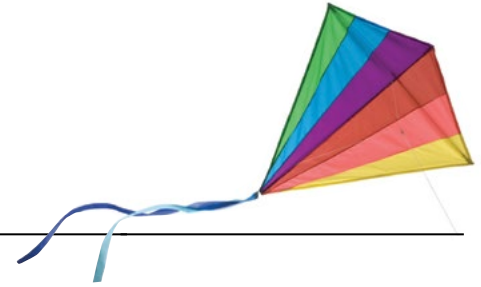**Teaching**Strategies®

**Alignment of**

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

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

## aligned to

## Kentucky Early Childhood Standards

## Ages Three to Five, adopted 2013

| STRAND | KY.1. | Arts and Humanities (Three and Four Year Olds) |
|---|---|---|
| CATEGORY / GOAL | 1.1. | Participates and shows interest in a variety of visual art, dance, music, and drama experiences. |
| STANDARD / ORGANIZER | 1.1.1. | Develops skills in and appreciation of visual arts.<br>Objective 14a, levels 3-6 |
| EXPECTATION | 1.1.1.1. | Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 33 Explores the visual arts |
| EXPECTATION | 1.1.1.2. | Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 33 Explores the visual arts |
| EXPECTATION | 1.1.1.3. | Observes and responds to artwork produced by other individuals and/or cultures.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 33 Explores the visual arts |
| STRAND | KY.1. | Arts and Humanities (Three and Four Year Olds) |
| CATEGORY / GOAL | 1.1. | Participates and shows interest in a variety of visual art, dance, music, and drama experiences. |
| STANDARD / ORGANIZER | 1.1.2. | Develops skills in and appreciation of dance.<br>OK |
| EXPECTATION | 1.1.2.1. | Explores various ways of moving with or without music.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 35 Explores dance and movement concepts |

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| EXPECTATION | 1.1.2.2. | Performs simple patterns of dance while exploring with the element of beat.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 35 Explores dance and movement concepts |
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| EXPECTATION | 1.1.2.3. | Describes movement after participating in or watching others perform games or songs.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 35 Explores dance and movement concepts |
| EXPECTATION | 1.1.2.4. | Responds to dance performance produced by other individuals and/or cultures.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 35 Explores dance and movement concepts |
| STRAND | KY.1. | Arts and Humanities (Three and Four Year Olds) |
| CATEGORY / GOAL | 1.1. | Participates and shows interest in a variety of visual art, dance, music, and drama experiences. |
| STANDARD / ORGANIZER | 1.1.3. | Develops skills in and appreciation of music. |
| EXPECTATION | 1.1.3.1. | Explores various forms of musical expression through his/her senses.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 34 Explores musical concepts and expression |
| EXPECTATION | 1.1.3.2. | Uses finger plays and/or songs to experiment with beat and time.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 34 Explores musical concepts and expression |
| EXPECTATION | 1.1.3.3. | Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.).<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 34 Explores musical concepts and expression |
| STRAND | KY.1. | Arts and Humanities (Three and Four Year Olds) |
| CATEGORY / GOAL | 1.1. | Participates and shows interest in a variety of visual art, dance, music, and drama experiences. |
| STANDARD / ORGANIZER | 1.1.4. | Develops skills in and appreciation of drama.<br>Objective 14b, levels 3-6 |
| EXPECTATION | 1.1.4.1. | Uses a variety of actions or sounds to explore drama.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 36 Explores drama through actions and language |

| EXPECTATION | 1.1.4.2. | Performs simple elements of drama (e.g. audience, actors, stage, etc.).<br><br>*GOLD*® **Objectives for Development and Learning**<br>• **Objective 36 Explores drama through actions and language** |
|---|---|---|
| EXPECTATION | 1.1.4.3. | Attends and responds to drama performed by other individuals and/or cultures.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• **Objective 36 Explores drama through actions and language** |
| **STRAND** | **KY.2.** | **English/Language Arts (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **2.1.** | **Demonstrates general skills and strategies of the communication process.** |
| **STANDARD / ORGANIZER** | **2.1.1.** | **Uses non-verbal communication for a variety of purposes.**<br>**Objective 19b, levels 4-8** |
| EXPECTATION | 2.1.1.1. | **Identifies or chooses object or person by pointing, physically touching or moving toward another.**<br><br>*GOLD*® **Objectives for Development and Learning**<br>**See 2.1.1.** |
| EXPECTATION | 2.1.1.2. | **Uses gestures and/or movements to initiate interactions or to get needs met.**<br><br>*GOLD*® **Objectives for Development and Learning**<br>**See 2.1.1.** |
| EXPECTATION | 2.1.1.3. | **Uses symbols or pictures as representation for oral language.**<br><br>*GOLD*® **Objectives for Development and Learning**<br>**See 2.1.1.** |
| **STRAND** | **KY.2.** | **English/Language Arts (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **2.1.** | **Demonstrates general skills and strategies of the communication process.** |
| **STANDARD / ORGANIZER** | **2.1.2.** | **Uses language (verbal, signed, symbolic) for a variety of purposes.**<br>**Objective 9a, levels 5-6**<br>**Objective 9d, levels 3-6**<br>**Objective 10a, levels 5-6**<br>**Objective 10b, levels 4-6** |
| EXPECTATION | 2.1.2.1. | Initiates communication to have needs met.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**<br>**Objective 10a.6 Engages in conversations of at least three exchanges** |

| EXPECTATION | 2.1.2.2. | Responds meaningfully in conversations and discussions with peers and adults.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations<br>Objective 10a.6 Engages in conversations of at least three exchanges |
|---|---|---|
| EXPECTATION | 2.1.2.3. | Asks many why, when, and where questions.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.6 Describes and tells the use of many familiar items |
| EXPECTATION | 2.1.2.4. | Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.6 Describes and tells the use of many familiar items |
| EXPECTATION | 2.1.2.5. | Adjusts expressive techniques (pitch, intonation, and pace) for a variety of purposes.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language<br>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders |
| STRAND | KY.2. | English/Language Arts (Three and Four Year Olds) |
| CATEGORY / GOAL | 2.1. | Demonstrates general skills and strategies of the communication process. |
| STANDARD / ORGANIZER | 2.1.3. | Communicates with increasing clarity and use of conventional grammar.<br>Objective 9b, levels 5-6<br>Objective 9c, levels 3-6 |
| EXPECTATION | 2.1.3.1. | Speaks clearly enough to be understood by most listeners.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly<br>Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words |

| EXPECTATION | 2.1.3.2. | Uses simple sentences to express self, but may not always use correct grammar.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>Objective 9c.6 Uses complete, four- to six-word sentences |
|---|---|---|
| EXPECTATION | 2.1.3.3. | Uses more complex sentences, but grammar is still sometimes incorrect.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar |
| EXPECTATION | 2.1.3.4. | Uses complex sentences with correct grammar.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar |
| EXPECTATION | 2.1.3.5. | Develops increasingly abstract use of language.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar |
| STRAND | KY.2. | English/Language Arts (Three and Four Year Olds) |
| CATEGORY / GOAL | 2.2. | Demonstrates general skills and strategies of the listening and observing processes. |
| STANDARD / ORGANIZER | 2.2.1. | Engages in active listening in a variety of situations.<br>Objective 8a, levels 5-6<br>Objective 8b, levels 4-6<br>Objective 10a, levels 5-6<br>Objective 10b, levels 4-6 |
| EXPECTATION | 2.2.1.1. | Attends to adult or peer who is speaking/signing.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| EXPECTATION | 2.2.1.2. | Follows simple directions.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 8 Listens to and understands increasingly complex language b. Follows directions<br>Objective 8b.4 Follows simple requests not accompanied by gestures |

| EXPECTATION | 2.2.1.3. | Gains information through listening experiences.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language**<br>**Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories** |
|---|---|---|
| EXPECTATION | 2.2.1.4. | Uses listening to interpret and apply meaning.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language**<br>**Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories** |
| STRAND | KY.2. | English/Language Arts (Three and Four Year Olds) |
| CATEGORY / GOAL | 2.2. | Demonstrates general skills and strategies of the listening and observing processes. |
| STANDARD / ORGANIZER | 2.2.2. | Observes to gain information and understanding.<br>Objective 11d, levels 4-6<br>Objective 12b, levels 4-6 |
| EXPECTATION | 2.2.2.1. | Uses many senses to explore and interpret the environment.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**<br>**Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas** |
| EXPECTATION | 2.2.2.2. | Makes comparisons through every day experiences and play.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 12 Remembers and connects experiences b. Makes connections**<br>**Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation** |
| EXPECTATION | 2.2.2.3. | Makes predictions concerning everyday experiences and play.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 12 Remembers and connects experiences b. Makes connections**<br>**Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation** |

| EXPECTATION | 2.2.2.4. | Draws conclusions from everyday experiences and play. *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation |
|---|---|---|
| STRAND | KY.2. | English/Language Arts (Three and Four Year Olds) |
| CATEGORY / GOAL | 2.3. | Demonstrates general skills and strategies of the reading process. |
| STANDARD / ORGANIZER | 2.3.1. | Demonstrates general skills and strategies of the reading process. Objective 18a, levels 2-4 Objective 18b, levels 2-4 Objective 18c, levels 2-6 |
| EXPECTATION | 2.3.1.1. | Participates actively in story time. *GOLD*® Objectives for Development and Learning • 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 | 2.3.1.2. | Chooses reading activities. *GOLD*® Objectives for Development and Learning • 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 | 2.3.1.3. | Responds to reading activities with interest and enjoyment. *GOLD*® Objectives for Development and Learning • 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 |
| STRAND | KY.2. | English/Language Arts (Three and Four Year Olds) |
| CATEGORY / GOAL | 2.3. | Demonstrates general skills and strategies of the reading process. |
| STANDARD / ORGANIZER | 2.3.2. | Shows interest and understanding of the basic concepts and conventions of print. Objective 17a, levels 3-6 Objective 17b, levels 2-4 |

