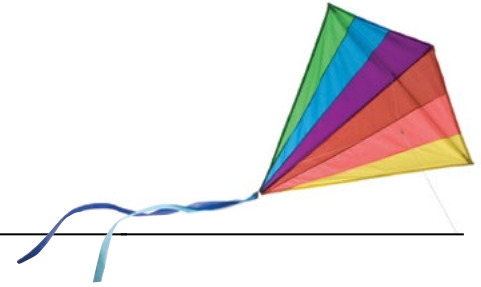




Alignment of

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*GOLD*®

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

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WITH

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

aligned to

**New Jersey Preschool Teaching and Learning Standards**

**adopted 2014**

<b>CONTENT AREA / STANDARD</b>	<b>NJ.0.</b>	<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>
<b>STRAND</b>	<b>0.1.</b>	<b>Children demonstrate self-confidence.</b>
<b>CONTENT STATEMENT</b>	<b>0.1.1.</b>	Express individuality by making independent decisions about which materials to use.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
<b>CONTENT STATEMENT</b>	<b>0.1.2.</b>	Express ideas for activities and initiate discussions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
<b>CONTENT STATEMENT</b>	<b>0.1.3.</b>	Actively engage in activities and interactions with teachers and peers.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.6 Manages separations without distress and engages with trusted adults</b> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <b>Objective 2c.4 Uses successful strategies for entering groups</b>
<b>CONTENT STATEMENT</b>	<b>0.1.4.</b>	Discuss their own actions and efforts.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.0.</b>	<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>
<b>STRAND</b>	<b>0.2.</b>	<b>Children demonstrate self-direction.</b>

CONTENT STATEMENT	0.2.1.	Make independent choices and plans from a broad range of diverse interest centers.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
CONTENT STATEMENT	0.2.2.	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
CONTENT STATEMENT	0.2.3.	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b>
CONTENT STATEMENT	0.2.4.	Attend to tasks for a period of time.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <b>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.0.</b>	<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>
<b>STRAND</b>	<b>0.3.</b>	<b>Children identify and express feelings.</b>
CONTENT STATEMENT	0.3.1.	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <b>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</b>
CONTENT STATEMENT	0.3.2.	Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <b>Objective 2b.4 Demonstrates concern about the feelings of others</b>

CONTENT STATEMENT	0.3.3.	<p>Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors a. Manages feelings  Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
CONTENT AREA / STANDARD	NJ.0.	<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>
STRAND	0.4.	Children exhibit positive interactions with other children and adults.
CONTENT STATEMENT	0.4.1.	<p>Engage appropriately with peers and teachers in classroom activities.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
CONTENT STATEMENT	0.4.2.	<p>Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, and hold hands).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  Objective 3a.4 Takes turns</p>
CONTENT STATEMENT	0.4.3.	<p>Say “thank you,” “please,” and “excuse me.”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language  Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
CONTENT STATEMENT	0.4.4.	<p>Respect the rights of others (e.g., “This painting belongs to Carlos.”).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  Objective 3a.4 Takes turns</p>

CONTENT STATEMENT	0.4.5.	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <b>Objective 3b.4 Seeks adult help to resolve social problems</b>
CONTENT STATEMENT	0.4.6.	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <b>Objective 3b.4 Seeks adult help to resolve social problems</b>
CONTENT AREA / STANDARD	NJ.0.	<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>
STRAND	0.5.	<b>Children exhibit pro-social behaviors.</b>
CONTENT STATEMENT	0.5.1.	Play independently and cooperatively in pairs and small groups.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <b>Objective 2c.4 Uses successful strategies for entering groups</b>
CONTENT STATEMENT	0.5.2.	Engage in pretend play.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <b>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</b>
CONTENT STATEMENT	0.5.3.	Demonstrate how to enter into play when a group of children are already involved in play.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <b>Objective 2c.4 Uses successful strategies for entering groups</b>
CONTENT STATEMENT	0.5.4.	Take turns.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <b>Objective 3a.4 Takes turns</b>

CONTENT STATEMENT	0.5.5.	Demonstrate understanding the concept of sharing by attempting to share.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
CONTENT AREA / STANDARD	NJ.1.	<b>VISUAL AND PERFORMING ARTS</b>
STRAND	1.1.	Children express themselves through and develop an appreciation of creative movement and dance.
CONTENT STATEMENT	1.1.1.	Move the body in a variety of ways, with and without music.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
CONTENT STATEMENT	1.1.2.	Respond to changes in tempo and a variety of musical rhythms through body movement.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
CONTENT STATEMENT	1.1.3.	Participate in simple sequences of movements.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
CONTENT STATEMENT	1.1.4.	Define and maintain personal space, concentration, and focus during creative movement/dance performances.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
CONTENT STATEMENT	1.1.5.	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
CONTENT STATEMENT	1.1.6.	Use movement/dance to convey meaning around a theme or to show feelings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
CONTENT STATEMENT	1.1.7.	Describe feelings and reactions in response to a creative movement/dance performance.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts

