to touch another child <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
EXPECTATION	SED.5.1.1.6.	Attempts to imitate actions, e.g., bangs a toy 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

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.5.	Relationship with Peers
DESCRIPTOR / CONTENT DISCIPLINE	SED.5.1.	Children demonstrate the desire and develop the ability to engage and interact with other children.
STANDARD	SED.5.1.2.	7 months to 18 months: Children will begin to observe and imitate other children's behaviors.
EXPECTATION	SED.5.1.2.1.	Shows interest in another child by moving closer, e.g., rolls, crawls, or walks toward the child <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
EXPECTATION	SED.5.1.2.2.	Imitates actions of another child, e.g., rolling a car <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
EXPECTATION	SED.5.1.2.3.	Engages in a simple, reciprocal game such as “pat-a-cake” <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
EXPECTATION	SED.5.1.2.4.	Begins to engage in parallel play, in closer proximity to other children but no interaction is attempted <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.6.	Empathy
DESCRIPTOR / CONTENT DISCIPLINE	SED.6.1.	Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.
STANDARD	SED.6.1.1.	Birth to 9 months: Children begin to build awareness of others' feelings by observing and reacting to sounds that others make. Toward the end of this age period, infants understand that they are individuals and separate from their caregiver(s), a crucial milestone in interpreting the feelings of others.

EXPECTATION	SED.6.1.1.1.	Watches and observes adults and other children <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.1 Emerging to 2b.2 Reacts to others' emotional expressions
EXPECTATION	SED.6.1.1.2.	Cries when hearing another infant cry <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
EXPECTATION	SED.6.1.1.3.	Responds to interactions from caregiver(s), e.g., smiles when caregiver smiles, looks toward a caregiver when he or she shakes a rattle <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
EXPECTATION	SED.6.1.1.4.	Shows signs of separation anxiety, e.g., protests when a caregiver leaves the room <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
EXPECTATION	SED.6.1.1.5.	Begins to share in simple emotions by reading facial and gestural cues, e.g., repeats activities that make others laugh <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.6.	Empathy
DESCRIPTOR / CONTENT DISCIPLINE	SED.6.1.	Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.
STANDARD	SED.6.1.2.	7 months to 18 months: Children have more experience with a wide range of emotions, as they begin to recognize and respond to different facial and emotional expressions. Children also begin to demonstrate the understanding of how behavior brings out reactions and emotions from others.

EXPECTATION	SED.6.1.2.1.	Smiles with intention to draw out a smile from a familiar other <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.6.	Empathy
DESCRIPTOR / CONTENT DISCIPLINE	SED.6.1.	Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.
STANDARD	SED.6.1.2.	7 months to 18 months: Children have more experience with a wide range of emotions, as they begin to recognize and respond to different facial and emotional expressions. Children also begin to demonstrate the understanding of how behavior brings out reactions and emotions from others.
EXPECTATION	SED.6.1.2.2.	Uses social referencing with caregiver(s) when in uncertain situations, e.g., glances at a caregiver's face for cues on how to respond to an unfamiliar person or new situation <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
EXPECTATION	SED.6.1.2.3.	Reacts to a child who is upset by observing or moving physically closer to the child <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
EXPECTATION	SED.6.1.2.4.	Shares in both positive and negative emotions with caregiver(s), e.g., shares in wonders, amazement, delight, and disappointment <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
EXPECTATION	SED.6.1.2.5.	Begins to have a greater awareness of own emotions, e.g., says or gestures "no" to refuse, squeals and continues to laugh when happy <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

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.1.	Gross Motor
DESCRIPTOR / CONTENT DISCIPLINE	PDH.1.1.	Children demonstrate strength, coordination, and controlled use of large muscles.
STANDARD	PDH.1.1.1.	Birth to 9 months: Children are beginning to develop and coordinate the large muscles needed to purposefully move their bodies.
EXPECTATION	PDH.1.1.1.1.	Lifts head while on tummy <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
EXPECTATION	PDH.1.1.1.2.	Brings feet to mouth while lying on back <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
EXPECTATION	PDH.1.1.1.3.	Rolls from back to stomach and from stomach to back <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
EXPECTATION	PDH.1.1.1.4.	Brings both hands to midline, i.e., center of the body <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
EXPECTATION	PDH.1.1.1.5.	Begins to gain balance, e.g., sits with and without support <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
EXPECTATION	PDH.1.1.1.6.	Scoots body to attempt to move from one point to another <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.1.	Gross Motor

DESCRIPTOR / CONTENT DISCIPLINE	PDH.1.1.	Children demonstrate strength, coordination, and controlled use of large muscles.
STANDARD	PDH.1.1.2.	7 months to 18 months: Children develop mobility, as they purposefully move from one place to another with limited control and coordination.
EXPECTATION	PDH.1.1.2.1.	Moves from hands and knees to a sitting position <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
EXPECTATION	PDH.1.1.2.2.	Rocks back and forth on knees <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
EXPECTATION	PDH.1.1.2.3.	Crawls from one point to another <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
EXPECTATION	PDH.1.1.2.4.	Pulls to a stand using help from furniture or caregiver <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
EXPECTATION	PDH.1.1.2.5.	Moves objects with large muscles, e.g., push a toy car with legs, rolls a ball <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
EXPECTATION	PDH.1.1.2.6.	Cruises while holding on to furniture, e.g., walks around crib, holding on to railing <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
EXPECTATION	PDH.1.1.2.7.	Briefly maintains balance when placed in a non-supported standing position <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing

EXPECTATION	PDH.1.1.2.8.	Takes steps independently <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
EXPECTATION	PDH.1.1.2.9.	Gets into a standing position without support <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.2.	Fine Motor
DESCRIPTOR / CONTENT DISCIPLINE	PDH.2.1.	Children demonstrate the ability to coordinate their small muscles in order to move and control objects.
STANDARD	PDH.2.1.1.	Birth to 9 months: Children begin to reach for, grasp, and move objects.
EXPECTATION	PDH.2.1.1.1.	Opens hands when in a relaxed state <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
EXPECTATION	PDH.2.1.1.2.	Reaches for objects <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
EXPECTATION	PDH.2.1.1.3.	Grasps, holds, and shakes objects <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
EXPECTATION	PDH.2.1.1.4.	Transfers an object from one hand to the other <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

EXPECTATION	PDH.2.1.1.5.	Uses raking motion with hands to bring objects closer, e.g., uses all fingers to bring small objects closer to body <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
EXPECTATION	PDH.2.1.1.6.	Holds a small object in each hand; bangs them together <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.2.	Fine Motor
DESCRIPTOR / CONTENT DISCIPLINE	PDH.2.1.	Children demonstrate the ability to coordinate their small muscles in order to move and control objects.
STANDARD	PDH.2.1.2.	7 months to 18 months: Children begin to gain control of their small muscles and purposefully manipulate objects.
EXPECTATION	PDH.2.1.2.1.	Picks up objects <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
EXPECTATION	PDH.2.1.2.2.	Uses pincer grasp, e.g., picks up a Cheerio with thumb and forefinger <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
EXPECTATION	PDH.2.1.2.3.	Begins to use simple baby signs (if exposed to baby sign language), e.g., moves hands toward each other to signal more <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

EXPECTATION	PDH.2.1.2.4.	<p>Uses hands in a purposeful manner, e.g., turns the pages of a board book, drops objects into a bucket</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
EXPECTATION	PDH.2.1.2.5.	<p>Coordinates increasingly complex hand movements to manipulate objects, e.g., crumples paper, connects and disconnects toy links, flips light switch on and off</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
EXPECTATION	PDH.2.1.2.6.	<p>Participates in finger plays, e.g., moves hands to imitate caregiver’s hands when singing “Twinkle, Twinkle, Little Star”</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.3.	Perceptual
DESCRIPTOR / CONTENT DISCIPLINE	PDH.3.1.	Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.
STANDARD	PDH.3.1.1.	Birth to 9 months: Children begin to use their senses to explore and become aware of their environment.
EXPECTATION	PDH.3.1.1.1.	<p>Responds to changes in the environment, e.g., startles when hearing a loud noise, turns head toward light</p> <p><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</p>
EXPECTATION	PDH.3.1.1.2.	<p>Explores objects through senses, e.g., mouths, touches objects</p> <p><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</p>

EXPECTATION	PDH.3.1.1.3.	Attempts to mimic sounds heard in the 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
EXPECTATION	PDH.3.1.1.4.	Has a range of vision that extends to several feet, which in turn leads to seeing colors and seeing objects from a distance <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
EXPECTATION	PDH.3.1.1.5.	Feels the sensation of being touched and looks around to identify the source of the touch, e.g., person or object 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION	PDH.3.1.1.6.	Recognizes familiar objects and begins to demonstrate favoritism for certain toys <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.3.	Perceptual
DESCRIPTOR / CONTENT DISCIPLINE	PDH.3.1.	Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.
STANDARD	PDH.3.1.2.	7 months to 18 months: Children begin to use sensory information received from their environment to alter the way they interact and explore.
EXPECTATION	PDH.3.1.2.1.	Begins to manipulate materials, e.g., pounds at play dough, squeezes finger foods <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

EXPECTATION	PDH.3.1.2.2.	Begins to show a preference for or aversion to particular sensory activities, e.g., pulls hand away from unfamiliar objects or unpleasant textures <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
EXPECTATION	PDH.3.1.2.3.	Becomes aware of obstacles in the environment, e.g., crawls around the table to get the ball <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
EXPECTATION	PDH.3.1.2.4.	Adjusts manner of walking depending on the surface, e.g., walks carefully across gravel <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.4.	Self-Care
DESCRIPTOR / CONTENT DISCIPLINE	PDH.4.1.	Children demonstrate the desire and ability to participate in and practice self-care routines.
STANDARD	PDH.4.1.1.	Birth to 9 months: Children have a growing awareness and interest in their own needs.
EXPECTATION	PDH.4.1.1.1.	Signals to indicate needs, e.g., cries when hungry, arches back when in pain or uncomfortable, turns head to disengage from object or person <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
EXPECTATION	PDH.4.1.1.2.	Starts to develop self-soothing skills, e.g., sucks fingers for comfort and regulation <u>GOLD® Objectives for Development and Learning</u> • 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

EXPECTATION	PDH.4.1.1.3.	Attempts to feed self with a bottle <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.4.	Self-Care
DESCRIPTOR / CONTENT DISCIPLINE	PDH.4.1.	Children demonstrate the desire and ability to participate in and practice self-care routines.
STANDARD	PDH.4.1.2.	7 months to 18 months: Children signal caregivers about their needs through nonverbal and verbal communication and increase their ability to complete some self-care tasks on their own.
EXPECTATION	PDH.4.1.2.1.	Grasps and drinks from a cup <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
EXPECTATION	PDH.4.1.2.2.	Shakes head to demonstrate no; pushes objects 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.4 Seeks to do things for self
EXPECTATION	PDH.4.1.2.3.	Feeds self with foods that he or she can pick up <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
EXPECTATION	PDH.4.1.2.4.	Improves ability to calm self, may fall asleep on own <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.1.	Social Communication

DESCRIPTOR / CONTENT DISCIPLINE	LDC.1.1.	Children demonstrate the ability to engage with and maintain communication with others.
STANDARD	LDC.1.1.1.	Birth to 9 months: Children demonstrate effort in engaging others in both verbal and nonverbal communication and interactions.
EXPECTATION	LDC.1.1.1.1.	Uses sounds, cries, facial expressions, and body language to convey needs <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
EXPECTATION	LDC.1.1.1.2.	Attempts to engage in early forms of turn-taking with caregiver, e.g., coos and stares at caregiver <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
EXPECTATION	LDC.1.1.1.3.	Smiles and uses other facial expressions to initiate interactions with caregiver <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
EXPECTATION	LDC.1.1.1.4.	Participates in back-and-forth communication, e.g., babbles back and forth and/or plays peek-a-boo with caregiver <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.1.	Social Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.1.1.	Children demonstrate the ability to engage with and maintain communication with others.
STANDARD	LDC.1.1.2.	7 months to 18 months: Children are participating in interactions with familiar others. Children also begin to demonstrate simple turn-taking skills while interacting.

EXPECTATION	LDC.1.1.2.1.	Communicates and responds by grunting, nodding, and pointing <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
EXPECTATION	LDC.1.1.2.2.	Demonstrates understanding of a familiar sound or word, e.g., looks toward a caregiver after hearing name <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.3 Emerging to 8a.4 Identifies familiar people, animals, and objects when prompted
EXPECTATION	LDC.1.1.2.3.	Responds with “yes” or “no,” using sounds, words, and/or gestures to answer simple questions <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
EXPECTATION	LDC.1.1.2.4.	Uses facial expressions, vocalizations, and gestures to initiate interactions with others <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
EXPECTATION	LDC.1.1.2.5.	Participates in simple back-and-forth communication, using words and/or gestures <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.2.	Receptive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.2.1.	Children demonstrate the ability to comprehend both verbal and nonverbal communication.
STANDARD	LDC.2.1.1.	Birth to 9 months: Children begin to respond to verbal and nonverbal communication through the use of sounds and physical movements.