| EXPECTATION | 2.3.2.1. | Handles books correctly, showing increasing skills in print directionality.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers<br> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts<br>Objective 17b.4 Indicates where to start reading and the direction to follow |
|---|---|---|
| EXPECTATION | 2.3.2.2. | Understands that print has meaning.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts<br>Objective 17b.2 Shows understanding that text is meaningful and can be read |
| STRAND | KY.2. | English/Language Arts (Three and Four Year Olds) |
| CATEGORY / GOAL | 2.3. | Demonstrates general skills and strategies of the reading process. |
| STANDARD / ORGANIZER | 2.3.3. | Demonstrates knowledge of the alphabet.<br>Objective 16a, levels 2-4<br>Objective 16b, levels 1-4 |
| EXPECTATION | 2.3.3.1. | Recognizes some letters of the alphabet.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters<br>Objective 16a.2 Recognizes and names a few letters in own name |
| EXPECTATION | 2.3.3.2. | Recognizes some letters and words in print.<br><br>*GOLD*® **Objectives for Development and Learning**<br>See 2.3.3. |
| EXPECTATION | 2.3.3.3. | Identifies some known letters of the alphabet in familiar and unfamiliar words.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters<br>Objective 16a.3 Emerging to 16a.4 Recognizes and names as many as 10 letters, especially those in own name |
| STRAND | KY.2. | English/Language Arts (Three and Four Year Olds) |
| CATEGORY / GOAL | 2.3. | Demonstrates general skills and strategies of the reading process. |
| STANDARD / ORGANIZER | 2.3.4. | Demonstrates emergent phonemic/phonological awareness.<br>Objective 15a, levels 3-6<br>Objective 15b, levels 2-6<br>Objective 15c, levels 1-4<br>Objective 16b, levels 1-4 |

| EXPECTATION | 2.3.4.1. | Recognizes rhyming words.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme<br>Objective 15a.6 Decides whether two words rhyme |
|---|---|---|
| EXPECTATION | 2.3.4.2. | Recognizes sounds that match.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme<br>Objective 15a.6 Decides whether two words rhyme<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration<br>Objective 15b.6 Matches beginning sounds of some words |
| EXPECTATION | 2.3.4.3. | Produces a rhyming word.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme<br>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously |
| EXPECTATION | 2.3.4.4. | Discriminates separate syllables in words.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>Objective 15c.4 Shows awareness of separate syllables in words |
| EXPECTATION | 2.3.4.5. | Makes some letter-sound connections.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences<br>Objective 16b.2 Identifies the sounds of a few letters |
| EXPECTATION | 2.3.4.6. | Identifies some beginning sounds.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration<br>Objective 15b.3 Emerging to 15b.4 Shows awareness that some words begin the same way |
| STRAND | KY.2. | English/Language Arts (Three and Four Year Olds) |

| CATEGORY / GOAL | 2.3. | Demonstrates general skills and strategies of the reading process. |
|---|---|---|
| STANDARD / ORGANIZER | 2.3.5. | Draws meaning from pictures, print, and text.<br>Objective 17b, levels 2-4<br>Objective 18a, levels 2-4<br>Objective 18b, levels 2-4<br>Objective 18c, levels 2-6 |
| EXPECTATION | 2.3.5.1. | Names features of a picture.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.4 Asks and answers questions about the text; refers to pictures |
| EXPECTATION | 2.3.5.2. | Uses illustrations to tell major events of a story.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts<br>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts |
| EXPECTATION | 2.3.5.3. | Understands that text has a specific meaning.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts<br>Objective 17b.2 Shows understanding that text is meaningful and can be read |
| STRAND | KY.2. | English/Language Arts (Three and Four Year Olds) |
| CATEGORY / GOAL | 2.3. | Demonstrates general skills and strategies of the reading process. |
| STANDARD / ORGANIZER | 2.3.6. | Tells and retells a story.<br>Objective 18b, levels 2-4<br>Objective 18c, levels 2-6 |
| EXPECTATION | 2.3.6.1. | Imitates act of reading in play.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills<br>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 | 2.3.6.2. | Acts out main events of a familiar story.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts<br>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts |
|---|---|---|
| EXPECTATION | 2.3.6.3. | Uses pictures and illustrations to tell and retell a story.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts<br>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts |
| EXPECTATION | 2.3.6.4. | Uses prior experience to help make sense of stories.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>See 2.3.6. |
| EXPECTATION | 2.3.6.5. | Retells a story including many details and draws connections between story events.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts<br>Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate |
| STRAND | KY.2. | English/Language Arts (Three and Four Year Olds) |
| CATEGORY / GOAL | 2.4. | Demonstrates competence in the beginning skills and strategies of the writing process. |
| STANDARD / ORGANIZER | 2.4.1. | Understands that the purpose of writing is communication.<br>Objective 17b, levels 2-4<br>Objective 19a, levels 4-8<br>Objective 19b, levels 4-8 |
| EXPECTATION | 2.4.1.1. | Understands that an oral message can be represented by written language.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts<br>Objective 17b.2 Shows understanding that text is meaningful and can be read |
| EXPECTATION | 2.4.1.2. | Understands there is a way to write that conveys meaning.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message |

| EXPECTATION | 2.4.1.3. | Understands that once an oral message is written it reads the same way every time.<br><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message |
|---|---|---|
| **STRAND** | **KY.2.** | **English/Language Arts (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **2.4.** | **Demonstrates competence in the beginning skills and strategies of the writing process.** |
| **STANDARD / ORGANIZER** | **2.4.2.** | **Produces marks, pictures, and symbols that represent print and ideas.**<br>**Objective 14a, levels 3-6**<br>**Objective 19a, levels 4-8**<br>**Objective 19b, levels 4-8** |
| EXPECTATION | 2.4.2.1. | Labels pictures or produces simple texts using scribble writing.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message |
| EXPECTATION | 2.4.2.2. | Labels pictures or produces simple texts using letter-like forms.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message |
| EXPECTATION | 2.4.2.3. | Uses scribble writing or letter-like forms to represent words or ideas.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message |
| EXPECTATION | 2.4.2.4. | Writes recognizable letters.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message |
| EXPECTATION | 2.4.2.5. | Writes familiar words.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 19 Demonstrates writing skills a. Writes name<br>Objective 19a.10 Writes partially accurate first name |
| **STRAND** | **KY.2.** | **English/Language Arts (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **2.4.** | **Demonstrates competence in the beginning skills and strategies of the writing process.** |

| STANDARD / ORGANIZER | 2.4.3. | Explores the physical aspect of writing.<br>Objective 7b, levels 3-6<br>Objective 19a, levels 4-8<br>Objective 19b, levels 4-8 |
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| EXPECTATION | 2.4.3.1. | Uses tools for writing and drawing.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools<br>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 |
| EXPECTATION | 2.4.3.2. | Experiments with grasp when using a variety of writing tools.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools<br>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 |
| EXPECTATION | 2.4.3.3. | Adjusts body position when writing.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools<br>Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks |
| EXPECTATION | 2.4.3.4. | Shows some evidence of directionality (top to bottom, left to right).<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message |
| STRAND | KY.3. | Health/Mental Wellness (Health Education) (Three and Four Year Olds) |
| CATEGORY / GOAL | 3.1. | Demonstrates health/metal wellness in individual and cooperative social environments. |
| STANDARD / ORGANIZER | 3.1.1. | Demonstrates independent behavior.<br>Objective 1b, levels 4-6<br>Objective 1c, levels 5-8<br>Objective 11b, levels 4-6 |
| EXPECTATION | 3.1.1.1. | Follows routines independently.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders |

| EXPECTATION | 3.1.1.2. | Takes care of personal health/safety needs with adult support as needed.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.6 Demonstrates confidence in meeting own needs |
|---|---|---|
| EXPECTATION | 3.1.1.3. | Identifies healthy food choices.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.6 Demonstrates confidence in meeting own needs |
| EXPECTATION | 3.1.1.4. | Describes self, using several basic characteristics (e.g., first and last name, gender, age, family, talents, skills, etc.).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 29 Demonstrates knowledge about self |
| EXPECTATION | 3.1.1.5. | Uses materials in a self-directed manner.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.6 Demonstrates confidence in meeting own needs |
| STRAND | KY.3. | Health/Mental Wellness (Health Education) (Three and Four Year Olds) |
| CATEGORY / GOAL | 3.1. | Demonstrates health/metal wellness in individual and cooperative social environments. |
| STANDARD / ORGANIZER | 3.1.2. | Shows social cooperation.<br>Objective 1a, levels 3-6<br>Objective 1b, levels 4-6<br>Objective 2a, level 6<br>Objective 2b, levels 3-6<br>Objective 2c, levels 3-6<br>Objective 2d, levels 3-6<br>Objective 3a, levels 3-6 |
| EXPECTATION | 3.1.2.1. | Plays alongside rather than with other children.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers<br>Objective 2c.2 Plays near other children; uses similar materials or actions |