CONTENT STATEMENT	1.1.8.	<p>Begin to demonstrate appropriate audience skills during creative movement and dance performances.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 35 Explores dance and movement concepts</p>
CONTENT AREA / STANDARD	NJ.1.	<b>VISUAL AND PERFORMING ARTS</b>
STRAND	1.2.	Children express themselves through and develop an appreciation of music.
CONTENT STATEMENT	1.2.1.	<p>Sing a variety of songs with expression, independently and with others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 34 Explores musical concepts and expression</p>
CONTENT STATEMENT	1.2.2.	<p>Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 34 Explores musical concepts and expression</p>
CONTENT STATEMENT	1.2.3.	<p>Clap or sing songs with repetitive phrases and rhythmic patterns.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 34 Explores musical concepts and expression</p>
CONTENT STATEMENT	1.2.4.	<p>Listen to, imitate, and improvise sounds, patterns, or songs.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 34 Explores musical concepts and expression</p>
CONTENT STATEMENT	1.2.5.	<p>Participate in and listen to music from a variety of cultures and times.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 34 Explores musical concepts and expression</p>
CONTENT STATEMENT	1.2.6.	<p>Recognize and name a variety of music elements using appropriate music vocabulary.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 34 Explores musical concepts and expression</p>
CONTENT STATEMENT	1.2.7.	<p>Describe feelings and reactions in response to diverse musical genres and styles.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 34 Explores musical concepts and expression</p>
CONTENT STATEMENT	1.2.8.	<p>Begin to demonstrate appropriate audience skills during recordings and music performances.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 34 Explores musical concepts and expression</p>

CONTENT AREA / STANDARD	NJ.1.	VISUAL AND PERFORMING ARTS
STRAND	1.3.	Children express themselves through and develop an appreciation of dramatic play and storytelling.
CONTENT STATEMENT	1.3.1.	<p>Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 36 Explores drama through actions and language</p>
CONTENT STATEMENT	1.3.2.	<p>Use memory, imagination, creativity, and language to make up new roles and act them out.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 36 Explores drama through actions and language</p>
CONTENT STATEMENT	1.3.3.	<p>Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play  Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes  • Objective 36 Explores drama through actions and language</p>
CONTENT STATEMENT	1.3.4.	<p>Differentiate between fantasy/pretend play and real events.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 36 Explores drama through actions and language</p>
CONTENT STATEMENT	1.3.5.	<p>Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play  Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes  • Objective 36 Explores drama through actions and language</p>
CONTENT STATEMENT	1.3.6.	<p>Participate in and listen to stories and dramatic performances from a variety of cultures and times.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 36 Explores drama through actions and language</p>



CONTENT STATEMENT	1.3.7.	Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
CONTENT STATEMENT	1.3.8.	Begin to demonstrate appropriate audience skills during storytelling and performances.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
CONTENT AREA / STANDARD	NJ.1.	<b>VISUAL AND PERFORMING ARTS</b>
STRAND	1.4.	Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).
CONTENT STATEMENT	1.4.1.	Demonstrate the safe and appropriate use and care of art materials and tools.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
CONTENT STATEMENT	1.4.2.	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
CONTENT STATEMENT	1.4.3.	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, and photographer) and elements in the visual arts.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
CONTENT STATEMENT	1.4.4.	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
CONTENT STATEMENT	1.4.5.	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts

CONTENT STATEMENT	1.4.6.	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
CONTENT STATEMENT	1.4.7.	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
CONTENT AREA / STANDARD	NJ.2.	HEALTH, SAFETY, AND PHYSICAL EDUCATION
STRAND	2.1.	Children develop self-help and personal hygiene skills.
CONTENT STATEMENT	2.1.1.	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STATEMENT	2.1.2.	Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT AREA / STANDARD	NJ.2.	HEALTH, SAFETY, AND PHYSICAL EDUCATION
STRAND	2.2.	Children begin to develop the knowledge and skills necessary to make nutritious food choices.
CONTENT STATEMENT	2.2.1.	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

CONTENT STATEMENT	2.2.2.	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT AREA / STANDARD	NJ.2.	HEALTH, SAFETY, AND PHYSICAL EDUCATION
STRAND	2.3.	Children begin to develop an awareness of potential hazards in their environment.
CONTENT STATEMENT	2.3.1.	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STATEMENT	2.3.2.	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STATEMENT	2.3.3.	Identify community helpers who assist in maintaining a safe environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STATEMENT	2.3.4.	Know how to dial 911 for help.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT AREA / STANDARD	NJ.2.	HEALTH, SAFETY, AND PHYSICAL EDUCATION
STRAND	2.4.	Children develop competence and confidence in activities that require gross- and fine-motor skills.