EXPECTATION	LDC.2.1.1.1.	<p>Responds to sounds found in the environment, e.g., cries if hears a loud bang, will turn toward a familiar voice</p> <p><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</p>
EXPECTATION	LDC.2.1.1.2.	<p>Calms down when crying after hearing a soothing and familiar voice or receiving physical reassurance, e.g., a hug or gentle pats on back</p> <p><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</p>
EXPECTATION	LDC.2.1.1.3.	<p>Looks or turns toward the familiar person who says his or her name</p> <p><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</p>
EXPECTATION	LDC.2.1.1.4.	<p>Responds to gestures, e.g., wave's hello after a familiar person waves to him or her</p> <p><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</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.2.	Receptive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.2.1.	Children demonstrate the ability to comprehend both verbal and nonverbal communication.
STANDARD	LDC.2.1.2.	7 months to 18 months: Children begin to understand and respond to the meaning of actions and sounds.
EXPECTATION	LDC.2.1.2.1.	<p>Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing</p> <p><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</p>

EXPECTATION	LDC.2.1.2.2.	Follows a one-step, simple request when a gesture is used <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
EXPECTATION	LDC.2.1.2.3.	Responds appropriately to familiar words, e.g., hears the words “so big,” and puts arms in air <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
EXPECTATION	LDC.2.1.2.4.	Understands approximately 100 words relevant to their experiences and cultural context <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.3.	Expressive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.3.1.	Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.
STANDARD	LDC.3.1.1.	Birth to 9 months: Children begin to experiment with sounds and other various forms of communication to show interest in and exert influence on their environment.
EXPECTATION	LDC.3.1.1.1.	Cries to signal hunger, pain, or distress <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
EXPECTATION	LDC.3.1.1.2.	Uses smiles and other facial expressions to initiate social contact <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

EXPECTATION	LDC.3.1.1.3.	Coos and uses physical movements to engage familiar 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.2 Vocalizes and gestures to communicate
EXPECTATION	LDC.3.1.1.4.	Babbles and experiments with all types of sounds (two-lip sounds: “p,” “b,” “m”) <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
EXPECTATION	LDC.3.1.1.5.	Combines different types of babbles <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
EXPECTATION	LDC.3.1.1.6.	Begins to point to objects in his/her environment <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.3.	Expressive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.3.1.	Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.
STANDARD	LDC.3.1.2.	7 months to 18 months: Children’s language progresses from babbling to utterances and to first words. Toward the end of this age period, babbling decreases as children begin to build their vocabulary.
EXPECTATION	LDC.3.1.2.1.	Babbles using the sounds of the home language <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
EXPECTATION	LDC.3.1.2.2.	Creates long, babbled sentences <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.1 Emerging to 9c.2 Uses one- or two-word sentences or phrases

EXPECTATION	LDC.3.1.2.3.	Uses nonverbal communication to express ideas, e.g., waves bye-bye, signs “more” when eating <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
EXPECTATION	LDC.3.1.2.4.	Utters first words; these words are for familiar objects and people, e.g., “mama,” “bottle” <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
EXPECTATION	LDC.3.1.2.5.	Names a few familiar objects in his/her environment <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
EXPECTATION	LDC.3.1.2.6.	Uses one word to convey a message, e.g., “milk” for “I want milk” <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.4.	Early Literacy
DESCRIPTOR / CONTENT DISCIPLINE	LDC.4.1.	Children demonstrate interest in and comprehension of printed materials.
STANDARD	LDC.4.1.1.	Birth to 9 months: Children begin to build the foundation for early literacy by exploring printed materials and building a capacity for reading printed materials.
EXPECTATION	LDC.4.1.1.1.	Shows awareness of printed materials, e.g., stares at a picture in 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

EXPECTATION	LDC.4.1.1.2.	Reaches out to grasp and mouth books <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
EXPECTATION	LDC.4.1.1.3.	Uses multiple senses to explore books, e.g., explores books with different textures <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
EXPECTATION	LDC.4.1.1.4.	Uses hands to manipulate printed materials, e.g., attempts to turn pages of a board book, and grasps objects in hands <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
EXPECTATION	LDC.4.1.1.5.	Points or makes sounds while looking at picture books <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
EXPECTATION	LDC.4.1.1.6.	Focuses attention while looking at printed materials for brief periods of time <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.4.	Early Literacy
DESCRIPTOR / CONTENT DISCIPLINE	LDC.4.1.	Children demonstrate interest in and comprehension of printed materials.
STANDARD	LDC.4.1.2.	7 months to 18 months: Children become participants as they actively engage in literacy activities with printed materials.

EXPECTATION	LDC.4.1.2.1.	Points to pictures in a book and reacts, e.g., smiles when sees a picture of a dog <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
EXPECTATION	LDC.4.1.2.2.	Initiates literacy activities, e.g., gestures toward a book or attempts to turn pages of a paper book or magazine <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
EXPECTATION	LDC.4.1.2.3.	Imitates gestures and sounds during activities, e.g., hand actions during singing, babbles as caregiver reads 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
EXPECTATION	LDC.4.1.2.4.	Increases ability to focus for longer periods of time on printed materials <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
EXPECTATION	LDC.4.1.2.5.	Grasps objects and attempts to scribble, e.g., make a slight mark with a crayon on a piece of paper <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.1 Emerging to 19a.2 Makes scribbles or marks
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.1.	Concept Development
DESCRIPTOR / CONTENT DISCIPLINE	CD.1.1.	Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.
STANDARD	CD.1.1.1.	Birth to 9 months: Children begin to receive and organize information through social interactions and sensory exploration.

EXPECTATION	CD.1.1.1.1.	Turns head toward sounds <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
EXPECTATION	CD.1.1.1.2.	Begins to focus on objects, sounds, and people <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
EXPECTATION	CD.1.1.1.3.	Actively explores the environment through the five 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
EXPECTATION	CD.1.1.1.4.	Attempts to repeat an action, e.g., pats the table and tries to pat it again <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
EXPECTATION	CD.1.1.1.5.	Focuses and begins to distinguish between familiar and unfamiliar objects, sounds, and people <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.1.	Concept Development
DESCRIPTOR / CONTENT DISCIPLINE	CD.1.1.	Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.
STANDARD	CD.1.1.2.	7 months to 18 months: Children begin to recognize object characteristics, and build awareness of simple concepts through interactions and exploration.

EXPECTATION	CD.1.1.2.1.	Develops object permanence, aware that an object still exists even when it is not physically visible, e.g., pulls the blanket off the pacifier, cries when caregiver leaves the room <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
EXPECTATION	CD.1.1.2.2.	Uses physical actions while exploring objects, e.g., rolls a ball back and forth on the floor, purposefully throws object repeatedly onto floor to be picked up <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
EXPECTATION	CD.1.1.2.3.	Identifies and indicates objects and people in pictures, e.g., points <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
EXPECTATION	CD.1.1.2.4.	Focuses attention on objects, people, and sounds for increasing amounts of time <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.2.	Memory
DESCRIPTOR / CONTENT DISCIPLINE	CD.2.1.	Children demonstrate the ability to acquire, store, recall, and apply past experiences.
STANDARD	CD.2.1.1.	Birth to 9 months: Children begin to form memories from their experiences and will begin to anticipate certain patterns for occurrences.
EXPECTATION	CD.2.1.1.1.	Turns toward familiar voices, sounds, and/or objects <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

EXPECTATION	CD.2.1.1.2.	Anticipates familiar events, e.g., reaches for bottle and brings to mouth <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
EXPECTATION	CD.2.1.1.3.	Finds an object that it is partially hidden <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
EXPECTATION	CD.2.1.1.4.	Remembers that objects and people still exist even when they are no longer physically present, e.g., looks around for parent when parent leaves the room <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.2.	Memory
DESCRIPTOR / CONTENT DISCIPLINE	CD.2.1.	Children demonstrate the ability to acquire, store, recall, and apply past experiences.
STANDARD	CD.2.1.2.	7 months to 18 months: Children remember familiar people, routines, actions, places, and objects.
EXPECTATION	CD.2.1.2.1.	Finds hidden objects, e.g., lifts a blanket to uncover a toy after seeing the caregiver hide it <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
EXPECTATION	CD.2.1.2.2.	Shows awareness of non-present, familiar adults, e.g., while in childcare, asks for mom and dad throughout the day <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

EXPECTATION	CD.2.1.2.3.	Searches for objects in their usual location, e.g., finds their favorite book on the bookshelf <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
EXPECTATION	CD.2.1.2.4.	Anticipates what event comes next in his or her daily routine, e.g., sits down for a morning snack after a music activity <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.3.	Spatial Relationships
DESCRIPTOR / CONTENT DISCIPLINE	CD.3.1.	Children demonstrate an awareness of how objects and people move and fit in space.
STANDARD	CD.3.1.1.	Birth to 9 months: Children use observation and sensory exploration to begin building an understanding of how objects and people move in relationship to each other.
EXPECTATION	CD.3.1.1.1.	Observes objects and people in the immediate environment, e.g., looks at own hands and feet, tracks caregiver with eyes, turns head toward sounds <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
EXPECTATION	CD.3.1.1.2.	Reaches and grasps for objects <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
EXPECTATION	CD.3.1.1.3.	Explores through the use of different senses, e.g., begins to mouth and/or pat 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

EXPECTATION	CD.3.1.1.4.	Focuses attention on an object in motion and follows it, e.g., watches a toy roll away after it falls <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.3.	Spatial Relationships
DESCRIPTOR / CONTENT DISCIPLINE	CD.3.1.	Children demonstrate an awareness of how objects and people move and fit in space.
STANDARD	CD.3.1.2.	7 months to 18 months: Children begin to use trial and error in discovering how objects and people move and fit in relationship to each other.
EXPECTATION	CD.3.1.2.1.	Puts objects in a bucket and then dumps them out; repeats this action <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
EXPECTATION	CD.3.1.2.2.	Begins to identify physical obstacles and possible solutions when moving around, e.g., crawls around a chair instead of under it <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
EXPECTATION	CD.3.1.2.3.	Drops objects such as toys and watches them move <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
EXPECTATION	CD.3.1.2.4.	Discriminates between small and large objects, e.g., uses one hand or two hands in a variety of ways <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.4.	Symbolic Thought
DESCRIPTOR / CONTENT DISCIPLINE	CD.4.1.	Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

STANDARD	CD.4.1.1.	Birth to 9 months: Children use observation, exploration, and social interaction to learn about objects, actions, and people.
EXPECTATION	CD.4.1.1.1.	Uses senses to explore objects, e.g., observes, mouths, touches <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
EXPECTATION	CD.4.1.1.2.	Interacts with caregiver(s) and the 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
EXPECTATION	CD.4.1.1.3.	Physically manipulates objects, e.g., twists and turns toys, drops items <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
EXPECTATION	CD.4.1.1.4.	Combines objects in play <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
EXPECTATION	CD.4.1.1.5.	Locates an object that has been partially hidden <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.1 Emerging to 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.4.	Symbolic Thought
DESCRIPTOR / CONTENT DISCIPLINE	CD.4.1.	Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.
STANDARD	CD.4.1.2.	7 months to 18 months: Children use social interaction to continue to gather meaning from objects, actions, and people. Children move from exploring objects to learning how to play with objects in ways they are intended to be used. Toward the end of this age period, children begin to use one object to represent another object.