| EXPECTATION | 3.1.2.2. | Plays in groups or pairs based on similar interest.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers<br>Objective 2c.4 Uses successful strategies for entering groups |
|---|---|---|
| EXPECTATION | 3.1.2.3. | Makes and maintains a friendship with at least one other child.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 2 Establishes and sustains positive relationships d. Makes friends<br>Objective 2d.4 Plays with one or two preferred playmates |
| EXPECTATION | 3.1.2.4. | Participates in everyday classroom activities, may need adult direction.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others<br>Objective 3a.4 Take turns |
| EXPECTATION | 3.1.2.5. | Works in small group situations with teacher support.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others<br>Objective 3a.5 Emerging to 3a.6 Initiates the sharing of materials in the classroom and outdoors |
| EXPECTATION | 3.1.2.6. | Manages transitions.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders |
| EXPECTATION | 3.1.2.7. | Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders |
| EXPECTATION | 3.1.2.8. | Accepts the consequences of one's own actions.<br><br>_GOLD_® Objectives for Development and Learning<br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders |

| EXPECTATION | 3.1.2.9. | Can identify feelings, likes and dislikes, but may not be able to explain why.<br><br>*GOLD*® Objectives for Development and Learning<br>See 3.1.2. |
|---|---|---|
| EXPECTATION | 3.1.2.10. | Communicates emotions to peers in an appropriate manner.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 1 Regulates own emotions and behaviors a. Manages feelings<br>Objective 1a.6 Is able to look at a situation differently or delay gratification |
| **STRAND** | **KY.3.** | **Health/Mental Wellness (Health Education) (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **3.1.** | **Demonstrates health/metal wellness in individual and cooperative social environments.** |
| **STANDARD / ORGANIZER** | **3.1.3.** | **Applies social problem solving skills.**<br>**Objective 3a, levels 3-6**<br>**Objective 3b, levels 4-6**<br>**Objective 11c, levels 4-6**<br>**Objective 11d, levels 4-6** |
| EXPECTATION | 3.1.3.1. | Uses simple strategies to appropriately solve problems by self and within a group.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.6 Suggests solutions to social problems |
| EXPECTATION | 3.1.3.2. | Uses multiple strategies to solve problems.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.6 Suggests solutions to social problems |
| EXPECTATION | 3.1.3.3. | Provides simple but acceptable reasons for ideas in solving problems.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.5 Emerging to 3a.6 Suggests solutions to social problems |
| EXPECTATION | 3.1.3.4. | Asks for help from other sources when solving social and/or cognitive problems.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.4 Seeks adult help to resolve social problems |
| **STRAND** | **KY.3.** | **Health/Mental Wellness (Health Education) (Three and Four Year Olds)** |

| CATEGORY / GOAL | 3.1. | Demonstrates health/metal wellness in individual and cooperative social environments. |
|---|---|---|
| STANDARD / ORGANIZER | 3.1.4. | Shows a sense of purpose (future-hopefulness)<br>Objective 11a, levels 4-6<br>Objective 11b, levels 4-6<br>Objective 11e, levels 3-6 |
| EXPECTATION | 3.1.4.1. | Accepts setbacks without giving up.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning b. Persists<br>Objective 11b.4 Practices an activity many times until successful |
| EXPECTATION | 3.1.4.2. | Attends to task.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments |
| EXPECTATION | 3.1.4.3. | Sets short term goals.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning b. Persists<br>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks |
| EXPECTATION | 3.1.4.4. | Projects self into the future.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 29 Demonstrates knowledge about self |
| EXPECTATION | 3.1.4.5. | Demonstrates self-confidence through interactions.<br><br>*GOLD*® **Objectives for Development and Learning**<br>See 3.1.4. |
| STRAND | KY.4. | Mathematics (Three and Four Year Olds) |
| CATEGORY / GOAL | 4.1. | Demonstrates general skills and uses concepts of mathematics. |
| STANDARD / ORGANIZER | 4.1.1. | Demonstrates an understanding of numbers and counting.<br>Objective 20a, levels 3-4<br>Objective 20b, levels 3-4<br>Objective 20c, levels 2-4 |
| EXPECTATION | 4.1.1.1. | Imitates rote counting using the names of the numbers.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 20 Uses number concepts and operations a. Counts<br>Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object |

| EXPECTATION | 4.1.1.2. | Counts in sequence to 5 and beyond.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations a. Counts<br>Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
|---|---|---|
| EXPECTATION | 4.1.1.3. | Arranges sets of objects in one-to-one correspondence.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations a. Counts<br>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
| EXPECTATION | 4.1.1.4. | Understands that a single object is always "one" regardless of size, shape, and/or other attributes.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations a. Counts<br>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
| EXPECTATION | 4.1.1.5. | Counts concrete objects to 5 and beyond.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations a. Counts<br>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
| EXPECTATION | 4.1.1.6. | Uses math language to express quantity in everyday experiences.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations b. Quantifies<br>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 |
| EXPECTATION | 4.1.1.7. | Compares concrete quantities to determine which has more.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations b. Quantifies<br>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 |

| EXPECTATION | 4.1.1.8. | Recognizes that a set of objects remains the same amount if physically rearranged.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations b. Quantifies<br>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 |
|---|---|---|
| EXPECTATION | 4.1.1.9. | Realizes that the last number counted is the total amount of objects.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations a. Counts<br>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting |
| EXPECTATION | 4.1.1.10. | Recognizes some numerals and associates number concepts with print materials in a meaningful way.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities<br>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects |
| EXPECTATION | 4.1.1.11. | Names and writes some numerals.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities<br>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects |
| STRAND | KY.4. | Mathematics (Three and Four Year Olds) |
| CATEGORY / GOAL | 4.1. | Demonstrates general skills and uses concepts of mathematics. |
| STANDARD / ORGANIZER | 4.1.2. | Recognizes and describes shapes and spatial relationships.<br>Objective 13, levels 3-6<br>Objective 21a, levels 4-6<br>Objective 21b, levels 3-6 |
| EXPECTATION | 4.1.2.1. | Recognizes some basic shapes.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle) |

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| EXPECTATION | 4.1.2.2. | **Creates and duplicates shapes.**<br><br>*GOLD®* **Objectives for Development and Learning**<br>• **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**<br>**Objective 21b.7 Emerging to 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes** |
|---|---|---|
| EXPECTATION | 4.1.2.3. | **Completes simple puzzles.**<br><br>*GOLD®* **Objectives for Development and Learning**<br>• **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**<br>**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** |
| EXPECTATION | 4.1.2.4. | **Identifies shapes.**<br><br>*GOLD®* **Objectives for Development and Learning**<br>• **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**<br>**Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)** |
| EXPECTATION | 4.1.2.5. | **Recognizes parts of a whole.**<br><br>*GOLD®* **Objectives for Development and Learning**<br>• **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**<br>**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** |
| EXPECTATION | 4.1.2.6. | **Recognizes the position of objects.**<br><br>*GOLD®* **Objectives for Development and Learning**<br>• **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**<br>**Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance** |
| EXPECTATION | 4.1.2.7. | **Uses words that indicate directionality, order and position of objects.**<br><br>*GOLD®* **Objectives for Development and Learning**<br>• **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**<br>**Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance** |

| STRAND | KY.4. | Mathematics (Three and Four Year Olds) |
|---|---|---|
| CATEGORY / GOAL | 4.1. | Demonstrates general skills and uses concepts of mathematics. |
| STANDARD / ORGANIZER | 4.1.3. | Uses the attributes of objects for comparison and patterning.<br>Objective 13, levels 3-6<br>Objective 22a, levels 2-6<br>Objective 23, levels 3-6 |
| EXPECTATION | 4.1.3.1. | Matches objects.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 13 Uses classification skills<br>Objective 13.2 Matches similar objects |
| EXPECTATION | 4.1.3.2. | Sorts objects by one or more attributes.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 13 Uses classification skills<br>Objective 13.4 Places objects in one or more groups based on differences in a single characteristic, e.g., color, size, or shape |
| EXPECTATION | 4.1.3.3. | Describes objects by one or more attributes.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 13 Uses classification skills<br>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason |
| EXPECTATION | 4.1.3.4. | Recognizes, duplicates, and extends simple patterns.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 23 Demonstrates knowledge of patterns<br>Objective 23.6 Extends and creates simple repeating patterns |
| EXPECTATION | 4.1.3.5. | Creates original patterns.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 23 Demonstrates knowledge of patterns<br>Objective 23.6 Extends and creates simple repeating patterns |
| STRAND | KY.4. | Mathematics (Three and Four Year Olds) |
| CATEGORY / GOAL | 4.1. | Demonstrates general skills and uses concepts of mathematics. |
| STANDARD / ORGANIZER | 4.1.4. | Use nonstandard and/or standard units to measure and describe.<br>Objective 9d, levels 3-6<br>Objective 22a, levels 2-6<br>Objective 22b, levels 1-4 |