EXPECTATION	CD.4.1.2.1.	Demonstrates object permanence, e.g., realizes objects and people still exist, even when they are not physically visible 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
EXPECTATION	CD.4.1.2.2.	Imitates adult's actions, e.g., bangs a drum with a rattle, after observing an adult complete the action <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
EXPECTATION	CD.4.1.2.3.	Engages in simple pretend play, e.g., pretends to drink tea from a pretend tea cup, pretends to feed baby doll with toy bottle, uses a toy block as a phone, and pretends to talk to mama <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
EXPECTATION	CD.4.1.2.4.	Recognizes familiar people and/or objects in photographs <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.5.	Creative Expression
DESCRIPTOR / CONTENT DISCIPLINE	CD.5.1.	Children demonstrate the ability to convey ideas and emotions through creative expression.
STANDARD	CD.5.1.1.	Birth to 9 months: Children build the beginnings of creative expression through everyday interactions with their caregivers.
EXPECTATION	CD.5.1.1.1.	Actively explores sensory objects in the 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

EXPECTATION	CD.5.1.1.2.	Participates in interactions with caregiver(s), e.g., observes, smiles, coos <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
EXPECTATION	CD.5.1.1.3.	Demonstrates interest in sounds, songs, music, and colors <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
EXPECTATION	CD.5.1.1.4.	Listens and moves to music <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
EXPECTATION	CD.5.1.1.5.	Manipulates objects, e.g., turns, shakes, bangs <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.5.	Creative Expression
DESCRIPTOR / CONTENT DISCIPLINE	CD.5.1.	Children demonstrate the ability to convey ideas and emotions through creative expression.
STANDARD	CD.5.1.2.	7 months to 18 months: Children increasingly engage with their caregiver(s) and show enjoyment in activities and interactions that focus on music, movement, building, and play.
EXPECTATION	CD.5.1.2.1.	Enjoys familiar songs and word rhymes <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

EXPECTATION	CD.5.1.2.2.	Begins to use symbolic play while interacting, e.g., holds a play phone to ear and has a “conversation” with grandma <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
EXPECTATION	CD.5.1.2.3.	Begins to stack large blocks with or without support <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
EXPECTATION	CD.5.1.2.4.	Participates in music activities by performing some accompanying hand movements <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
EXPECTATION	CD.5.1.2.5.	Engages in art activities such as coloring or finger painting <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.6.	Logic & Reasoning
DESCRIPTOR / CONTENT DISCIPLINE	CD.6.1.	Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.
STANDARD	CD.6.1.1.	Birth to 9 months: Children begin to build awareness and use simple actions to have an impact on objects and people in their environment.
EXPECTATION	CD.6.1.1.1.	Uses nonverbal and verbal communication to generate responses from caregiver(s), e.g., coos, reaches laughs <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

EXPECTATION	CD.6.1.1.2.	Repeats similar actions on different objects, e.g., shakes stuffed animal in the same manner as a rattle to hear 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
EXPECTATION	CD.6.1.1.3.	Looks for and finds an object that has fallen <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.6.	Logic & Reasoning
DESCRIPTOR / CONTENT DISCIPLINE	CD.6.1.	Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.
STANDARD	CD.6.1.2.	7 months to 18 months: Children combine specific actions to have an effect on people and objects, and interact with people and objects in different ways to discover what will happen.
EXPECTATION	CD.6.1.2.1.	Uses objects as they are intended, e.g., pretends to drink milk out of a toy bottle <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
EXPECTATION	CD.6.1.2.2.	Attempts different ways to move an object to see what happens, e.g., rolls a ball gently at first and then hard to see how fast and far it will move <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
EXPECTATION	CD.6.1.2.3.	Uses different actions for an intended result, e.g., builds tower with blocks and then knocks it down with his or her hand, repeats the activity and uses his/her head to make the tower tumble <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

EXPECTATION	CD.6.1.2.4.	Imitates adult's body language and simple actions, e.g., puts hands on hips or pretends to brush crumbs off table <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.7.	Quantity & Numbers
DESCRIPTOR / CONTENT DISCIPLINE	CD.7.1.	Children demonstrate awareness of quantity, counting, and numeric competencies.
STANDARD	CD.7.1.1.	Birth to 9 months: Children are developing an understanding of quantity and number concepts as they explore and interact with objects and people in their everyday environment.
EXPECTATION	CD.7.1.1.1.	Uses sounds and body language to signal for more, e.g., begins to cry when finishing a bottle of milk and is still hungry <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
EXPECTATION	CD.7.1.1.2.	Explores objects one at a time, e.g., mouths one toy and drops it to grab hold of another, or drops toys in a container <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more
EXPECTATION	CD.7.1.1.3.	Expresses desire for more through facial cues, sounds, gestures, and actions, e.g., bangs, opens mouth, points, reaches <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

EXPECTATION	CD.7.1.1.4.	<p>Holds on to more than one object at a time, e.g., grasps a rattle in one hand, and reaches for block</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.7.	Quantity & Numbers
DESCRIPTOR / CONTENT DISCIPLINE	CD.7.1.	Children demonstrate awareness of quantity, counting, and numeric competencies.
STANDARD	CD.7.1.2.	7 months to 18 months: Children begin to identify that there are different quantities of objects and people, and may attempt to match quantities with numbers through the use of words, symbols, and gestures.
EXPECTATION	CD.7.1.2.1.	<p>Understands the concept of “more” in regard to food and play; signs or says, “more”</p> <p><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</p>
EXPECTATION	CD.7.1.2.2.	<p>Imitates counting, e.g., climbs stairs and mimics “one, two”</p> <p><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</p>
EXPECTATION	CD.7.1.2.3.	<p>Uses nonverbal and verbal communication to express more complex concepts, e.g., “some,” “again,” “all done”</p> <p><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</p>
EXPECTATION	CD.7.1.2.4.	<p>Begins to understand descriptive words and apply attributes to people, e.g., points to himself when asked, “Who’s a big boy?”</p> <p><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</p>

EXPECTATION	CD.7.1.2.5.	Begins to use number words to label quantities, even though incorrect <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.8.	Science Concepts & Exploration
DESCRIPTOR / CONTENT DISCIPLINE	CD.8.1.	Children demonstrate a basic awareness of and use scientific concepts.
STANDARD	CD.8.1.1.	Birth to 9 months: Children use social interactions along with their five senses to discover and explore the world around them.
EXPECTATION	CD.8.1.1.1.	Observes people and objects in his or her 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
EXPECTATION	CD.8.1.1.2.	Engages in social interactions 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.2 Demonstrates a secure attachment to one or more adults
EXPECTATION	CD.8.1.1.3.	Actively explores new objects found in the environment, e.g., mouths, pats, grasps <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
EXPECTATION	CD.8.1.1.4.	Uses all of his or her senses to explore and discover new things, e.g., reaches out to touch rain or snow <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.8.	Science Concepts & Exploration
DESCRIPTOR / CONTENT DISCIPLINE	CD.8.1.	Children demonstrate a basic awareness of and use scientific concepts.

STANDARD	CD.8.1.2.	7 months to 18 months: Children use all of their five senses to purposefully collect and act on information received through interactions with their environment.
EXPECTATION	CD.8.1.2.1.	Actively explores objects and experiences their properties through the different senses, e.g., color, texture, weight, taste <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
EXPECTATION	CD.8.1.2.2.	Repeats actions that attracts his or her attention, e.g., drops object onto floor to hear the sound it makes <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
EXPECTATION	CD.8.1.2.3.	Experiments with different textures found in the outside environment, e.g., runs fingers through dirt, crumbles dry leaves <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.9.	Safety & Well-Being
DESCRIPTOR / CONTENT DISCIPLINE	CD.9.1.	Children demonstrate the emerging ability to recognize risky situations and respond accordingly.
STANDARD	CD.9.1.1.	Birth to 9 months: Children first rely on their natural reflexes to signal basic survival needs to their caregiver(s). Toward the end of this age period, an emerging awareness in their own bodies and trust in their caregiver(s) support children in meeting needs and protecting them in uncertain and potentially unsafe situations.
EXPECTATION	CD.9.1.1.1.	Signals needs through reflexes and sounds, e.g., demonstrates rooting reflex when hungry, cries when uncomfortable <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

EXPECTATION	CD.9.1.1.2.	Actively observes and explores 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
EXPECTATION	CD.9.1.1.3.	Demonstrates interest in own body, e.g., stares at hands, mouths feet, pokes at belly button <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
EXPECTATION	CD.9.1.1.4.	Uses physical movements to explore environment, e.g., reaching, sitting, rolling <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
EXPECTATION	CD.9.1.1.5.	Demonstrates trust in caregiver(s), e.g., reaches for adult, comforted when soothed, looks for caregiver in novel situations <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.9.	Safety & Well-Being
DESCRIPTOR / CONTENT DISCIPLINE	CD.9.1.	Children demonstrate the emerging ability to recognize risky situations and respond accordingly.
STANDARD	CD.9.1.2.	7 months to 18 months: Children’s increasing physical abilities allow them to explore new ways of interacting with the environment around them. Motivated by these new skills, children take risks to explore and learn, and demonstrate through nonverbal and verbal communication trust in their caregiver(s) to keep them safe.
EXPECTATION	CD.9.1.2.1.	Uses social referencing to assess uncertain situations, e.g., looks at a caregiver for social cues as to whether or not to proceed <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

EXPECTATION	CD.9.1.2.2.	Actively climbs to reach for wanted objects during play <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
EXPECTATION	CD.9.1.2.3.	Responds to cues from caregiver in uncertain and unsafe situations <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
EXPECTATION	CD.9.1.2.4.	Hesitates and demonstrates caution in new and/or changing situations, e.g., stops crawling when reaches the edge of an uneven surface <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
EXPECTATION	CD.9.1.2.5.	Responds to warnings and changes in tone of voice; needs assistance and redirection to stop unsafe behavior, e.g., looks up after hearing a stern “no” but does not necessarily stop the behavior or action <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.1.	Curiosity & Initiative
DESCRIPTOR / CONTENT DISCIPLINE	AL.1.1.	Children demonstrate interest and eagerness in learning about their world.
STANDARD	AL.1.1.1.	Birth to 9 months: Children are discovering the world through exploration and social interaction. Children react with special interest to new objects, people, and experiences.
EXPECTATION	AL.1.1.1.1.	Observes the environment and people; tracks a toy as it moves from one point to another <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
EXPECTATION	AL.1.1.1.2.	Shows interest in him- or herself, e.g., gazes at hands, places feet in mouth <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

EXPECTATION	AL.1.1.1.3.	Actively explores new objects found in the environment, e.g., touches, pats, and mouths <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
EXPECTATION	AL.1.1.1.4.	Attempts to initiate interaction with others, e.g., smiles, reaches for a caregiver <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
EXPECTATION	AL.1.1.1.5.	Participates in joint attention with caregiver(s), e.g., focuses on the same 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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.1.	Curiosity & Initiative
DESCRIPTOR / CONTENT DISCIPLINE	AL.1.1.	Children demonstrate interest and eagerness in learning about their world.
STANDARD	AL.1.1.2.	7 months to 18 months: Children’s newly acquired physical control allows them to explore and initiate interactions in a more purposeful and meaningful manner.
EXPECTATION	AL.1.1.2.1.	Demonstrates an interest in new objects by manipulating and turning the object <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
EXPECTATION	AL.1.1.2.2.	Uses familiar objects in new ways, e.g., places a toy basket on head <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
EXPECTATION	AL.1.1.2.3.	Moves toward a new activity by crawling or walking <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

EXPECTATION	AL.1.1.2.4.	<p>Begins to demonstrate preferences for objects and/or materials, e.g., selects a book to read when given options</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	AL.1.1.2.5.	<p>Engages familiar adults in meaningful interactions, e.g., points to favorite toy, brings a book over to be read</p> <p><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</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.2.	Problem Solving
DESCRIPTOR / CONTENT DISCIPLINE	AL.2.1.	Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.
STANDARD	AL.2.1.1.	Birth to 9 months: Children are building the foundation for problem solving through active exploration and social interaction.
EXPECTATION	AL.2.1.1.1.	<p>Focuses on getting a caregiver’s attention through the use of sounds, cries, gestures, and facial expressions</p> <p><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</p>
EXPECTATION	AL.2.1.1.2.	<p>Enjoys repeating actions, e.g., continues to drop toy from highchair after it is picked up by a caregiver or sibling</p> <p><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</p>
EXPECTATION	AL.2.1.2.3.	<p>Communicates the need for assistance through verbal and/or nonverbal cues, e.g., pointing, reaching, vocalizing</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning

LEARNING STANDARD / DISCIPLINE	AL.2.	Problem Solving
DESCRIPTOR / CONTENT DISCIPLINE	AL.2.1.	Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.
STANDARD	AL.2.1.2.	7 months to 18 months: Children begin to discover that certain actions and behaviors can be solutions to challenges and obstacles they encounter. Children also recognize how to engage their caregiver(s) to assist in managing these challenges.
EXPECTATION	AL.2.1.2.1.	Repeats actions over and over again to figure out how an object works <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
EXPECTATION	AL.2.1.2.2.	Begins to recognize that certain actions will draw out certain responses, e.g., laughing and smiling will often result in an adult responding in the same manner <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
EXPECTATION	AL.2.1.2.3.	Attempts a variety of physical strategies to reach simple goals, e.g., pulls the string of a toy train to move it closer or crawls to get a ball that has rolled away <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.3.	Confidence & Risk-Taking
DESCRIPTOR / CONTENT DISCIPLINE	AL.3.1.	Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.
STANDARD	AL.3.1.1.	Birth to 9 months: Children begin to build confidence through the everyday interactions they experience with their caregivers. These interactions form special relationships, which in turn build the “secure base” for children to take risks and try new experiences.
EXPECTATION	AL.3.1.1.1.	Cries and/or uses body language to signal and get needs met, e.g., averts gaze, arches back <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