| EXPECTATION | 4.1.4.1. | Compares and orders by size.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective 22 Compares and measures a. Measures objects<br>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers |
|---|---|---|
| EXPECTATION | 4.1.4.2. | Uses tools to explore measuring.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective 22 Compares and measures a. Measures objects<br>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| EXPECTATION | 4.1.4.3. | Explores, compares, and describes length, weight or volume using nonstandard units.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective 22 Compares and measures a. Measures objects<br>Objective 22a.5 Emerging to 6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| EXPECTATION | 4.1.4.4. | Explores, compares, and describes length, weight, or volume using standard units.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective 22 Compares and measures a. Measures objects<br>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| EXPECTATION | 4.1.4.5. | Shows awareness of simple time concepts.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective 22 Compares and measures b. Measures time and money<br>Objective 22b.2 Knows usual sequence of basic daily events |
| EXPECTATION | 4.1.4.6. | Categorizes and sequences time intervals and uses language associated with time in everyday situations.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective 22 Compares and measures b. Measures time and money<br>Objective 22b.2 Knows usual sequence of basic daily events |
| STRAND | KY.5. | Physical Development (Physical Education) (Three and Four Year Olds) |
| CATEGORY / GOAL | 5.1. | Demonstrates basic gross and fine motor development. |
| STANDARD / ORGANIZER | 5.1.1. | Performs a variety of loco motor skills with control and balance.<br>Objective 4, levels 5-6<br>Objective 5, levels 5-6 |

| EXPECTATION | 5.1.1.1. | Demonstrates body spatial awareness in relationship to stationary objects.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 4 Demonstrates traveling skills<br>Objective 4.6 Moves purposefully from place to place with control |
|---|---|---|
| EXPECTATION | 5.1.1.2. | Walks with skill.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 4 Demonstrates traveling skills<br>Objective 4.6 Moves purposefully from place to place with control |
| EXPECTATION | 5.1.1.3. | Runs with skill.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 4 Demonstrates traveling skills<br>Objective 4.6 Moves purposefully from place to place with control |
| EXPECTATION | 5.1.1.4. | Climbs, jumps, and/or hops with increased coordination, balance, and control.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 4 Demonstrates traveling skills<br>• Objective 5 Demonstrates balancing skills |
| EXPECTATION | 5.1.1.5. | Experiments with galloping and skipping.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 4 Demonstrates traveling skills<br>Objective 4.6 Moves purposefully from place to place with control |
| EXPECTATION | 5.1.1.6. | Uses quick stops or changes in direction to avoid contact with moving objects or other people.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 4 Demonstrates traveling skills |
| STRAND | KY.5. | Physical Development (Physical Education) (Three and Four Year Olds) |
| CATEGORY / GOAL | 5.1. | Demonstrates basic gross and fine motor development. |
| STANDARD / ORGANIZER | 5.1.2. | Performs a variety of non-loco motor skills with control and balance.<br>Objective 5, levels 5-6<br>Objective 6, levels 5-6 |
| EXPECTATION | 5.1.2.1. | Executes movements that require a stable base.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 5 Demonstrates balancing skills<br>Objective 5.6 Sustains balance during simple movement experiences |

| EXPECTATION | 5.1.2.2. | Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 5 Demonstrates balancing skills<br>Objective 5.6 Sustains balance during simple movement experiences |
|---|---|---|
| **STRAND** | **KY.5.** | **Physical Development (Physical Education) (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **5.1.** | **Demonstrates basic gross and fine motor development.** |
| **STANDARD / ORGANIZER** | **5.1.3.** | **Combines a sequence of several motor skills with control and balance.**<br>**Objective 4, levels 5-6**<br>**Objective 6, levels 5-6** |
| EXPECTATION | 5.1.3.1. | Walks up and down stairs with alternating steps.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 4 Demonstrates traveling skills<br>Objective 4.6 Moves purposefully from place to place with control |
| EXPECTATION | 5.1.3.2. | Explores a variety of movements.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 4 Demonstrates traveling skills<br>Objective 4.6 Moves purposefully from place to place with control |
| **STRAND** | **KY.5.** | **Physical Development (Physical Education) (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **5.1.** | **Demonstrates basic gross and fine motor development.** |
| **STANDARD / ORGANIZER** | **5.1.4.** | **Performs fine motor tasks using eye-hand coordination.**<br>**Objective 7a, levels 5-6**<br>**Objective 7b, levels 3-6**<br>**Objective 19a, levels 4-8**<br>**Objective 19b, levels 4-8** |
| EXPECTATION | 5.1.4.1. | Explores and manipulates objects in a variety of ways.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.6 Uses refined wrist and finger movements |

| EXPECTATION | 5.1.4.2. | **Uses tools appropriately.**<br><br>**_GOLD®_ Objectives for Development and Learning**<br>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.6 Uses refined wrist and finger movements<br> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools<br>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 |
| --- | --- | --- |
| EXPECTATION | 5.1.4.3. | **Exhibits increasing strength and control.**<br><br>**_GOLD®_ Objectives for Development and Learning**<br>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.6 Uses refined wrist and finger movements |
| EXPECTATION | 5.1.4.4. | **Performs tasks using more refined and dexterous motions.**<br><br>**_GOLD®_ Objectives for Development and Learning**<br>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.6 Uses refined wrist and finger movements |
| **STRAND** | **KY.6.** | **Science (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **6.1.** | **Demonstrates scientific ways of thinking and working (with wonder and curiosity).** |
| **STANDARD / ORGANIZER** | **6.1.1.** | **Explores features of environment through manipulation.**<br>**Objective 11d, levels 4-6**<br>**Objective 22a, levels 2-6** |
| EXPECTATION | 6.1.1.1. | **Uses all five senses to examine objects with attention to detail.**<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective 24 Uses scientific inquiry skills |
| EXPECTATION | 6.1.1.2. | **Describes objects in the environment using properties of objects.**<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials |
| EXPECTATION | 6.1.1.3. | **Describes objects in terms of similarities or differences.**<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials |

| STRAND | KY.6. | Science (Three and Four Year Olds) |
|---|---|---|
| CATEGORY / GOAL | 6.1. | Demonstrates scientific ways of thinking and working (with wonder and curiosity). |
| STANDARD / ORGANIZER | 6.1.2. | Investigates simple scientific concepts.<br>Objective 11d, levels 4-6 |
| EXPECTATION | 6.1.2.1. | Asks simple scientific questions.<br><br>GOLD® Objectives for Development and Learning<br>• Objective 24 Uses scientific inquiry skills |
| EXPECTATION | 6.1.2.2. | Observes and/or manipulates objects and events to answer simple scientific questions.<br><br>GOLD® Objectives for Development and Learning<br>• Objective 24 Uses scientific inquiry skills |
| EXPECTATION | 6.1.2.3. | Identifies objects that influence or affect other objects.<br><br>GOLD® Objectives for Development and Learning<br>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials |
| STRAND | KY.6. | Science (Three and Four Year Olds) |
| CATEGORY / GOAL | 6.1. | Demonstrates scientific ways of thinking and working (with wonder and curiosity). |
| STANDARD / ORGANIZER | 6.1.3. | Uses a variety of tools to explore the environment.<br>Objective 22a, level 6 |
| EXPECTATION | 6.1.3.1. | Uses non-standard tools to explore the environment.<br><br>GOLD® Objectives for Development and Learning<br>• Objective 28 Uses tools and other technology to perform tasks |
| EXPECTATION | 6.1.3.2. | Uses standard tools to explore the environment.<br><br>GOLD® Objectives for Development and Learning<br>• Objective 28 Uses tools and other technology to perform tasks |
| STRAND | KY.6. | Science (Three and Four Year Olds) |
| CATEGORY / GOAL | 6.1. | Demonstrates scientific ways of thinking and working (with wonder and curiosity). |
| STANDARD / ORGANIZER | 6.1.4. | Collects, describes, and/or records information through a variety of means.<br>Objective 13, levels 3-6<br>Objective 14a, levels 3-6<br>Objective 22a, levels 2-6 |
| EXPECTATION | 6.1.4.1. | Collects items with similar properties.<br><br>GOLD® Objectives for Development and Learning<br>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials |

| EXPECTATION | 6.1.4.2. | Describes objects in terms of its properties.<br><br>_GOLD®_ <u>Objectives for Development and Learning</u><br>• **Objective 26 Demonstrates knowledge of the physical properties of objects and materials** |
|---|---|---|
| EXPECTATION | 6.1.4.3. | Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.<br><br>_GOLD®_ <u>Objectives for Development and Learning</u><br>• **Objective 24 Uses scientific inquiry skills** |
| **STRAND** | **KY.6.** | **Science (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **6.1.** | **Demonstrates scientific ways of thinking and working (with wonder and curiosity).** |
| **STANDARD / ORGANIZER** | **6.1.5.** | **Makes and verifies predictions based on past experiences.**<br>**Objective 11c, levels 4-6**<br>**Objective 11d, levels 4-6** |
| EXPECTATION | 6.1.5.1. | Asks questions and/or uses other resources to confirm observations.<br><br>_GOLD®_ <u>Objectives for Development and Learning</u><br>• **Objective 24 Uses scientific inquiry skills** |
| EXPECTATION | 6.1.5.2. | Makes reasonable explanations using resources, experiments, etc. independently.<br><br>_GOLD®_ <u>Objectives for Development and Learning</u><br>• **Objective 24 Uses scientific inquiry skills** |
| EXPECTATION | 6.1.5.3. | Draws conclusions based on proved/disproved prediction.<br><br>_GOLD®_ <u>Objectives for Development and Learning</u><br>• **Objective 24 Uses scientific inquiry skills** |
| **STRAND** | **KY.7.** | **Social Studies (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **7.1.** | **Demonstrates basic understanding of the world in which he/she lives.** |
| **STANDARD / ORGANIZER** | **7.1.1.** | **Differentiates between events that happen in the past, present, and future.**<br>**Objective 9d, levels 3-6**<br>**Objective 12a, levels 4-6**<br>**Objective 12b, levels 4-6** |
| EXPECTATION | 7.1.1.1. | Recognizes the beginning and end of an event.<br><br>_GOLD®_ <u>Objectives for Development and Learning</u><br>• **Objective 31 Explores change related to familiar people or places** |
| EXPECTATION | 7.1.1.2. | Recalls information about the immediate past.<br><br>_GOLD®_ <u>Objectives for Development and Learning</u><br>• **Objective 31 Explores change related to familiar people or places** |