EXPECTATION	AL.3.1.1.2.	Explores new objects with eagerness, e.g., squeals and/or squeezes a toy <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
EXPECTATION	AL.3.1.1.3.	Uses different approaches for accomplishing a simple task, e.g., reaching, kicking, vocalizing <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
EXPECTATION	AL.3.1.1.4.	Attempts new skills on his or her own while “checking in” with a familiar adult, e.g., a new crawler begins to move, then turns toward the caregiver for reassurance before crawling away <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.3.	Confidence & Risk-Taking
DESCRIPTOR / CONTENT DISCIPLINE	AL.3.1.	Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.
STANDARD	AL.3.1.2.	7 months to 18 months: Children begin to use their developing confidence to engage in simple risk-taking behavior as they physically explore their environment in the context of a secure relationship.
EXPECTATION	AL.3.1.2.1.	Begins to take great risks with little regard for danger, e.g., lunging off a couch to reach for an object <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
EXPECTATION	AL.3.1.2.2.	Becomes more intentional and confident when playing and interacting, e.g., grabs, pushes, throws <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

EXPECTATION	AL.3.1.2.3.	Uses trial and error to solve a problem, e.g., tries different angles when attempting to place a shape in a shape sorter <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.4.	Persistence, Effort, & Attentiveness
DESCRIPTOR / CONTENT DISCIPLINE	AL.4.1.	Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.
STANDARD	AL.4.1.1.	Birth to 9 months: Children observe, explore, attend and interact with the world around them.
EXPECTATION	AL.4.1.1.1.	Establishes and sustains eye contact with caregiver(s) <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
EXPECTATION	AL.4.1.1.2.	Focuses attention on sounds, people, and objects <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
EXPECTATION	AL.4.1.1.3.	Repeats interesting actions over and over <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
EXPECTATION	AL.4.1.1.4.	Indicates preferences by using nonverbal cues, e.g., turning head, kicking feet <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.4.	Persistence, Effort, & Attentiveness
DESCRIPTOR / CONTENT DISCIPLINE	AL.4.1.	Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.

STANDARD	AL.4.1.2.	7 months to 18 months: Children begin to become more persistent in interacting with people, exploring objects, and accomplishing tasks. While their ability to sustain attention increases, they are still easily distracted by other objects and events in the environment.
EXPECTATION	AL.4.1.2.1.	Participates in back-and-forth interactions, e.g., plays peek-a-boo with an adult <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.4.	Persistence, Effort, & Attentiveness
DESCRIPTOR / CONTENT DISCIPLINE	AL.4.1.	Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.
STANDARD	AL.4.1.2.	7 months to 18 months: Children begin to become more persistent in interacting with people, exploring objects, and accomplishing tasks. While their ability to sustain attention increases, they are still easily distracted by other objects and events in the environment.
EXPECTATION	AL.4.1.2.2.	Repeats activities over and over, e.g., successfully inserts all the shape sorter’s pieces, dumps them out, and starts again <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
EXPECTATION	AL.4.1.2.3.	Begins to attempt assisting in self-help activities, e.g., feeding, grooming <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
EXPECTATION	AL.4.1.2.4.	Demonstrates preferences, e.g., gestures to the bean bag and says “no” when presented with something else <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.5.	Creativity, Inventiveness, & Imagination
DESCRIPTOR / CONTENT DISCIPLINE	AL.5.1.	Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.

STANDARD	AL.5.1.1.	Birth to 9 months: Children observe and interact with their surrounding environment, and begin to build the skills needed to manipulate objects and materials in different ways.
EXPECTATION	AL.5.1.1.1.	Observes materials, objects, and people with curiosity <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
EXPECTATION	AL.5.1.1.2.	Actively explores new objects found in the environment by touching, patting, and mouthing <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
EXPECTATION	AL.5.1.1.3.	Reaches for objects in close proximity <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
EXPECTATION	AL.5.1.1.4.	Imitates sounds, movements, and facial expressions, e.g., moves body up and down after caregiver initially moves in that manner <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.5.	Creativity, Inventiveness, & Imagination
DESCRIPTOR / CONTENT DISCIPLINE	AL.5.1.	Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.
STANDARD	AL.5.1.2.	7 months to 18 months: Children first begin using most objects and materials for their intended use. As they develop, children begin to experiment with using these objects and materials in new and unexpected ways.
EXPECTATION	AL.5.1.2.1.	Imitates a peer's actions, e.g., bangs on table with cup <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

EXPECTATION	AL.5.1.2.2.	Uses objects as they're intended to be used, e.g., rolls a toy car <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
EXPECTATION	AL.5.1.2.3.	Spends increasing amounts of time exploring and learning about objects, e.g., will attend to a new toy for longer periods of time in order to make sense of it <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
EXPECTATION	AL.5.1.2.4.	Begins to use objects in new and unexpected ways, e.g., places a basket on head <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
EXPECTATION	AL.5.1.2.5.	Imitates actions of other people in a playful manner, e.g., wags finger at baby doll and say, "no, no, no" <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

Illinois Early Learning Guidelines for Children Birth to Age Three

Ages 16-24 months; adopted 2013

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.1.	Physiological Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.1.1.	Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.

STANDARD	SR.1.1.1.	16 months to 24 months: Children have established basic, consolidated patterns in sleep/wake, feeding, and elimination functions. Children use nonverbal and verbal communication to signal needs to caregiver(s) for support in regulating. Children also begin to manage internal and external stimuli.
EXPECTATION	SR.1.1.1.1.	Uses gestures and symbolic actions to demonstrate feelings and needs, e.g., lays head on caregiver’s lap when tired <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
EXPECTATION	SR.1.1.1.2.	Becomes frustrated and displays regressive behaviors when overstimulated, e.g., temper tantrums <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
EXPECTATION	SR.1.1.1.3.	Communicates needs with one or two words, e.g., says or gestures “milk” for “I want milk” <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
EXPECTATION	SR.1.1.1.4.	Begins to have an awareness of bodily functions and begins to demonstrate an interest in toileting, e.g., recognizes a “potty” <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.2.	Emotional Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.2.1.	Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.
STANDARD	SR.2.1.1.	16 months to 24 months: Children begin to recognize a specific range of emotions and manage their emotions through both the use of advanced soothing strategies and the use of their caregiver.

EXPECTATION	SR.2.1.1.1.	<p>Uses caregiver’s facial cues and body language to assist in novel and uncertain situations, e.g., sees a dog for the first time and uses the adult’s smile as a cue to cautiously pat the dog</p> <p><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</p>
EXPECTATION	SR.2.1.1.2.	<p>Uses play to sort out feelings and gain control over them, e.g., projects feeling onto an object, grasps a ball and hugs it tightly to chest when excited</p> <p><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</p>
EXPECTATION	SR.2.1.1.3.	<p>Uses verbal and nonverbal communication to signal the need for their caregiver, e.g., calls by name, crawls into a familiar adult’s lap</p> <p><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</p>
EXPECTATION	SR.2.1.1.4.	<p>Names some emotions, e.g., “me sad”</p> <p><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</p>
EXPECTATION	SR.2.1.1.5.	<p>Begins to use “private speech” in order to assist in regulating their emotions, e.g., utters “bear, where is bear” to self</p> <p><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</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.1.	16 months to 24 months: Children begin to focus and attend for longer periods of time, in particular while engaged in self-created and goal-directed play. Children also have an increased internal capacity to organize and plan while attending and focusing.

EXPECTATION	SR.3.1.1.1.	Works to find solutions to simple problems and/or obstacles, e.g., attempts to climb onto a piece of furniture in order to retrieve a toy <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
EXPECTATION	SR.3.1.1.2.	Works on solving increasingly difficult activities, e.g., attempts to solve a simple, three-piece puzzle <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
EXPECTATION	SR.3.1.1.3.	Remains focused for longer periods of time while engaged in self-initiated play <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
EXPECTATION	SR.3.1.1.4.	Attends and stays engaged to often reach a goal, e.g., places all the shapes in the shape sorter <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.4.	Behavior Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.4.1.	Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.
STANDARD	SR.4.1.1.	16 months to 24 months: Children may be able to demonstrate limited self-control over behavior by responding to cues found in the environment. Children also begin to use more complex strategies to help manage feelings of impulsivity.
EXPECTATION	SR.4.1.1.1.	Communicates “mine” when another child takes a toy away <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

EXPECTATION	SR.4.1.1.2.	Communicates “no” to self when reaching for forbidden objects <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults
EXPECTATION	SR.4.1.1.3.	Begins to respond to caregiver’s cues and modifies behavior, e.g., does not touch the forbidden object, once recognizing the caregiver is discouraging the action <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.1.	Attachment Relationships
DESCRIPTOR / CONTENT DISCIPLINE	SED.1.1.	Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.
STANDARD	SED.1.1.1.	16 months to 24 months: Children begin to use nonverbal and verbal communication to connect and reconnect with their attachment figure.
EXPECTATION	SED.1.1.1.1.	Shows an emotional connection with familiar adults other than the primary caregiver <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
EXPECTATION	SED.1.1.1.2.	Uses imitation and pretend play to make sense of relationships, e.g., uses a toy to “brush” hair, or feeds and rocks 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
EXPECTATION	SED.1.1.1.3.	Plays physically farther away from primary caregiver with increasing confidence; moves closer as needed <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

EXPECTATION	SED.1.1.1.4.	Seeks physical closeness when distressed <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
EXPECTATION	SED.1.1.1.5.	Actively seeks emotional responses from caregiver(s) by waving, hugging, and crying <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.2.	Emotional Expression
DESCRIPTOR / CONTENT DISCIPLINE	SED.2.1.	Children demonstrate an awareness of and the ability to identify and express emotions.
STANDARD	SED.2.1.1.	16 months to 24 months: Children continue to experience a wide range of emotions (e.g., affection, frustration, fear, anger, sadness). At this point in development, children will express and act on impulses, but begin to learn skills from their caregiver(s) on how to control their emotional expression.
EXPECTATION	SED.2.1.1.1.	Demonstrates anger and frustration through a wide range of physical, vocal, and facial expressions, e.g., temper tantrums <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
EXPECTATION	SED.2.1.1.2.	Expresses pride, e.g., smiles, claps, or says, “I did it” after completing a task <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
EXPECTATION	SED.2.1.1.3.	Attempts to use a word to describe feelings to a familiar adult <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

EXPECTATION	SED.2.1.1.4.	Expresses wonder and delight while exploring the environment and engaging others <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.3.	Relationship with Adults
DESCRIPTOR / CONTENT DISCIPLINE	SED.3.1.	Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.
STANDARD	SED.3.1.1.	16 months to 24 months: Children actively seek out familiar adults and begin to show an interest in adult tasks and roles.
EXPECTATION	SED.3.1.1.1.	Builds emotional connections with other familiar adults, in addition to primary caregiver(s) <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
EXPECTATION	SED.3.1.1.2.	Seeks adult assistance with challenges but may refuse help and say “no” <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
EXPECTATION	SED.3.1.1.3.	Responds to guidance, e.g., places the shape into the shape sorter after caregiver demonstrates how to <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
EXPECTATION	SED.3.1.1.4.	Imitates a familiar adult’s actions, e.g., waves hands around while pretending to talk on the phone after seeing caregiver make those same actions <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.4.	Self-Concept

DESCRIPTOR / CONTENT DISCIPLINE	SED.4.1.	Children develop identity of self.
STANDARD	SED.4.1.1.	16 months to 24 months: Children become aware of themselves as distinct from others both physically and emotionally. During this period, children often struggle with the balance of being independent and needing nurturing from their caregiver(s).
EXPECTATION	SED.4.1.1.1.	Demonstrates awareness of self, e.g., touches own nose in the mirror <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	SED.4.1.1.2.	Able to express his or her 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
EXPECTATION	SED.4.1.1.3.	Refers to self with gestures and language <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
EXPECTATION	SED.4.1.1.4.	Demonstrates understanding and use of concepts through words such as “mine,” “me,” and “you” <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
EXPECTATION	SED.4.1.1.5.	Points to self in images and other types of media <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
EXPECTATION	SED.4.1.1.6.	Frequently tests limits <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults

EXPECTATION	SED.4.1.1.7.	Asks for help from familiar adults but may begin to attempt to complete tasks autonomously <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.5.	Relationship with Peers
DESCRIPTOR / CONTENT DISCIPLINE	SED.5.1.	Children demonstrate the desire and develop the ability to engage and interact with other children.
STANDARD	SED.5.1.1.	16 months to 24 months: As play and communication matures; children begin to seek out interactions with peers.
EXPECTATION	SED.5.1.1.1.	Gestures in order to communicate a desire to play near a peer <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
EXPECTATION	SED.5.1.1.2.	Demonstrates enthusiasm around other children <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
EXPECTATION	SED.5.1.1.3.	Expresses frustration when another child takes something away from him or her, e.g., a toy <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
EXPECTATION	SED.5.1.1.4.	Begins to engage in simple reciprocal interactions, e.g., rolls a ball back and forth <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

EXPECTATION	SED.5.1.1.5.	Demonstrates a preference for parallel play, e.g., plays next to other children with similar toys with little or no interaction <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.6.	Empathy
DESCRIPTOR / CONTENT DISCIPLINE	SED.6.1.	Children demonstrate an emerging ability to understand someone else’s feelings and to share in the emotional experiences of others.
STANDARD	SED.6.1.1.	16 months to 24 months: Children begin to notice different emotions that other children are expressing and may begin to respond to these emotions.
EXPECTATION	SED.6.1.1.1.	Imitates comforting behaviors from caregiver(s), e.g., pats or hugs a child when upset <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
EXPECTATION	SED.6.1.1.2.	Recognizes some of his or her own emotions, e.g., grab a comfort object when sad <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
EXPECTATION	SED.6.1.1.3.	Demonstrates awareness of different emotions and feelings during play, e.g., rocks a baby doll and whispers “shhh” <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
EXPECTATION	SED.6.1.1.4.	Shares in and communicates simple emotions of others, e.g., “mama sad”, “papa happy” <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.1.	Gross Motor

DESCRIPTOR / CONTENT DISCIPLINE	PDH.1.1.	Children demonstrate strength, coordination, and controlled use of large muscles.
STANDARD	PDH.1.1.1.	16 months to 24 months: Children now have gained more control over their movements and begin to explore different ways they can move their bodies.
EXPECTATION	PDH.1.1.1.1.	Attempts to climb objects, e.g., furniture, steps, simple climbing structures <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
EXPECTATION	PDH.1.1.1.2.	Holds objects or toys while walking, e.g., pulls a car by a string while walking around the room <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
EXPECTATION	PDH.1.1.1.3.	Kicks and attempts to catch a ball <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
EXPECTATION	PDH.1.1.1.4.	Rides a toy by using his or her hands or feet <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.2.	Fine Motor
DESCRIPTOR / CONTENT DISCIPLINE	PDH.2.1.	Children demonstrate the ability to coordinate their small muscles in order to move and control objects.
STANDARD	PDH.2.1.1.	16 months to 24 months: Children begin to coordinate their movements when using their small muscles and begin to manipulate various types of objects.
EXPECTATION	PDH.2.1.1.1.	Attempts to fold various types of materials, e.g., paper, baby blanket <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

EXPECTATION	PDH.2.1.1.2.	Uses baby sign to communicate various concepts, e.g., “all done,” “more,” “water” <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
EXPECTATION	PDH.2.1.1.3.	Uses simple tools, e.g., scooper to scoop sand or water, crayon for scribbling <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
EXPECTATION	PDH.2.1.1.4.	Begins to imitate lines and circles when drawing <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
EXPECTATION	PDH.2.1.1.5.	Controls placement of objects in a more effective manner, e.g., stacks blocks in a more orderly fashion <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.3.	Perceptual
DESCRIPTOR / CONTENT DISCIPLINE	PDH.3.1.	Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.
STANDARD	PDH.3.1.1.	16 months to 24 months: Children continue to work on using perceived sensory information to decide how to interact with their environment.
EXPECTATION	PDH.3.1.1.1.	Plays with water and sand tables; explores by pouring, digging, and filling <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

EXPECTATION	PDH.3.1.1.2.	Enjoys physical play, e.g., wrestling, tickling <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
EXPECTATION	PDH.3.1.1.3.	Recognizes situations that need to be approached cautiously, e.g., walks slowly with a cup of water or with food on a plate <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
EXPECTATION	PDH.3.1.1.4.	Adjusts approach to environment, e.g., changes volume of voice to adjust to noise level in the environment <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.4.	Self-Care
DESCRIPTOR / CONTENT DISCIPLINE	PDH.4.1.	Children demonstrate the desire and ability to participate in and practice self-care routines.
STANDARD	PDH.4.1.1.	16 months to 24 months: Children become active participants in addressing their own self-care needs with the support of the caregiver.
EXPECTATION	PDH.4.1.1.1.	Feeds self with 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
EXPECTATION	PDH.4.1.1.2.	Starts to indicate needs with gestures or a word, e.g., tugs diaper when wet, says “milk” when thirsty <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

EXPECTATION	PDH.4.1.1.3.	Assists in undressing and dressing <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
EXPECTATION	PDH.4.1.1.4.	Attempts to brush teeth with 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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.1.	Social Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.1.1.	Children demonstrate the ability to engage with and maintain communication with others.
STANDARD	LDC.1.1.1.	16 months to 24 months: Children increase their capacity for complex interactions as they use a greater number of words and actions, in addition to better understanding the rules of conversational turn-taking.
EXPECTATION	LDC.1.1.1.1.	Engages in short back-and-forth interactions with familiar others using verbal and nonverbal communication, e.g., says or signs “more” after each time a caregiver completes an action the child is enjoying <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
EXPECTATION	LDC.1.1.1.2.	Initiates and engages in social interaction with simple words and actions <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
EXPECTATION	LDC.1.1.1.3.	Connects gestures and/or sounds to comment about a familiar object, e.g., makes a crying sound after the caregiver hugs a baby doll and says, “Hush, baby” <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

EXPECTATION	LDC.1.1.1.4.	Pays attention to the person communicating for a brief period of time <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
EXPECTATION	LDC.1.1.1.5.	Demonstrates an understanding of turn-taking in conversations, e.g., asks and answers simple questions <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.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.2.	Receptive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.2.1.	Children demonstrate the ability to comprehend both verbal and nonverbal communication.
STANDARD	LDC.2.1.1.	16 months to 24 months: Children begin to demonstrate a complex understanding of meaning in words, facial expressions, gestures, and pictures.
EXPECTATION	LDC.2.1.1.1.	Recognizes and demonstrates understanding of familiar pictures, people, and objects, e.g., says “mama” while pointing to mother <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
EXPECTATION	LDC.2.1.1.2.	Understands simple commands and questions and can follow two-step requests with the support of gestures and prompting <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

EXPECTATION	LDC.2.1.1.3.	Demonstrates understanding of familiar words or phrases by responding appropriately, e.g., sits in chair after hearing it is snack time <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
EXPECTATION	LDC.2.1.1.4.	Points to body parts when prompted <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
EXPECTATION	LDC.2.1.1.5.	Responds to personal pronouns, e.g., me, her, him <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.3.	Expressive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.3.1.	Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.
STANDARD	LDC.3.1.1.	16 months to 24 months: Children continue to experiment with language and expand their vocabulary as they begin to speak in two-word utterances.
EXPECTATION	LDC.3.1.1.1.	Uses more words than gestures when speaking <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
EXPECTATION	LDC.3.1.1.2.	Repeats overheard words <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

EXPECTATION	LDC.3.1.1.3.	Has a vocabulary of approximately 80 words <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
EXPECTATION	LDC.3.1.1.4.	Begins to use telegraphic speech, consisting of phrases with words left out, e.g., “baby sleep” for “The baby is sleeping” <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.4.	Early Literacy
DESCRIPTOR / CONTENT DISCIPLINE	LDC.4.1.	Children demonstrate interest in and comprehension of printed materials.
STANDARD	LDC.4.1.1.	16 months to 24 months: Children begin to demonstrate an understanding of printed words and materials.
EXPECTATION	LDC.4.1.1.1.	Turns the pages of a board book, one by one <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
EXPECTATION	LDC.4.1.1.2.	Points to familiar pictures and actions in books <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
EXPECTATION	LDC.4.1.1.3.	Repeats familiar words in a book when being read to <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.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time

EXPECTATION	LDC.4.1.1.4.	<p>Begins to anticipate what may happen next in a familiar book, e.g., generates sounds and movements and/or uses words for pictures</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time</p>
EXPECTATION	LDC.4.1.1.5.	<p>Randomly scribbles</p> <p><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</p>
EXPECTATION	LDC.4.1.1.6.	<p>Identifies a favorite book and signals familiar others to read with him or her, e.g., brings the book over, or points and gestures</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.2 Shows interest in books</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.1.	Concept Development
DESCRIPTOR / CONTENT DISCIPLINE	CD.1.1.	Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.
STANDARD	CD.1.1.1.	16 months to 24 months: Children begin to understand object representation and begin to use verbal and nonverbal communication with object use.
EXPECTATION	CD.1.1.1.1.	<p>Pretends to use objects in their intended manner, e.g., holds a play phone to ear and engages in a conversation by babbling</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>
EXPECTATION	CD.1.1.1.2.	<p>Begins to identify and name objects and people</p> <p><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</p>

EXPECTATION	CD.1.1.1.3.	<p>Uses an object to represent another during play, e.g., uses block as a phone</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
EXPECTATION	CD.1.1.1.4.	<p>Begins to identify characteristics of the object, e.g., “red ball”</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.2 Matches similar objects</p>
EXPECTATION	CD.1.1.1.5.	<p>With assistance, groups a few objects by similar characteristics, e.g., color, shape, or size</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.2 Matches similar objects</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.2.	Memory
DESCRIPTOR / CONTENT DISCIPLINE	CD.2.1.	Children demonstrate the ability to acquire, store, recall, and apply past experiences.
STANDARD	CD.2.1.1.	16 months to 24 months: Children recognize and anticipate the series of steps in familiar activities.
EXPECTATION	CD.2.1.1.1.	<p>Remembers several steps in familiar routines and carries out these routines with little or no prompting</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</p>
EXPECTATION	CD.2.1.1.2.	<p>Recalls an event in the past, e.g., a special visitor, or a friend’s birthday party</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>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</p>

EXPECTATION	CD.2.1.1.3.	Searches for objects in different places <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.3.	Spatial Relationships
DESCRIPTOR / CONTENT DISCIPLINE	CD.3.1.	Children demonstrate an awareness of how objects and people move and fit in space.
STANDARD	CD.3.1.1.	16 months to 24 months: Children have a clearer sense of size and direction and use this knowledge to expand their understanding of how objects move and fit in relationship to each other.
EXPECTATION	CD.3.1.1.1.	Understands words that characterize size, e.g., big, small <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
EXPECTATION	CD.3.1.1.2.	Uses simple trial and error to complete simple puzzles, e.g., matches piece, orients and attempts to turn to make a puzzle piece fit <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
EXPECTATION	CD.3.1.1.3.	Recognizes the proper direction of objects, e.g., will turn over an upside-down cup <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)
EXPECTATION	CD.3.1.1.4.	Begins to understand simple prepositions, e.g., under, in, behind <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)
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.4.	Symbolic Thought

DESCRIPTOR / CONTENT DISCIPLINE	CD.4.1.	Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.
STANDARD	CD.4.1.1.	16 months to 24 months: Children demonstrate the beginning of symbolic thinking as they start to label objects in everyday life. Children also use more complex social interactions and engage in imaginary play to make sense of the world around them.
EXPECTATION	CD.4.1.1.1.	Pretends one object is really another by using substitution, e.g., a napkin for a baby's diaper <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
EXPECTATION	CD.4.1.1.2.	Finds objects after they are hidden in close proximity <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
EXPECTATION	CD.4.1.1.3.	Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller <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
EXPECTATION	CD.4.1.1.4.	Identifies or names his or her drawings, e.g., points to scribble and says, “mama and dada” <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is
EXPECTATION	CD.4.1.1.5.	Communicates labels to familiar objects and/or people, e.g., says “dog” when seeing four-legged animals <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.5.	Creative Expression

DESCRIPTOR / CONTENT DISCIPLINE	CD.5.1.	Children demonstrate the ability to convey ideas and emotions through creative expression.
STANDARD	CD.5.1.1.	16 months to 24 months: Children continue to show increasing ability as they engage with their caregiver(s) in music, movement, building, and play activities.
EXPECTATION	CD.5.1.1.1.	Imitates basic movements during an activity, e.g., places beanbag on head <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
EXPECTATION	CD.5.1.1.2.	Engages in more intricate pretend play, e.g., uses a toy banana as a phone <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
EXPECTATION	CD.5.1.1.3.	Enjoys using instruments while listening to music <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
EXPECTATION	CD.5.1.1.4.	Builds by using different objects and materials, e.g., lines up cars, stacks small boxes <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
EXPECTATION	CD.5.1.1.5.	Enjoys breaking down what he or she has built, e.g., knocking over a stack of blocks with his or her arm <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
EXPECTATION	CD.5.1.1.6.	Creates artwork; focuses and enjoys the process rather than the final product <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

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.6.	Logic & Reasoning
DESCRIPTOR / CONTENT DISCIPLINE	CD.6.1.	Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.
STANDARD	CD.6.1.1.	16 months to 24 months: Children understand how purposeful and select actions can affect different objects and people. Children also begin to connect objects and ideas based on repetition and experience.
EXPECTATION	CD.6.1.1.1.	Repeats actions over and over to cause desired effect, e.g., dumps out a bucket and refills it with objects <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
EXPECTATION	CD.6.1.1.2.	Starts to predict the consequence of simple and familiar actions, e.g., knows that flipping the light switch will either turn on or turn off the light <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
EXPECTATION	CD.6.1.1.3.	Understands functionality of objects, e.g., mop is used to clean the floor <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
EXPECTATION	CD.6.1.1.4.	Begins to understand certain behaviors are related to certain contexts, e.g., behaves differently at childcare than at home <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.7.	Quantity & Numbers
DESCRIPTOR / CONTENT DISCIPLINE	CD.7.1.	Children demonstrate awareness of quantity, counting, and numeric competencies.
STANDARD	CD.7.1.1.	16 months to 24 months: Children recognize various quantities of objects and people, and begin to accurately match number words to the correct amount.