| EXPECTATION | 7.1.1.3. | Develops awareness that events occurred before the child's birth.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 31 Explores change related to familiar people or places |
|---|---|---|
| EXPECTATION | 7.1.1.4. | Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 31 Explores change related to familiar people or places |
| EXPECTATION | 7.1.1.5. | Describes or represents a limited series of events in the correct sequence.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 31 Explores change related to familiar people or places |
| EXPECTATION | 7.1.1.6. | Experiments with general terms related to the elements of time.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 31 Explores change related to familiar people or places |
| EXPECTATION | 7.1.1.7. | Makes predictions about what may occur.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 31 Explores change related to familiar people or places |
| STRAND | KY.7. | Social Studies (Three and Four Year Olds) |
| CATEGORY / GOAL | 7.1. | Demonstrates basic understanding of the world in which he/she lives. |
| STANDARD / ORGANIZER | 7.1.2. | Uses environmental clues and tools to understand surroundings.<br>Objective 11d, levels 4-6<br>Objective 13, levels 3-6<br>Objective 14a, levels 3-6<br>Objective 14b, levels 3-6<br>Objective 22a, levels 2-6 |
| EXPECTATION | 7.1.2.1. | Distinguishes through demonstration and/or description characteristics of the physical environment.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 32 Demonstrates simple geographic knowledge |
| EXPECTATION | 7.1.2.2. | Distinguishes different environments by the people or signs that are a part of that environment.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 32 Demonstrates simple geographic knowledge |

| EXPECTATION | 7.1.2.3. | Recognizes and uses a variety of objects and materials that represent the environment.<br><br>**_GOLD_® Objectives for Development and Learning**<br>• Objective 32 Demonstrates simple geographic knowledge |
|---|---|---|
| EXPECTATION | 7.1.2.4. | Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc.<br><br>**_GOLD_® Objectives for Development and Learning**<br>• Objective 32 Demonstrates simple geographic knowledge |
| **STRAND** | **KY.7.** | **Social Studies (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **7.1.** | **Demonstrates basic understanding of the world in which he/she lives.** |
| **STANDARD / ORGANIZER** | **7.1.3.** | **Shows an awareness of fundamental economic concepts.**<br>**Objective 22b, levels 1-4** |
| EXPECTATION | 7.1.3.1. | Recognizes the relationship between supply and demand.<br><br>**_GOLD_® Objectives for Development and Learning**<br>• Objective 30 Shows basic understanding of people and how they live |
| EXPECTATION | 7.1.3.2. | Recognizes and uses objects for barter or trade.<br><br>**_GOLD_® Objectives for Development and Learning**<br>• Objective 30 Shows basic understanding of people and how they live |
| EXPECTATION | 7.1.3.3. | Recognizes the use of money as a means of exchange.<br><br>**_GOLD_® Objectives for Development and Learning**<br>• Objective 30 Shows basic understanding of people and how they live |
| **STRAND** | **KY.7.** | **Social Studies (Three and Four Year Olds)** |
| **CATEGORY / GOAL** | **7.1.** | **Demonstrates basic understanding of the world in which he/she lives.** |
| **STANDARD / ORGANIZER** | **7.1.4.** | **Recognizes and/or follows rules within the home, school, and community.**<br>**Objective 1b, levels 4-6**<br>**Objective 3a, levels 3-6**<br>**Objective 12b, levels 4-6** |
| EXPECTATION | 7.1.4.1. | Identifies examples of authority.<br><br>**_GOLD_® Objectives for Development and Learning**<br>• Objective 30 Shows basic understanding of people and how they live |
| EXPECTATION | 7.1.4.2. | Follows routines with little supervision.<br><br>**_GOLD_® Objectives for Development and Learning**<br>• Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders |

| EXPECTATION | 7.1.4.3. | Recognizes there are different rules for different places.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 30 Shows basic understanding of people and how they live |
|---|---|---|
| EXPECTATION | 7.1.4.4. | Understands there are consequences for actions.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders |
| EXPECTATION | 7.1.4.5. | Follows rules applicable to the situation with little supervision.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders |
| STRAND | KY.7. | Social Studies (Three and Four Year Olds) |
| CATEGORY / GOAL | 7.1. | Demonstrates basic understanding of the world in which he/she lives. |
| STANDARD / ORGANIZER | 7.1.5. | Demonstrates understanding of the roles and relationships within his/her family and/or community.<br>Objective 2d, levels 3-6<br>Objective 14b, levels 3-6 |
| EXPECTATION | 7.1.5.1. | Recognizes the roles within his/her home.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 29 Demonstrates knowledge about self |
| EXPECTATION | 7.1.5.2. | Knows place in family structure.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 29 Demonstrates knowledge about self |
| EXPECTATION | 7.1.5.3. | Uses familiar relationships to make sense of the world.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 29 Demonstrates knowledge about self |
| STRAND | KY.7. | Social Studies (Three and Four Year Olds) |
| CATEGORY / GOAL | 7.1. | Demonstrates basic understanding of the world in which he/she lives. |
| STANDARD / ORGANIZER | 7.1.6. | Knows that diversity exists in the world.<br>Objective 14b, levels 3-6 |
| EXPECTATION | 7.1.6.1. | Describes self and/or compares own descriptions with others' descriptions.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 29 Demonstrates knowledge about self |

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| EXPECTATION | 7.1.6.2. | Identifies and recognizes gender.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 29 Demonstrates knowledge about self |
|---|---|---|
| EXPECTATION | 7.1.6.3. | Recognizes that people differ in language, dress, food, etc.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 30 Shows basic understanding of people and how they live |
| EXPECTATION | 7.1.6.4. | Recognizes and identifies differences in personal characteristics and family makeup.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 30 Shows basic understanding of people and how they live |
| EXPECTATION | 7.1.6.5. | Recognizes that different people have different roles and jobs in the community.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 30 Shows basic understanding of people and how they live |
| EXPECTATION | 7.1.6.6. | Recognizes and accepts similarities and differences.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 30 Shows basic understanding of people and how they live |

## Kentucky Early Childhood Standards

## Ages Birth to Three, adopted 2013

| STRAND | KY.1. | Cognitive (Birth to Three) |
|---|---|---|
| CATEGORY / GOAL | 1.1. | Explores the environment to gain information. |
| STANDARD / ORGANIZER | 1.1.1. | Demonstrates curiosity in the environment. |
| EXPECTATION | 1.1.1.1. | Uses senses to explore the environment.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.2 Uses senses to explore the immediate environment |

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| EXPECTATION | 1.1.1.2. | Uses play to explore objects in the environment.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.2 Uses senses to explore the immediate environment |
|---|---|---|
| EXPECTATION | 1.1.1.3. | Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning b. Persists<br>Objective 11b.2 Repeats actions to obtains similar results |
| EXPECTATION | 1.1.1.4. | Explores spatial relationships, shapes, and numbers.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.2 Uses senses to explore the immediate environment |
| STRAND | KY.1. | Cognitive (Birth to Three) |
| CATEGORY / GOAL | 1.1. | Explores the environment to gain information. |
| STANDARD / ORGANIZER | 1.1.2. | Responds to the environment. |
| EXPECTATION | 1.1.2.1. | Observes and/or imitates behavior.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.1 Emerging to 14b.2 Imitates actions of others during play; uses real objects as props |
| EXPECTATION | 1.1.2.2. | Shows interest in listening to and repeating sounds.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.2 Pays attention to sights and sounds |
| EXPECTATION | 1.1.2.3. | Works toward an objective.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 11 Demonstrates positive approaches to learning b. Persists<br>Objective 11b.2 Repeats actions to obtain similar results |
| STRAND | KY.1. | Cognitive (Birth to Three) |
| CATEGORY / GOAL | 1.1. | Explores the environment to gain information. |
| STANDARD / ORGANIZER | 1.1.3. | Recalls information about the environment. |

| EXPECTATION | 1.1.3.1. | Recognizes and shows preference for familiar people and things.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 12 Remembers and connects experiences a. Recognizes and recalls<br>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
|---|---|---|
| EXPECTATION | 1.1.3.2. | Locates an object that has been hidden from view.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 12 Remembers and connects experiences a. Recognizes and recalls<br>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
| EXPECTATION | 1.1.3.3. | Creates mental images of objects and people not in immediate environment.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 12 Remembers and connects experiences a. Recognizes and recalls<br>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
| EXPECTATION | 1.1.3.4. | Exhibits a sense of personal routines.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 12 Remembers and connects experiences b. Makes connections<br>Objective 12b.1 Emerging to 12b.2 Looks for familiar persons when they are named; relates objects to events |
| STRAND | KY.1. | Cognitive (Birth to Three) |
| CATEGORY / GOAL | 1.1. | Explores the environment to gain information. |
| STANDARD / ORGANIZER | 1.1.4. | Recognizes characteristics of people and objects. |
| EXPECTATION | 1.1.4.1. | Identifies and investigates the physical qualities of living and nonliving things.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.2 Uses senses to explore the immediate environment |
| EXPECTATION | 1.1.4.2. | Categorizes objects based on physical or functional similarity.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 13 Uses classification skills<br>Objective 13.1 Emerging to 13.2 Matches similar objects |

| EXPECTATION | 1.1.4.3. | Recognizes functional uses of items in the environment.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.2 Imitates actions of others during play; uses real objects as props |
|---|---|---|
| EXPECTATION | 1.1.4.4. | Uses objects in realistic play – imitates the environment.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.2 Imitates actions of others during play; uses real objects as props |
| STRAND | KY.2. | Communication (Birth to Three) |
| CATEGORY / GOAL | 2.1. | Demonstrates communication skills in order to express self. |
| STANDARD / ORGANIZER | 2.1.1. | Engages in nonverbal communication for a variety of purposes. |
| EXPECTATION | 2.1.1.1. | Initiates communication by smiling and eye contact.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate |
| EXPECTATION | 2.1.1.2. | Uses gestures and movements to express self.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate |
| EXPECTATION | 2.1.1.3. | Uses movement or gestures to demonstrate understanding of vocalizations.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.2 Shows an interest in the speech of others |
| EXPECTATION | 2.1.1.4. | Uses gestures or movements to solicit attention and/or to indicate wants and needs.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate |

| EXPECTATION | 2.1.1.5. | Uses eye contact, gestures, and/or movement to request item or assistance.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate |
|---|---|---|
| EXPECTATION | 2.1.1.6. | Uses movements and/or gestures to protest.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate |
| EXPECTATION | 2.1.1.7. | Uses gestures for greetings and conversational rituals.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate |
| EXPECTATION | 2.1.1.8. | Uses movement or behavior to initiate interaction with a person, animal, or object.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations<br>Objective 10a.2 Engages in simple back-and-forth exchanges with others |
| STRAND | KY.2. | Communication (Birth to Three) |
| CATEGORY / GOAL | 2.1. | Demonstrates communication skills in order to express self. |
| STANDARD / ORGANIZER | 2.1.2. | Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes. |
| EXPECTATION | 2.1.2.1. | Varies pitch, length, and volume of vocalizations.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate |
| EXPECTATION | 2.1.2.2. | Makes new sounds, both vowels and consonants.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate |

| EXPECTATION | 2.1.2.3. | Squeals and laughs.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate |
|---|---|---|
| EXPECTATION | 2.1.2.4. | Engages in vocal play and/or vocal turn-taking.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations<br>Objective 10a.2 Engages in simple back-and-forth exchanges with others |
| EXPECTATION | 2.1.2.5. | Uses specific vocalizations that have meaning to primary caregivers.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate |
| EXPECTATION | 2.1.2.6. | Uses sounds and words with inflected patterns in conversational manner.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly<br>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds |
| EXPECTATION | 2.1.2.7. | Imitates sounds and words.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly<br>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds |
| EXPECTATION | 2.1.2.8. | Repeats rhymes and repetitive speech sounds, recites phrases and participates in singing songs.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration<br>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds |
| EXPECTATION | 2.1.2.9. | Uses single words.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly<br>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people |

| EXPECTATION | 2.1.2.10. | Names several objects or persons upon request.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>**Objective 9a.4 Names familiar, people, animals, and objects** |
|---|---|---|
| EXPECTATION | 2.1.2.11. | Identifies items or people in pictures/photographs.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>**Objective 9a.4 Names familiar, people, animals, and objects** |
| EXPECTATION | 2.1.2.12. | Increases the number of single words used in vocabulary.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly<br>**Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people** |
| EXPECTATION | 2.1.2.13. | Uses name to refer to self.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>**Objective 9a.4 Names familiar, people, animals, and objects** |
| EXPECTATION | 2.1.2.14. | Uses phrases or short sentences.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>**Objective 9c.2 Uses one- or two-word sentences or phrases** |
| EXPECTATION | 2.1.2.15. | Uses pronouns to refer to self or others.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>**Objective 9a.4 Names familiar, people, animals, and objects** |
| EXPECTATION | 2.1.2.16. | Talks about familiar people, story characters and events.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>**Objective 9a.4 Names familiar, people, animals, and objects** |

| EXPECTATION | 2.1.2.17. | Uses 2-3 syllable words meaningfully.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly<br>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people |
|---|---|---|
| EXPECTATION | 2.1.2.18. | Carries on a conversation.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations<br>Objective 10a.2 Engages in simple back-and-forth exchanges with others |
| EXPECTATION | 2.1.2.19. | Uses plurals.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.4 Names familiar, people, animals, and objects |
| EXPECTATION | 2.1.2.20. | Asks questions.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.4 Names familiar, people, animals, and objects |
| STRAND | KY.2. | Communication (Birth to Three) |
| CATEGORY / GOAL | 2.2. | Demonstrates listening and observing skills and responds to the communication of others. |
| STANDARD / ORGANIZER | 2.2.1. | Focuses on and attends to communication of others and to sights and sounds in the environment to gain information. |
| EXPECTATION | 2.2.1.1. | Responds to sights and/or sounds.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.2 Shows an interest in the speech of others |
| EXPECTATION | 2.2.1.2. | Looks at speaker.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.2 Shows an interest in the speech of others |

| EXPECTATION | 2.2.1.3. | Prefers human voice.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.2 Shows an interest in the speech of others |
|---|---|---|
| EXPECTATION | 2.2.1.4. | Establishes joint attention.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language<br>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating |
| EXPECTATION | 2.2.1.5. | Understands and responds to familiar words and/or alternative communication methods.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language b. Follows directions<br>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice |
| EXPECTATION | 2.2.1.6. | Attends to and enjoys short stories, rhymes, finger plays, and songs.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration<br>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds |
| **STRAND** | **KY.2.** | **Communication (Birth to Three)** |
| **CATEGORY / GOAL** | **2.2.** | **Demonstrates listening and observing skills and responds to the communication of others.** |
| **STANDARD / ORGANIZER** | **2.2.2.** | **Responds to the verbal and nonverbal communication of others.** |
| EXPECTATION | 2.2.2.1. | Responds to communication of others and to sounds in the environment.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language<br>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating |

| EXPECTATION | 2.2.2.2. | Responds to others' expressions or emotion.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language<br>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating |
|---|---|---|
| EXPECTATION | 2.2.2.3. | Recognizes and responds appropriately to non-verbal signs and gestures.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language<br>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating |
| EXPECTATION | 2.2.2.4. | Recognizes and responds appropriately to non-verbal signs and gestures.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language<br>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating |
| EXPECTATION | 2.2.2.5. | Participates in turn-taking.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations<br>Objective 10a.2 Engages in simple back-and-forth exchanges with others<br> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language |
| EXPECTATION | 2.2.2.6. | Responds appropriately to requests or directions.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective 8 Listens to and understands increasingly complex language b. Follows directions<br>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice |

| EXPECTATION | 2.2.2.7. | Identifies objects on request.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language b. Follows directions<br>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice |
|---|---|---|
| EXPECTATION | 2.2.2.8. | Responds appropriately to several action words.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language b. Follows directions<br>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice |
| EXPECTATION | 2.2.2.9. | Demonstrates understanding of several prepositions.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.4 Identifies familiar people, animals, and objects when prompted |
| EXPECTATION | 2.2.2.10. | Demonstrates understanding of several pronouns.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.4 Identifies familiar people, animals, and objects when prompted |
| EXPECTATION | 2.2.2.11. | Responds to questions.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language b. Follows directions<br>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice |
| EXPECTATION | 2.2.2.12. | Demonstrates understanding of many vocabulary words.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.4 Identifies familiar people, animals, and objects when prompted |

| EXPECTATION | 2.2.2.13. | **Demonstrates understanding of some complex sentences.**<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language**<br>**Objective 8a.4 Identifies familiar people, animals, and objects when prompted** |
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| EXPECTATION | 2.2.2.14. | **Gains information from stories, rhymes, and songs being read/sung aloud.**<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.2 Shows interest in books** |
| STRAND | KY.2. | **Communication (Birth to Three)** |
| CATEGORY / GOAL | 2.3. | **Demonstrates interest and engages in early literacy activities.** |
| STANDARD / ORGANIZER | 2.3.1. | **Demonstrates interest and engagement in print literacy materials.** |
| EXPECTATION | 2.3.1.1. | **Looks at pictures and photos briefly.**<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.2 Shows interest in books** |
| EXPECTATION | 2.3.1.2. | **Attends to and/or makes contact with age-appropriate book, when presented.**<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.2 Shows interest in books** |
| EXPECTATION | 2.3.1.3. | **Manipulates age-appropriate book.**<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.2 Shows interest in books** |
| EXPECTATION | 2.3.1.4. | **Shows interest as age-appropriate book is read aloud.**<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.2 Shows interest in books** |

| EXPECTATION | 2.3.1.5. | Turns pages awkwardly by him/herself.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>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 |
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| EXPECTATION | 2.3.1.6. | Shows increasing skills in book handling and print directionality.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>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 | 2.3.1.7. | Selects book for adult to read.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.2 Shows interest in books |
| EXPECTATION | 2.3.1.8. | Anticipates/recalls text of a known story.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.2 Contributes particular language from the book at the appropriate time |
| EXPECTATION | 2.3.1.9. | Requests a favorite book to be read again.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.2 Shows interest in books |
| EXPECTATION | 2.3.1.10. | Shows increased attention span for listening to stories.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.2 Shows interest in books |