EXPECTATION	CD.7.1.1.1.	Communicates amount of familiar objects, e.g., sees two apples and says, “two” <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
EXPECTATION	CD.7.1.1.2.	Uses nonverbal gestures to demonstrate understanding of quantities, e.g., holds up two fingers to express two of something <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
EXPECTATION	CD.7.1.1.3.	Begins to use “one,” “two,” and “three” to identify very small quantities without counting them <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
EXPECTATION	CD.7.1.1.4.	Begins to use descriptive words for people in a more complex fashion, e.g., “he big,” “she baby” <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.8.	Science Concepts & Exploration
DESCRIPTOR / CONTENT DISCIPLINE	CD.8.1.	Children demonstrate a basic awareness of and use scientific concepts.
STANDARD	CD.8.1.1.	16 months to 24 months: Children begin to use experimentation to interact and engage with their environment in different ways. In addition, a new, distinct interest in living things emerges.
EXPECTATION	CD.8.1.1.1.	Shows interest in own body; may know names for certain body parts <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
EXPECTATION	CD.8.1.1.2.	Begins simple categorizing, e.g., cats and dogs are animals <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects

EXPECTATION	CD.8.1.1.3.	Asks simple questions about nature <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
EXPECTATION	CD.8.1.1.4.	Attempts new tasks during familiar activities, e.g., plays at the water table and instead of using hands, and tries to use head to make the water move <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
EXPECTATION	CD.8.1.1.5.	Uses motion and sound to represent an observation, e.g., “snake, ssssss!” <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.9.	Safety & Well-Being
DESCRIPTOR / CONTENT DISCIPLINE	CD.9.1.	Children demonstrate the emerging ability to recognize risky situations and respond accordingly.
STANDARD	CD.9.1.1.	16 months to 24 months: Children begin to build a basic understanding of their physical limits and unsafe situations. Children are still motivated to interact and explore the environment with little regard to risks, and continue to rely on caregiver(s) to help manage their impulses.
EXPECTATION	CD.9.1.1.1.	Understands when “no” and “stop” is communicated through either words or gestures <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
EXPECTATION	CD.9.1.1.2.	Responds to warnings and begins to change behavior accordingly, e.g., moves away from the outlet after caregiver communicates “no” <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

EXPECTATION	CD.9.1.1.3.	Seeks comfort when fearful <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
EXPECTATION	CD.9.1.1.4.	Imitates adults' actions during play, e.g., tells baby doll "no touch" when walking by the pretend stove <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.1.	Curiosity & Initiative
DESCRIPTOR / CONTENT DISCIPLINE	AL.1.1.	Children demonstrate interest and eagerness in learning about their world.
STANDARD	AL.1.1.1.	16 months to 24 months: Children become increasingly curious about new experiences and activities that include peers and adults; they begin to interact and seek involvement with others.
EXPECTATION	AL.1.1.1.1.	Demonstrates an interest in new activities and a willingness to try out new 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
EXPECTATION	AL.1.1.1.2.	Engages in active exploration in new environments, e.g., walks over to a toy shelf in an unfamiliar home or classroom <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
EXPECTATION	AL.1.1.1.3.	Initiates play with others, e.g., a grandparent, sibling, or teacher <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

EXPECTATION	AL.1.1.1.4.	Experiments with different ways to use materials and 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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.2.	Problem Solving
DESCRIPTOR / CONTENT DISCIPLINE	AL.2.1.	Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.
STANDARD	AL.2.1.1.	16 months to 24 months: Children have an enhanced capacity to solve challenges they encounter through the use of objects and imitation. Children may take on a more autonomous role during this stage, yet, reach out to caregiver(s) in most instances.
EXPECTATION	AL.2.1.1.1.	Imitates a caregiver’s behavior to accomplish a task, e.g., attempts to turn a doorknob <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
EXPECTATION	AL.2.1.1.2.	Increases ability to recognize and solve problems through active exploration, play, and trial and error, e.g., tries inserting a shape at different angles to make it fit in a sorter <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
EXPECTATION	AL.2.1.1.3.	Uses objects in the environment to solve problems, e.g., use a pail to move numerous books to the other side of the room <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
EXPECTATION	AL.2.1.1.4.	Uses communication to solve problems, e.g., runs out of glue during an art project and gestures to a caregiver for more <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.AL.	Approaches to Learning

LEARNING STANDARD / DISCIPLINE	AL.3.	Confidence & Risk-Taking
DESCRIPTOR / CONTENT DISCIPLINE	AL.3.1.	Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.
STANDARD	AL.3.1.1.	16 months to 24 months: Children increase their confidence in the context of a secure relationship, and begin to engage in more complex tasks and seek out new situations.
EXPECTATION	AL.3.1.1.1.	Plays and explores farther away from attachment figure; continues to “check in” for reassurance, e.g., plays across the room and glances toward caregiver, then re-engages in playing <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
EXPECTATION	AL.3.1.1.2.	Seeks out assistance and reassurance from familiar others <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
EXPECTATION	AL.3.1.1.3.	Demonstrates confidence in abilities and achievements, e.g., cheers or claps when accomplishing a goal such as completing a simple puzzle <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
EXPECTATION	AL.3.1.1.4.	Joins in a new activity after cautiously observing at first <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.4.	Persistence, Effort, & Attentiveness
DESCRIPTOR / CONTENT DISCIPLINE	AL.4.1.	Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.
STANDARD	AL.4.1.1.	16 months to 24 months: Children increase their ability to remain focused on goal-oriented tasks. At this stage, persistence is evidenced by the process the child engages in to discover how to accomplish the goal, instead of by the end result.

EXPECTATION	AL.4.1.1.1.	Focuses for longer periods of time on activities <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
EXPECTATION	AL.4.1.1.2.	Engages for longer periods of time when trying to work through tasks, e.g., fits puzzle pieces together <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
EXPECTATION	AL.4.1.1.3.	Repeats experiences he or she enjoys, e.g., says “more” after reading his or her favorite book <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
EXPECTATION	AL.4.1.1.4.	Demonstrates a preference for activities, e.g., reads with a caregiver, plays at the sand table, prefers to sit by certain caregivers <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC2.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.5.	Creativity, Inventiveness, & Imagination
DESCRIPTOR / CONTENT DISCIPLINE	AL.5.1.	Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.
STANDARD	AL.5.1.1.	16 months to 24 months: Children begin to expand how they use creativity, imagination, and inventiveness through the use of symbolic representation in play.
EXPECTATION	AL.5.1.1.1.	Pretends one object is really another by using substitution, e.g., using a toy car to brush hair <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

EXPECTATION	AL.5.1.1.2.	Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller <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
EXPECTATION	AL.5.1.1.3.	Engages familiar adults in pretend play, e.g., hands the adult a play cup and pretends to pour “tea” into it <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
EXPECTATION	AL.5.1.1.4.	Communicates in creative ways, e.g., plays with words by rhyming, chanting, or making up songs; uses movement and dance <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

Illinois Early Learning Guidelines for Children Birth to Age Three

Ages 21 to 36 months; adopted 2013

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.1.	Physiological Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.1.1.	Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.
STANDARD	SR.1.1.1.	21 months to 36 months: Children begin to independently manage functions of feeding, sleeping, waking, and eliminating with some support from their caregiver(s). Children can now manage and begin to discriminate internal and external stimuli.
EXPECTATION	SR.1.1.1.1.	Calms down in order to sit and read a book with a caregiver <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

EXPECTATION	SR.1.1.1.2.	Uses movement to express an emotion, e.g., jumps up and down when excited, stomps feet when upset <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
EXPECTATION	SR.1.1.1.3.	Recognizes patterns throughout the day, e.g., grab a pillow and blanket after lunch, when it is nap time <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
EXPECTATION	SR.1.1.1.4.	Communicates needs more thoroughly, e.g., “I am hungry” <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
EXPECTATION	SR.1.1.1.5.	Manages overstimulation in a more organized manner, e.g., disengages, walks away <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
EXPECTATION	SR.1.1.1.6.	Demonstrates a readiness to begin toilet training <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.2.	Emotional Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.2.1.	Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.
STANDARD	SR.2.1.1.	21 months to 36 months: While children still need support from a caregiver, they are able to better manage their emotions and can sustain regulation as they begin to discriminate which skills and strategies to apply in different situations.

EXPECTATION	SR.2.1.1.1.	Communicates wants and needs verbally, e.g. “pick me up” <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
EXPECTATION	SR.2.1.1.2.	Engages in pretend play to manage uncertainty and fear, e.g., plays doctor and gives someone a “shot” <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
EXPECTATION	SR.2.1.1.3.	Seeks caregiver support when feeling overwhelmed by emotion; may reject support as well <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
EXPECTATION	SR.2.1.1.4.	Expresses emotions through the use of play <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
EXPECTATION	SR.2.1.1.5.	Holds on to a special object during certain times of the day, e.g., blanket, picture, book, stuffed toy <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.1.	21 months to 36 months: Children begin to attend to, engage in, and transition between multiple activities or interactions at a time. Children also have an increased internal capacity to discriminate and strategize while focusing and attending, and can remain focused for longer periods of time.

EXPECTATION	SR.3.1.1.1.	<p>Attention expands and stays focused on an activity or object even when distractions are present</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • 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
EXPECTATION	SR.3.1.1.2.	<p>Uses self-talk to extend play, e.g., says “now sleepy” to the baby doll after feeding it a bottle</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • 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
EXPECTATION	SR.3.1.1.3.	<p>Plays independently before moving on to a new activity, e.g., engages in block play, reads a book</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • 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
EXPECTATION	SR.3.1.1.4.	<p>Wait time increases, e.g., participates in turn-taking activities</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • 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
EXPECTATION	SR.3.1.1.5.	<p>Transitions between what he or she is engaged in and what is happening in the background, e.g., makes a comment in regard to a conversation happening between another child and adult, while engaged in completing a puzzle</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • 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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.4.	Behavior Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.4.1.	Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.

STANDARD	SR.4.1.1.	21 months to 36 months: Children demonstrate some limited self-control over their behavior without adult intervention or prompting. Children have knowledge of a wide range of expected behaviors and can manage some of those expectations. Children also have an increased capacity to recognize when they need their caregiver to help regulate instead of relying on their own self-regulation strategies.
EXPECTATION	SR.4.1.1.1.	Increases the use of private speech in everyday play and interactions <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
EXPECTATION	SR.4.1.1.2.	Increasingly reacts appropriately to adults' facial expressions, tone, and affect, before acting on an impulse <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
EXPECTATION	SR.4.1.1.3.	Identifies situations where he or she needs the caregiver to support in controlling behavior, e.g., holds caregiver's hand when crossing the street <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
EXPECTATION	SR.4.1.1.4.	Transitions smoothly if is prepared ahead of time <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
EXPECTATION	SR.4.1.1.5.	Checks in with caregiver through nonverbal and verbal communication, e.g., glances, waves, points, says name, asks a question, all without having to be in close proximity <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
EXPECTATION	SR.4.1.1.6.	Demonstrates an awareness of expectations, e.g., approaches and gently touches a baby, waits for brief periods of time when turn-taking <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

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.1.	Attachment Relationships
DESCRIPTOR / CONTENT DISCIPLINE	SED.1.1.	Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.
STANDARD	SED.1.1.1.	21 months to 36 months: Children demonstrate a desire for their attachment figure to share in their feelings, responses, and experiences. Behaviors that demonstrate a need for physical proximity with the primary caregiver decrease, while in certain instances of distress, some children seek to be close to their attachment figure.
EXPECTATION	SED.1.1.1.1.	Uses glances and words to stay connected, without having to be physically near or touching the caregiver <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
EXPECTATION	SED.1.1.1.2.	Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together <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
EXPECTATION	SED.1.1.1.3.	Communicates thoughts, feelings, and plans to familiar 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
EXPECTATION	SED.1.1.1.4.	Seeks adult assistance with challenges <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
EXPECTATION	SED.1.1.1.5.	Separates with assistance from attachment figure with minimal anxiety <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

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.2.	Emotional Expression
DESCRIPTOR / CONTENT DISCIPLINE	SED.2.1.	Children demonstrate an awareness of and the ability to identify and express emotions.
STANDARD	SED.2.1.1.	21 months to 36 months: Children begin to convey and express emotions through the use of nonverbal and verbal communication. Children also begin to apply learned strategies from their caregiver(s) to better regulate these emotions.
EXPECTATION	SED.2.1.1.1.	Attempts to use words to describe feelings and names emotions <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
EXPECTATION	SED.2.1.1.2.	Acts out different emotions while engaged in pretend play, e.g., cries when pretending to be sad, jumps up and down for excitement <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
EXPECTATION	SED.2.1.1.3.	Begins to express complex emotions such as pride, embarrassment, shame, and guilt <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
EXPECTATION	SED.2.1.1.4.	Engages in play to express emotion, e.g., draws a picture for a caregiver because he or she misses them, hides a “monster” in a box due to a fear <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.3.	Relationship with Adults
DESCRIPTOR / CONTENT DISCIPLINE	SED.3.1.	Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.
STANDARD	SED.3.1.1.	21 months to 36 months: Children interact with adults to communicate ideas, share feelings, and solve problems. Children also actively explore adult roles and tasks.