| EXPECTATION | 2.3.1.11. | Grasps thick crayon/marker/other writing tool and scribbles.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools<br>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper |
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| EXPECTATION | 2.3.1.12. | Recalls specific people, actions, and/or activities in a story book.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.2 Contributes particular language from the book at the appropriate time |
| EXPECTATION | 2.3.1.13. | Notices that there are both print and pictures on a page.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.2 Shows interest in books |
| EXPECTATION | 2.3.1.14. | Makes lines and shapes with a variety of writing tools to represent objects.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools<br>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper |
| STRAND | KY.2. | Communication (Birth to Three) |
| CATEGORY / GOAL | 2.3. | Demonstrates interest and engages in early literacy activities. |
| STANDARD / ORGANIZER | 2.3.2. | Demonstrates interest and engagement in stories, songs, and rhymes. |
| EXPECTATION | 2.3.2.1. | Shows preference to human voice.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.2 Shows an interest in the speech of others |
| EXPECTATION | 2.3.2.2. | Attends and respond to hearing a story, rhyme or song.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration<br>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds |

| EXPECTATION | 2.3.2.3. | Participates in word games or fingerplays.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration<br>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds |
|---|---|---|
| EXPECTATION | 2.3.2.4. | Sings or joins in on a specific story, rhyme or song.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration<br>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds |
| EXPECTATION | 2.3.2.5. | Repeats phrases from predictable, repetitive stories.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.2 Contributes particular language from the book at the appropriate time |
| EXPECTATION | 2.3.2.6. | Asks to hear a specific story, rhyme or song.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration<br>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds |
| EXPECTATION | 2.3.2.7. | Create partial songs and rhymes.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration<br>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds |
| STRAND | KY.3. | Creative Expression (Birth to Three) |
| CATEGORY / GOAL | 3.1. | Demonstrates interest and participates in various forms of creative expression. |
| STANDARD / ORGANIZER | 3.1.1. | Enjoys and engages in visual arts. |

| EXPECTATION | 3.1.1.1. | **Attends to bright and/or contrasting colors.**<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.2 Uses senses to explore the immediate environment |
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| EXPECTATION | 3.1.1.2. | **Attends to the facial expressions of adults.**<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.2 Pays attention to sights and sounds |
| EXPECTATION | 3.1.1.3. | **Gazes at pictures, photographs, and mirror images.**<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically<br>Objective 14a.1 Emerging to 14a.2 Recognizes people, objects, and animals in pictures or photographs |
| EXPECTATION | 3.1.1.4. | **Shows preferences for favorite colors.**<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.2 Pays attention to sights and sounds |
| EXPECTATION | 3.1.1.5. | **Uses a variety of materials in exploring and creating visual art.**<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 33 Explores the visual arts |
| EXPECTATION | 3.1.1.6. | **Observes and describes visual art.**<br><br>*GOLD*® **Objectives for Development and Learning**<br> *GOLD*® **Objectives for Development and Learning**<br>• Objective 33 Explores the visual arts |
| **STRAND** | **KY.3.** | **Creative Expression (Birth to Three)** |
| **CATEGORY / GOAL** | **3.1.** | **Demonstrates interest and participates in various forms of creative expression.** |
| **STANDARD / ORGANIZER** | **3.1.2.** | **Enjoys and engages in movement and dance.** |
| EXPECTATION | 3.1.2.1. | **Responds to touch and motion.**<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.2 Uses senses to explore the immediate environment |

| EXPECTATION | 3.1.2.2. | Explores the movement of self and/or objects.<br><br>*GOLD®* **Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds |
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| EXPECTATION | 3.1.2.3. | Shows enjoyment for rhythmic patterns.<br><br>*GOLD®* **Objectives for Development and Learning**<br>• Objective 35 Explores dance and movement concepts |
| EXPECTATION | 3.1.2.4. | Enjoys moving to music.<br><br>*GOLD®* **Objectives for Development and Learning**<br>• Objective 35 Explores dance and movement concepts |
| EXPECTATION | 3.1.2.5. | Exhibits an increased variety of movements to express self.<br><br>*GOLD®* **Objectives for Development and Learning**<br>• Objective 35 Explores dance and movement concepts |
| **STRAND** | **KY.3.** | **Creative Expression (Birth to Three)** |
| **CATEGORY / GOAL** | **3.1.** | **Demonstrates interest and participates in various forms of creative expression.** |
| **STANDARD / ORGANIZER** | **3.1.3.** | **Enjoys and engages in music.** |
| EXPECTATION | 3.1.3.1. | Responds to sounds, tones, and voices.<br><br>*GOLD®* **Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds |
| EXPECTATION | 3.1.3.2. | Responds to music.<br><br>*GOLD®* **Objectives for Development and Learning**<br>• Objective 34 Explores musical concepts and expression |
| EXPECTATION | 3.1.3.3. | Enjoys rhythms and song.<br><br>*GOLD®* **Objectives for Development and Learning**<br>• Objective 34 Explores musical concepts and expression |
| EXPECTATION | 3.1.3.4. | Prefers repetition of familiar songs and rhythmic patterns.<br><br>*GOLD®* **Objectives for Development and Learning**<br>• Objective 34 Explores musical concepts and expression |
| EXPECTATION | 3.1.3.5. | Expresses joy through music.<br><br>*GOLD®* **Objectives for Development and Learning**<br>• Objective 34 Explores musical concepts and expression |

| STRAND | KY.3. | Creative Expression (Birth to Three) |
|---|---|---|
| CATEGORY / GOAL | 3.1. | Demonstrates interest and participates in various forms of creative expression. |
| STANDARD / ORGANIZER | 3.1.4. | Enjoys and engages in pretend play and drama. |
| EXPECTATION | 3.1.4.1. | Imitates sounds, facial expressions and gestures of another person.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.1 Emerging to 14b.2 Imitates actions of others during play; uses real objects as props |
| EXPECTATION | 3.1.4.2. | Imitates the actions of other persons.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.1 Emerging to 14b.2 Imitates actions of others during play; uses real objects as props |
| EXPECTATION | 3.1.4.3. | Imitates sounds or actions of an animal or object.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.1 Emerging to 14b.2 Imitates actions of others during play; uses real objects as props |
| EXPECTATION | 3.1.4.4. | Utilizes voice and body as a means of artistic expression.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.1 Emerging to 14b.2 Imitates actions of others during play; uses real objects as props |
| EXPECTATION | 3.1.4.5. | Uses one object to represent another.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.1 Emerging to 14b.2 Imitates actions of others during play; uses real objects as props |

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| EXPECTATION | 3.1.4.6. | Engages in pretend play.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.1 Emerging to 14b.2 Imitates actions of others during play; uses real objects as props |
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| **STRAND** | **KY.4.** | **Motor (Birth to Three)** |
| **CATEGORY / GOAL** | **4.1.** | **Demonstrates motor skills in daily activities and adaptive/self-care routines.** |
| **STANDARD / ORGANIZER** | **4.1.1.** | **Moves with purpose and coordination.** |
| EXPECTATION | 4.1.1.1. | Reaches for object.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 6 Demonstrates gross-motor manipulative skills<br>Objective 6.2 Reaches, grasps, and releases objects<br> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.2 Reaches for, touches, and holds objects purposefully |
| EXPECTATION | 4.1.1.2. | Brings object to mouth.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.2 Reaches for, touches, and holds objects purposefully |
| EXPECTATION | 4.1.1.3. | Transfer objects from one hand to another.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 6 Demonstrates gross-motor manipulative skills<br>Objective 6.2 Reaches, grasps, and releases objects<br> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.2 Reaches for, touches, and holds objects purposefully |
| EXPECTATION | 4.1.1.4. | Rolls over.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 4 Demonstrates traveling skills<br>Objective 4.2 Moves to explore immediate environment |
| EXPECTATION | 4.1.1.5. | Crawls.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 4 Demonstrates traveling skills<br>Objective 4.2 Moves to explore immediate environment |

| EXPECTATION | 4.1.1.6. | Uses furniture to raise or lower self to floor.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 4 Demonstrates traveling skills<br>Objective 4.2 Moves to explore immediate environment |
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| EXPECTATION | 4.1.1.7. | Walks.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 4 Demonstrates traveling skills<br>Objective 4.4 Experiments with different ways of moving |
| EXPECTATION | 4.1.1.8. | Climbs low objects.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 4 Demonstrates traveling skills<br>Objective 4.4 Experiments with different ways of moving |
| EXPECTATION | 4.1.1.9. | Pushes and pulls toys while walking.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 4 Demonstrates traveling skills<br>Objective 4.4 Experiments with different ways of moving |
| EXPECTATION | 4.1.1.10. | Kicks ball forward.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 6 Demonstrates gross-motor manipulative skills<br>Objective 6.4 Manipulates balls or similar objects with stiff body movements |
| EXPECTATION | 4.1.1.11. | Walks up and down stairs placing both feet on each step.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 4 Demonstrates traveling skills<br>Objective 4.4 Experiments with different ways of moving |
| STRAND | KY.4. | Motor (Birth to Three) |
| CATEGORY / GOAL | 4.1. | Demonstrates motor skills in daily activities and adaptive/self-care routines. |
| STANDARD / ORGANIZER | 4.1.2. | Demonstrates balance and coordination. |
| EXPECTATION | 4.1.2.1. | Sits independently with balance.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 5 Demonstrates balancing skills<br>Objective 5.2 Balances while exploring immediate environment |