EXPECTATION	SED.3.1.1.1.	Imitates adult roles and activities through pretend play, e.g., go grocery shopping, or prepare a meal <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
EXPECTATION	SED.3.1.1.2.	Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together <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
EXPECTATION	SED.3.1.1.3.	Communicates thoughts, feelings, questions, and plans to both familiar and unfamiliar 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
EXPECTATION	SED.3.1.1.4.	Demonstrates desire to control or make decisions independent from 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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.4.	Self-Concept
DESCRIPTOR / CONTENT DISCIPLINE	SED.4.1.	Children develop identity of self.
STANDARD	SED.4.1.1.	21 months to 36 months: Children begin to identify and discuss their connections to other people and things. Children can also identify their feelings and interests and communicate them to others.

EXPECTATION	SED.4.1.1.1.	Names people in his/her family and shares stories about them <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 objectives • 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
EXPECTATION	SED.4.1.1.2.	Asks for help from familiar adults but pushes away and refuses help <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
EXPECTATION	SED.4.1.1.3.	Incorporates roles of family members in play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
EXPECTATION	SED.4.1.1.4.	Begins to show an interest in describing physical characteristics, e.g., “I have blue eyes” <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	SED.4.1.1.5.	Demonstrates preferences, e.g., “I want the green cup” <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
EXPECTATION	SED.4.1.1.6.	Communicates feelings, e.g., may say “I’m sad,” or stomps feet when mad <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

EXPECTATION	SED.4.1.1.7.	<p>Begins to understand concept of possession, e.g., “yours,” “hers,” “his”</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.5.	Relationship with Peers
DESCRIPTOR / CONTENT DISCIPLINE	SED.5.1.	Children demonstrate the desire and develop the ability to engage and interact with other children.
STANDARD	SED.5.1.1.	21 months to 36 months: Children engage and maintain interactions with their peers, through the use of developing social and play skills.
EXPECTATION	SED.5.1.1.1.	<p>Demonstrates a preference toward select peers</p> <p><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</p>
EXPECTATION	SED.5.1.1.2.	<p>Becomes frustrated with peers, e.g., yells “no” if a peer tries to interfere in something he or she is engaged in</p> <p><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</p>
EXPECTATION	SED.5.1.1.3.	<p>Participates in sharing, when prompted</p> <p><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.3 Emerging to 3a.4 Takes turns</p>
EXPECTATION	SED.5.1.1.4.	<p>Communicates with other children in different settings, e.g., talks to a peer during snack time, or hands a peer a book</p> <p><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</p>

EXPECTATION	SED.5.1.1.5.	Begins to engage in more complex play with two or three children <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.SED.	Social & Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.6.	Empathy
DESCRIPTOR / CONTENT DISCIPLINE	SED.6.1.	Children demonstrate an emerging ability to understand someone else’s feelings and to share in the emotional experiences of others.
STANDARD	SED.6.1.1.	21 months to 36 months: Children begin to exhibit an understanding that other people have feelings different from their own.
EXPECTATION	SED.6.1.1.1.	Communicates how other children may be feeling and why, e.g., states that a peer is sad because his or her toy was taken away <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION	SED.6.1.1.2.	Responds to a child in distress in an attempted manner to make that child feel better, e.g., gives a crying child a hug, uses soothing words, or uses distraction <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
EXPECTATION	SED.6.1.1.3.	Shares in and shows an emotional response for peers’ feelings, e.g., may show concern for a child who is hurt, or smile for a child who is happy and jumping up and down <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.PHD.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PHD.1.	Gross Motor
DESCRIPTOR / CONTENT DISCIPLINE	PHD.1.1.	Children demonstrate strength, coordination, and controlled use of large muscles.
STANDARD	PHD.1.1.1.	21 months to 36 months: Children begin to master more complex movements as coordination of different types of muscles continues to develop.

EXPECTATION	PHD.1.1.1.1.	Stands on one foot with support and maintains balance for a brief period of time <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
EXPECTATION	PHD.1.1.1.2.	Jumps forward a few inches; jumps from slightly elevated surface onto the ground <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
EXPECTATION	PHD.1.1.1.3.	Walks up and down the stairs by placing both feet on each step <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.5 Emerging to 4.6 Moves purposefully from place to place with control
EXPECTATION	PHD.1.1.1.4.	Throws a ball <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
EXPECTATION	PHD.1.1.1.5.	Walks on tiptoes, walks backward, and runs <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.5 Emerging to 4.6 Moves purposefully from place to place with control
EXPECTATION	PHD.1.1.1.6.	Pedals a tricycle with both feet <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.PHD.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PHD.2.	Fine Motor
DESCRIPTOR / CONTENT DISCIPLINE	PHD.2.1.	Children demonstrate the ability to coordinate their small muscles in order to move and control objects.
STANDARD	PHD.2.1.1.	21 months to 36 months: Children effectively coordinate their small muscles to manipulate a wide array of objects, toys, and materials in different ways.

EXPECTATION	PHD.2.1.1.1.	<p>Begins to use more complicated hand movements, e.g., uses eating utensils independently, and stacks blocks</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>
EXPECTATION	PHD.2.1.1.2.	<p>Attempts to help with dressing self, e.g., snaps buttons, pulls zipper, and puts socks and shoes on</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>
EXPECTATION	PHD.2.1.1.3.	<p>Scribbles with intent and begins to draw circles and lines on own</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.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
EXPECTATION	PHD.2.1.1.4.	<p>Uses hand-eye coordination in a more controlled manner, e.g., completes puzzles, strings beads together</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>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.PHD.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PHD.3.	Perceptual
DESCRIPTOR / CONTENT DISCIPLINE	PHD.3.1.	Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.
STANDARD	PHD.3.1.1.	21 months to 36 months: Children begin to process sensory information in a more efficient manner and use the information to modify behavior while interacting with the environment.
EXPECTATION	PHD.3.1.1.1.	<p>Imitates familiar adults when coloring; draws lines and/or circles</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.3 Emerging to 14a.4 Draws or constructs, and then identifies what it is</p>

EXPECTATION	PHD.3.1.1.2.	Adjusts approach to unknown objects, e.g., presses harder on a lump of clay <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
EXPECTATION	PHD.3.1.1.3.	Perceives and acts accordingly when holding a fragile object, both in the actual environment and in play, e.g., walks carefully when holding a pretend tea cup <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.PHD.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PHD.4.	Self-Care
DESCRIPTOR / CONTENT DISCIPLINE	PHD.4.1.	Children demonstrate the desire and ability to participate in and practice self-care routines.
STANDARD	PHD.4.1.1.	21 months to 36 months: Children attempt to attend to their self-care needs independently with less support from their caregivers.
EXPECTATION	PHD.4.1.1.1.	Undresses independently but still needs assistance with dressing <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
EXPECTATION	PHD.4.1.1.2.	Performs some self-care tasks regularly and mostly independently, e.g., brushes teeth, washes hands, places cup in sink <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
EXPECTATION	PHD.4.1.1.3.	Makes choices pertaining to dressing and eating <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

EXPECTATION	PHD.4.1.1.4.	Uses nonverbal and/or verbal communication to specify needs <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
EXPECTATION	PHD.4.1.1.5.	Begins to demonstrate an interest in using the bathroom, e.g., wants to sit on “potty” <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
EXPECTATION	PHD.4.1.1.6.	Attempts to put on shoes and socks without help <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.1.	Social Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.1.1.	Children demonstrate the ability to engage with and maintain communication with others.
STANDARD	LDC.1.1.1.	21 months to 36 months: Children maintain social interactions through the pattern of turn-taking, and are able to build upon ideas and thoughts conveyed.
EXPECTATION	LDC.1.1.1.1.	Responds verbally to an adult’s questions or comments <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
EXPECTATION	LDC.1.1.1.2.	Begins to make formal requests or responses based on his or her context and culture <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

EXPECTATION	LDC.1.1.1.3.	Uses repetition to maintain the conversation and obtain responses from familiar others <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
EXPECTATION	LDC.1.1.1.4.	Communicates related ideas when in interactions with others <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
EXPECTATION	LDC.1.1.1.5.	Uses “w” questions to initiate and expand conversations, e.g., “who,” “what,” “why” <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
EXPECTATION	LDC.1.1.1.6.	Initiates and engages others using meaningful objects or ideas, e.g., points out his/her artwork or favorite toy to a caregiver to begin conversing <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.2.	Receptive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.2.1.	Children demonstrate the ability to comprehend both verbal and nonverbal communication.
STANDARD	LDC.2.1.1.	21 months to 36 months: Children continue to expand their comprehension across a variety of contexts through the use of words, actions, and symbols.
EXPECTATION	LDC.2.1.1.1.	Names most objects and people in a familiar environment <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

EXPECTATION	LDC.2.1.1.2.	Comprehends compound statements and can follow multi-step directions <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
EXPECTATION	LDC.2.1.1.3.	Demonstrates understanding of a story by reacting with sounds, facial expressions, and physical movement, e.g., laughing, widening eyes, or clapping <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
EXPECTATION	LDC.2.1.1.4.	Understands simple sentences or directions with prepositions, e.g., “Put cup in sink” <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)
EXPECTATION	LDC.2.1.1.5.	Responds verbally and/or nonverbally to comments or questions while engaged in conversations with both peers and adults <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.3.	Expressive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.3.1.	Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.
STANDARD	LDC.3.1.1.	21 months to 36 months: Children communicate about present themes and begin to combine a few words into mini-sentences to express needs and wants.
EXPECTATION	LDC.3.1.1.1.	Speaks in three-word utterances, e.g., “I want ball” <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

EXPECTATION	LDC.3.1.1.2.	<p>Begins to use pronouns and prepositions, e.g., “He took my toy” and “on the table”</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
EXPECTATION	LDC.3.1.1.3.	<p>Makes mistakes, which signal that he or she is working out complex grammar rules</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
EXPECTATION	LDC.3.1.1.4.	<p>Uses adjectives in speech, e.g., “blue car”</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
EXPECTATION	LDC.3.1.1.5.	<p>Uses simple sentences, e.g., “I want the yellow cup”</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.6 Uses complete, four- to six-word sentences</p>
EXPECTATION	LDC.3.1.1.6.	<p>Has a vocabulary of more than 300 words</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.4.	Early Literacy
DESCRIPTOR / CONTENT DISCIPLINE	LDC.4.1.	Children demonstrate interest in and comprehension of printed materials.
STANDARD	LDC.4.1.1.	21 months to 36 months: Children engage others in literacy activities, and have an increased awareness and understanding of the variety of different types of print found in their environment.

EXPECTATION	LDC.4.1.1.1.	Imitates adult role when engages with printed materials, e.g., pretends to read a book or newspaper to stuffed animals or dolls <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.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
EXPECTATION	LDC.4.1.1.2.	Participates in early literacy activities independently, e.g., sits in a reading nook and browses through the pages <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.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
EXPECTATION	LDC.4.1.1.3.	Recites parts of a book from memory <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
EXPECTATION	LDC.4.1.1.4.	Scribbles in a more orderly fashion and begins to name what he or she has drawn <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
EXPECTATION	LDC.4.1.1.5.	Expresses what happens next when reading a familiar book with a caregiver, e.g., uses gestures, words, and/or sounds <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.1.	Concept Development
DESCRIPTOR / CONTENT DISCIPLINE	CD.1.1.	Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

STANDARD	CD.1.1.1.	21 months to 36 months: Children begin to demonstrate the ability to classify objects based on common characteristics, and begin to apply knowledge of simple concepts to new situations.
EXPECTATION	CD.1.1.1.1.	Identifies characteristics of objects and people when named, e.g., 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
EXPECTATION	CD.1.1.1.2.	Begins to arrange objects in a line, e.g., lines up toy cars, one after the other <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
EXPECTATION	CD.1.1.1.3.	Uses symbolic representation during play, e.g., grabs a hair brush and uses it as a telephone <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
EXPECTATION	CD.1.1.1.4.	Purposefully arranges similar objects, e.g., divides plastic blocks into a red group, a blue group, and a yellow group <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
EXPECTATION	CD.1.1.1.5.	Identifies categories, e.g., able to point out all the animals within a picture even with different types of objects represented <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.2.	Memory
DESCRIPTOR / CONTENT DISCIPLINE	CD.2.1.	Children demonstrate the ability to acquire, store, recall, and apply past experiences.

STANDARD	CD.2.1.1.	21 months to 36 months: Children anticipate the steps in experiences and activities, and understand the sequence of events. They may also remember and recall past events and translate knowledge of past experiences to new experiences.
EXPECTATION	CD.2.1.1.1.	Shares with adult what happened in school that day <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
EXPECTATION	CD.2.1.1.2.	Carries out routines independently without being reminded what comes next in the daily routine. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
EXPECTATION	CD.2.1.1.3.	Uses play to communicate about previous events or experiences, including the sequence of events that took place, e.g., a friend's birthday party <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
EXPECTATION	CD.2.1.1.4.	Translates past knowledge to new experiences, e.g., recalls a trip to the dentist, and narrates and acts out each step of the experience on a peer during play <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.3.	Spatial Relationships
DESCRIPTOR / CONTENT DISCIPLINE	CD.3.1.	Children demonstrate an awareness of how objects and people move and fit in space.
STANDARD	CD.3.1.1.	21 months to 36 months: Children can better predict how objects and people will fit and move in relationship to each other. Children have knowledge of object properties and apply this knowledge without having to rely on physical trial and error.

EXPECTATION	CD.3.1.1.1.	<p>Uses words and gestures to describe size of objects</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
EXPECTATION	CD.3.1.1.2.	<p>Recognizes where his or her body is in relation to objects, e.g., squeezing in behind a chair</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
EXPECTATION	CD.3.1.1.3.	<p>Completes simple puzzles with less trial and error, e.g., can match a puzzle piece to its correct slot by identifying the size and shape by simply looking at it</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.2 Matches two identical shapes</p>
EXPECTATION	CD.3.1.1.4.	<p>Actively uses body to change where he or she is in relation to objects, e.g., climbs to sit on the couch</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.4.	Symbolic Thought
DESCRIPTOR / CONTENT DISCIPLINE	CD.4.1.	Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.
STANDARD	CD.4.1.1.	21 months to 36 months: Children use their ability to label and think symbolically to engage in increasingly complex social interactions, exploration, and play. Children use these skills to recreate experiences, problem-solve, and explore relationships and roles.

EXPECTATION	CD.4.1.1.1.	<p>Assigns roles to peers while engaged in imaginary play</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.5 Emerging to 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</p>
EXPECTATION	CD.4.1.1.2.	<p>Builds in sequencing while engaged in play, e.g., beginning, middle, and end</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.5 Emerging to 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</p>
EXPECTATION	CD.4.1.1.3.	<p>Communicates descriptors of people or objects that are not present, e.g., says “My mommy has blue eyes”</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>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</p>
EXPECTATION	CD.4.1.1.4.	<p>Projects feelings and words onto stuffed animals, e.g., “The horse is sad”</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
EXPECTATION	CD.4.1.1.5.	<p>Takes on different adult roles during play and uses appropriate mannerisms, e.g., pretends to be the teacher and speaks in a more adult-like voice, while pretending to read a book to students</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.5.	Creative Expression
DESCRIPTOR / CONTENT DISCIPLINE	CD.5.1.	Children demonstrate the ability to convey ideas and emotions through creative expression.

STANDARD	CD.5.1.1.	21 months to 36 months: Children initiate and engage in music, movement, building, and play activities to interact with others and express ideas, feelings, and emotions.
EXPECTATION	CD.5.1.1.1.	Selects movements that reflect mood, e.g., jumps up and down when excited <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
EXPECTATION	CD.5.1.1.2.	Identifies and discusses characters that are meaningful to him and her <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
EXPECTATION	CD.5.1.1.3.	Builds increasingly complex structures and expands upon them, e.g., uses smaller blocks to build taller towers, lines up materials and adds other components to create a “road” leading up to the tower <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is
EXPECTATION	CD.5.1.1.4.	Uses imaginary play to cope with fears, e.g., puts monster in a closet <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
EXPECTATION	CD.5.1.1.5.	Plays dress-up and invites caregiver(s) to play along <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.6.	Logic & Reasoning
DESCRIPTOR / CONTENT DISCIPLINE	CD.6.1.	Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.
STANDARD	CD.6.1.1.	21 months to 36 months: Children have a greater understanding of causation and can predict and choose specific actions to attain a desired result. Children also begin to apply past experiences and knowledge to form ideas.

EXPECTATION	CD.6.1.1.1.	Recognizes actions and objects and can generalize meaning, e.g., sees someone opening an umbrella and can attribute that to the fact that it may be raining <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
EXPECTATION	CD.6.1.1.2.	Makes a prediction of what will happen next in a sequence of events <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
EXPECTATION	CD.6.1.1.3.	Applies past experiences to new situations <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
EXPECTATION	CD.6.1.1.4.	Expresses cause and effect in certain situations, e.g., “I fell down and now I have a boo-boo.” <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.7.	Quantity & Numbers
DESCRIPTOR / CONTENT DISCIPLINE	CD.7.1.	Children demonstrate awareness of quantity, counting, and numeric competencies.
STANDARD	CD.7.1.1.	21 months to 36 months: Children use language to demonstrate a basic understanding of number representation and quantity identification.
EXPECTATION	CD.7.1.1.1.	Understands progressive number order, e.g., recites the number series to ten <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

EXPECTATION	CD.7.1.1.2.	Begins to count objects; may count objects twice and/or skip numbers <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
EXPECTATION	CD.7.1.1.3.	Begins to identify quantity comparison, e.g., “Which group has more blocks?” <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
EXPECTATION	CD.7.1.1.4.	Assigns meaning to numbers; understands the concept of a small number or big number, e.g., communicates “wow” when a caregiver shares that he or she is 35 years old <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
EXPECTATION	CD.7.1.1.5.	Uses descriptive words when communicating about others, e.g., “She ran fast,” “He is short,” “Look how far away I am” <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.8.	Science Concepts & Exploration
DESCRIPTOR / CONTENT DISCIPLINE	CD.8.1.	Children demonstrate a basic awareness of and use scientific concepts.
STANDARD	CD.8.1.1.	21 months to 36 months: Children use their communication skills to indicate interests in observations, experiences, and engagement with the world around them. Children actively experiment with their environment to make new discoveries happen.
EXPECTATION	CD.8.1.1.1.	Begins to identify characteristics of animals, e.g., “The dog barks” <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION	CD.8.1.1.2.	Identifies various attributes of objects, food, and materials, e.g., color, shapes, size <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

EXPECTATION	CD.8.1.1.3.	<p>Draws on past experience to describe and communicate about observations and experiences, e.g., knows what happens when one blows on a candle, discusses what happens to snow when the temperature is warmer</p> <p><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</p>
EXPECTATION	CD.8.1.1.4.	<p>Engages in processes to reach an outcome, e.g., mixes three different colors of paint to see what color emerges</p> <p><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</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.CD.	Cognitive Development
LEARNING STANDARD / DISCIPLINE	CD.9.	Safety & Well-Being
DESCRIPTOR / CONTENT DISCIPLINE	CD.9.1.	Children demonstrate the emerging ability to recognize risky situations and respond accordingly.
STANDARD	CD.9.1.1.	21 months to 36 months: Children will begin to demonstrate a limited ability to internalize what caregiver(s) communicates in relation to safety, rules, and well-being. Children continue to act upon impulses but begin to develop strategies to protect themselves in uncertain and potentially unsafe situations.
EXPECTATION	CD.9.1.1.1.	<p>Pays attention to safety rules but still needs supervision to keep self-safe</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION	CD.9.1.1.2.	<p>Communicates to an adult if something is wrong, e.g., a peer is hurt or missing</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>

EXPECTATION	CD.9.1.1.3.	Remembers and begins to apply past experiences to future situations, e.g., walks carefully and slowly when there is snow on the ground <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
EXPECTATION	CD.9.1.1.4.	Reminds younger peers of rules, e.g., holds hands with a younger peer while walking outside <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.1.	Curiosity & Initiative
DESCRIPTOR / CONTENT DISCIPLINE	AL.1.1.	Children demonstrate interest and eagerness in learning about their world.
STANDARD	AL.1.1.1.	21 months to 36 months: Children demonstrate initiative by participating and maintaining engagement in novel experiences. Children use observation, communication, and inquiry to make sense of these experiences.
EXPECTATION	AL.1.1.1.1.	Observes other children in play <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
EXPECTATION	AL.1.1.1.2.	Enjoys accomplishing simple goals, e.g., completing a puzzle, blowing a bubble <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
EXPECTATION	AL.1.1.1.3.	Asks questions while interacting with others, e.g., “why,” “what,” “how” <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

EXPECTATION	AL.1.1.1.4.	Participates in a broader array of experiences, e.g., outdoor jungle gyms, art projects <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.2.	Problem Solving
DESCRIPTOR / CONTENT DISCIPLINE	AL.2.1.	Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.
STANDARD	AL.2.1.1.	21 months to 36 months: Children begin to discriminate which solutions work, with fewer trials. Children increasingly become more autonomous and will attempt to first overcome obstacles on their own or with limited support from caregiver(s).
EXPECTATION	AL.2.1.1.1.	Asks for help from a caregiver when needed <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
EXPECTATION	AL.2.1.1.2.	Begins to solve problems with less trial and error <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
EXPECTATION	AL.2.1.1.3.	Refuses assistance, e.g., calls for help but then pushes a hand 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.4 Seeks to do things for self
EXPECTATION	AL.2.1.1.4.	Shows pride when accomplishing a task <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

EXPECTATION	AL.2.1.1.5.	Uses increasingly refined skills while solving problems, e.g., uses own napkin to clean up a spill without asking an adult for help <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.3.	Confidence & Risk-Taking
DESCRIPTOR / CONTENT DISCIPLINE	AL.3.1.	Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.
STANDARD	AL.3.1.1.	21 months to 36 months: Children use their confidence to begin taking emotional risks in addition to physical risks, with support from their caregiver(s).
EXPECTATION	AL.3.1.1.1.	Attempts to independently resolve social conflicts without automatically running to the caregiver, e.g., tries to retrieve an object that was taken away by a peer <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems
EXPECTATION	AL.3.1.1.2.	Demonstrates eagerness and determination when problem solving during new tasks, e.g., the child who pushes the caregiver’s hand away and refuses help until he or she is ready to ask for it <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
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.4.	Persistence, Effort, & Attentiveness
DESCRIPTOR / CONTENT DISCIPLINE	AL.4.1.	Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.
STANDARD	AL.4.1.1.	21 months to 36 months: Children can attend to tasks for longer periods of time, and their ability to persist in increasingly difficult tasks increases. In addition, children are now able to attend to more than one event in their environment; this skill enables them to stay focused even when there are distractions.

EXPECTATION	AL.4.1.1.1.	Makes choices based on preferences, and at times, in opposition to adult choices, e.g., “No milk, want juice” <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
EXPECTATION	AL.4.1.1.2.	Attempts to try a difficult task for an increasing amount of time <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
EXPECTATION	AL.4.1.1.3.	Practices an activity many times in order to master it, even if setbacks occur <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
EXPECTATION	AL.4.1.1.4.	• Shows interest in completing routine tasks independently, e.g., zips up coat, puts on 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.6 Demonstrates confidence in meeting own needs
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.5.	Creativity, Inventiveness, & Imagination
DESCRIPTOR / CONTENT DISCIPLINE	AL.5.1.	Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.
STANDARD	AL.5.1.1.	21 months to 36 months: Children incorporate their use of creativity, inventiveness, and imagination in a more complex manner while they play, communicate, and problem solve.
EXPECTATION	AL.5.1.1.1.	Expands use of objects and toys in new and unexpected ways; makes a road out of a few blocks; or substitutes an object for another to solve a problem <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks

EXPECTATION	AL.5.1.1.2.	<p>Takes on familiar roles during play, e.g., cooks in the pretend kitchen</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
EXPECTATION	AL.5.1.1.3.	<p>Expresses inventive ideas to peers while playing; becomes directive, e.g., “You will be the police officer and you have to wear this.”</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
EXPECTATION	AL.5.1.1.4.	<p>Creates an art project and creates a simple story to accompany the artwork</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.4 Draws or constructs, and then identifies what it is</p>

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