| EXPECTATION | 4.1.2.2. | **Stands without support.**<br><br>_**GOLD**_® **Objectives for Development and Learning**<br>• **Objective 5 Demonstrates balancing skills**<br>**Objective 5.3 Emerging to 5.4 Experiments with different ways of balancing** |
|---|---|---|
| EXPECTATION | 4.1.2.3. | **Moves from sitting to standing using hands.**<br><br>_**GOLD**_® **Objectives for Development and Learning**<br>• **Objective 5 Demonstrates balancing skills**<br>**Objective 5.2 Balances while exploring immediate environment** |
| EXPECTATION | 4.1.2.4. | **Squats without falling.**<br><br>_**GOLD**_® **Objectives for Development and Learning**<br>• **Objective 5 Demonstrates balancing skills**<br>**Objective 5.4 Experiments with different ways of balancing** |
| EXPECTATION | 4.1.2.5. | **Runs.**<br><br>_**GOLD**_® **Objectives for Development and Learning**<br>• **Objective 4 Demonstrates traveling skills**<br>**Objective 4.4 Experiments with different ways of moving** |
| EXPECTATION | 4.1.2.6. | **Throws object while standing.**<br><br>_**GOLD**_® **Objectives for Development and Learning**<br>• **Objective 6 Demonstrates gross-motor manipulative skills**<br>**Objective 6.4 Manipulates balls or similar objects with stiff body movements** |
| **STRAND** | **KY.4.** | **Motor (Birth to Three)** |
| **CATEGORY / GOAL** | **4.1.** | **Demonstrates motor skills in daily activities and adaptive/self-care routines.** |
| **STANDARD / ORGANIZER** | **4.1.3.** | **Exhibits eye-hand coordination.** |
| EXPECTATION | 4.1.3.1. | **Reaches for objects.**<br><br>_**GOLD**_® **Objectives for Development and Learning**<br>• **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**<br>**Objective 7a.2 Reaches for, touches, and holds objects purposefully** |
| EXPECTATION | 4.1.3.2. | **Makes random marks on paper.**<br><br>_**GOLD**_® **Objectives for Development and Learning**<br>• **Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**<br>**Objective 7b.2 Grasps drawing and writing tools, jabbing at paper** |

| EXPECTATION | 4.1.3.3. | Stacks and places objects.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.4 Uses fingers and whole-arm movements to manipulate and explore objects |
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| EXPECTATION | 4.1.3.4. | Makes controlled scribbles.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools<br>Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks |
| EXPECTATION | 4.1.3.5. | Attempts to catch and throw.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 6 Demonstrates gross-motor manipulative skills<br>Objective 6.4 Manipulates balls or similar objects with stiff body movements |
| STRAND | KY.4. | Motor (Birth to Three) |
| CATEGORY / GOAL | 4.1. | Demonstrates motor skills in daily activities and adaptive/self-care routines. |
| STANDARD / ORGANIZER | 4.1.4. | Controls small muscles in hands. |
| EXPECTATION | 4.1.4.1. | Grasps and releases objects.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.2 Reaches for, touches, and holds objects purposefully |
| EXPECTATION | 4.1.4.2. | Passes objects from one hand to the other and changes position of objects within their hands.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.2 Reaches for, touches, and holds objects purposefully |

| EXPECTATION | 4.1.4.3. | Moves from using whole hand grasp to grasping with thumb and index finger with increasing control.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 6 Demonstrates gross-motor manipulative skills<br>Objective 6.2 Reaches, grasps, and releases objects<br>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.2 Emerging to 7a.3 Uses fingers and whole-arm movements to manipulate and explore objects |
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| **STRAND** | **KY.4.** | **Motor (Birth to Three)** |
| **CATEGORY / GOAL** | **4.1.** | **Demonstrates motor skills in daily activities and adaptive/self-care routines.** |
| **STANDARD / ORGANIZER** | **4.1.5.** | **Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.** |
| EXPECTATION | 4.1.5.1. | Verbally or physically asks for food or drink.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs |
| EXPECTATION | 4.1.5.2. | Assists in feeding routines.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs |
| EXPECTATION | 4.1.5.3. | Follows familiar sleep routines.<br><br>No Correlations |
| EXPECTATION | 4.1.5.4. | Seeks assistance with diapering/toileting.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs |
| EXPECTATION | 4.1.5.5. | Participates in dressing routines.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs |

| EXPECTATION | 4.1.5.6. | Participates in routines to maintain hygiene.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs |
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| STRAND | KY.5. | Social Emotional (Birth to Three) |
| CATEGORY / GOAL | 5.1. | Demonstrates trust and engages in social relationships. |
| STANDARD / ORGANIZER | 5.1.1. | Shows attachments and emotional connection towards others. |
| EXPECTATION | 5.1.1.1. | Responds to being held.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br>Objective 2a.2 Demonstrates a secure attachment to one or more adults |
| EXPECTATION | 5.1.1.2. | Uses eye contact to establish, maintain, and discontinue interactions.<br><br>_GOLD®_ Objectives for Development and Learning<br>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br>Objective 2a.2 Demonstrates a secure attachment to one or more adults |
| EXPECTATION | 5.1.1.3. | Recognizes familiar faces.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br>Objective 2a.2 Demonstrates a secure attachment to one or more adults |
| EXPECTATION | 5.1.1.4. | Exhibits separation anxiety.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br>Objective 2a.2 Demonstrates a secure attachment to one or more adults |
| EXPECTATION | 5.1.1.5. | Use familiar adults as a base for exploration and for "emotional refueling".<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world |

| EXPECTATION | 5.1.1.6. | Shows concern for others and recognizes other's needs.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br>Objective 2b.2 Reacts to others' emotional expressions |
|---|---|---|
| **STRAND** | **KY.5.** | **Social Emotional (Birth to Three)** |
| **CATEGORY / GOAL** | **5.1.** | **Demonstrates trust and engages in social relationships.** |
| **STANDARD / ORGANIZER** | **5.1.2.** | **Demonstrates desire to create relationships and understanding of these relationships with others.** |
| EXPECTATION | 5.1.2.1. | Observes other people.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br>Objective 2b.2 Reacts to others' emotional expressions |
| EXPECTATION | 5.1.2.2. | Engages in independent, parallel play. Contact with peers centers around toys and other objects.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers<br>Objective 2c.2 Plays near other children; uses similar materials or actions |
| EXPECTATION | 5.1.2.3. | Shows enjoyment in interactions with others.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 2 Establishes and sustains positive relationships d. Makes friends<br>Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend |
| EXPECTATION | 5.1.2.4. | Initiates social contact.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 2 Establishes and sustains positive relationships d. Makes friends<br>Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend |
| EXPECTATION | 5.1.2.5. | Develops friendship with peers.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 2 Establishes and sustains positive relationships d. Makes friends<br>Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend |

| EXPECTATION | 5.1.2.6. | Responds to praise or rewards from adults.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br>Objective 2a.2 Demonstrates a secure attachment to one or more adults |
|---|---|---|
| EXPECTATION | 5.1.2.7. | Develops sense of self as a separate person from others.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world |
| EXPECTATION | 5.1.2.8. | Identifies other people and their roles.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world |
| EXPECTATION | 5.1.2.9. | Focuses attention on others, notices likeness and differences.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 29 Demonstrates knowledge about self |
| STRAND | KY.5. | Social Emotional (Birth to Three) |
| CATEGORY / GOAL | 5.2. | Demonstrates sense of self. |
| STANDARD / ORGANIZER | 5.2.1. | Expresses and/or recognizes a variety of emotions. |
| EXPECTATION | 5.2.1.1. | Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.2 Expresses feelings during a conflict |
| EXPECTATION | 5.2.1.2. | Responds to emotional cues and social situations.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br>Objective 2b.2 Reacts to others' emotional expressions |

| EXPECTATION | 5.2.1.3. | Expresses emotions towards familiar persons, pets, or possessions.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • **Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues**<br>**Objective 2b.2 Reacts to others' emotional expressions** |
|---|---|---|
| EXPECTATION | 5.2.1.4. | Associates emotions with words and facial expressions.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • **Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues**<br>**Objective 2b.2 Reacts to others' emotional expressions** |
| STRAND | KY.5. | Social Emotional (Birth to Three) |
| CATEGORY / GOAL | 5.2. | Demonstrates sense of self. |
| STANDARD / ORGANIZER | 5.2.2. | Develops the ability to control feelings and behavior and understands simple rules and limitations. |
| EXPECTATION | 5.2.2.1. | Seeks out ways to calm self.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • **Objective 1 Regulates own emotions and behaviors a. Manage feelings**<br>**Objective 1a.2 Uses adult support to calm self** |
| EXPECTATION | 5.2.2.2. | Develops self-regulation.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • **Objective 1 Regulates own emotions and behaviors a. Manage feelings**<br>**Objective 1a.2 Uses adult support to calm self** |
| EXPECTATION | 5.2.2.3. | Expresses sense of self (autonomy).<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately**<br>**Objective 1c.2 Indicates needs and wants; participates as adult attends to needs** |
| EXPECTATION | 5.2.2.4. | Recognizes own accomplishments.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately**<br>**Objective 1c.2 Indicates needs and wants; participates as adult attends to needs** |

| EXPECTATION | 5.2.2.5. | Understands authority and simple rules, including the consequences for not following rules.<br><br>GOLD® Objectives for Development and Learning<br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.2 Responds to changes in an adult's tone of voice and expression |