CONTENT STATEMENT	2.4.1.	<p>Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.6 Moves purposefully from place to place with control</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.6 Sustains balance during simple movement experiences</b></p>
CONTENT STATEMENT	2.4.2.	<p>Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.6 Uses refined wrist and finger movements</b></p>
CONTENT STATEMENT	2.4.3.	<p>Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.6 Moves purposefully from place to place with control</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.6 Sustains balance during simple movement experiences</b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.6 Manipulates balls or similar objects with flexible body movements</b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.6 Uses refined wrist and finger movements</b></p>
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Literature
CONTENT STATEMENT		Key Ideas and Details
CUMULATIVE PROGRESS INDICATOR	RL.PK.1.	<p>With prompting and support, ask and answer key elements in a familiar story or poem.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p>

CUMULATIVE PROGRESS INDICATOR	RL.PK.2.	With prompting and support, retell familiar stories or poems.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <b>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</b>
CUMULATIVE PROGRESS INDICATOR	RL.PK.3.	With prompting and support, identify characters, settings, and major events in a familiar story.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <b>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</b>
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Literature
CONTENT STATEMENT		Craft and Structure
CUMULATIVE PROGRESS INDICATOR	RL.PK.4.	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b>
CUMULATIVE PROGRESS INDICATOR	RL.PK.5.	Recognize common types of literature (storybooks and poetry books).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <b>Objective 17a.7 Emerging to 17a.8 Uses various types of books for their intended purposes</b>
CUMULATIVE PROGRESS INDICATOR	RL.PK.6.	With prompting and support, identify the role of author and illustrator in telling the story.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <b>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</b>
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Literature

<b>CONTENT STATEMENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	RL.PK.7.	With prompting and support, using a familiar storybook, tell how the illustrations support the story.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
<b>CUMULATIVE PROGRESS INDICATOR</b>	RL.PK.8.	(Not applicable to literature)  No Correlations
<b>CUMULATIVE PROGRESS INDICATOR</b>	RL.PK.9.	With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
<b>CONTENT AREA / STANDARD</b>	<b>NJ.ELA.</b>	<b>ENGLISH LANGUAGE ARTS</b>
<b>STRAND</b>	<b>RL.PK.</b>	<b>Reading: Literature</b>
<b>CONTENT STATEMENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	RL.PK.10.	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
<b>CONTENT AREA / STANDARD</b>	<b>NJ.ELA.</b>	<b>ENGLISH LANGUAGE ARTS</b>
<b>STRAND</b>	<b>RL.PK.</b>	<b>Reading: Informational Text</b>
<b>CONTENT STATEMENT</b>		<b>Key Ideas and Details</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	RI.PK.1.	With prompting and support, ask and answer questions about key elements in a familiar text.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures

CUMULATIVE PROGRESS INDICATOR	RI.PK.2.	<p>With prompting and support, recall important facts from a familiar text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</li> </ul> <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
CUMULATIVE PROGRESS INDICATOR	RI.PK.3.	<p>With prompting and support, make a connection between pieces of essential information in a familiar text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Informational Text
CONTENT STATEMENT		Craft and Structure
CUMULATIVE PROGRESS INDICATOR	RI.PK.4.	<p>With prompting and support, ask and answer questions about unfamiliar words in informational text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
CUMULATIVE PROGRESS INDICATOR	RI.PK.5.	<p>Identify the front and back cover of a book.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
CUMULATIVE PROGRESS INDICATOR	RI.PK.6.	<p>With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.5 Emerging to 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Informational Text

CONTENT STATEMENT		Integration of Knowledge and Ideas
CUMULATIVE PROGRESS INDICATOR	RI.PK.7.	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
CUMULATIVE PROGRESS INDICATOR	RI.PK.8.	(Begins in kindergarten).  No Correlations
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Informational Text
CONTENT STATEMENT		Range of Reading and Level of Text Complexity
CUMULATIVE PROGRESS INDICATOR	RI.PK.10.	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RF.PK.	Reading: Foundational Skills
CONTENT STATEMENT		Print Concepts
CUMULATIVE PROGRESS INDICATOR	RF.PK.1.	Begin to demonstrate understanding of basic features of print.
INDICATOR	RF.PK.1.a.	Follow words from left to right, top to bottom, page by page.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
INDICATOR	RF.PK.1.b.	Recognize that spoken words can be written and read.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word



INDICATOR	RF.PK.1.c.	Recognize that words are separated by spaces.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
INDICATOR	RF.PK.1.d.	Recognize and name many upper and lower case letters of the alphabet.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RF.PK.	Reading: Foundational Skills
CONTENT STATEMENT		Phonological Awareness
CUMULATIVE PROGRESS INDICATOR	RF.PK.2.	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
INDICATOR	RF.PK.2.a.	Recognize and produce simple rhyming words.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously
INDICATOR	RF.PK.2.b.	Segment syllables in spoken words by clapping out the number of syllables.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
INDICATOR	RF.PK.2.c.	Identify many initial sounds of familiar words.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.4 Shows awareness that some words begin the same way
INDICATOR	RF.PK.2.d.	(Begins in kindergarten)  No Correlations

INDICATOR	RF.PK.2.e.	(Begins in kindergarten) No Correlations
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RF.PK.	Reading: Foundational Skills
CONTENT STATEMENT		Phonics and Word Recognition
CUMULATIVE PROGRESS INDICATOR	RF.PK.3.	Demonstrate an understanding of beginning phonics and word skills.
INDICATOR	RF.PK.3.a.	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences <b>Objective 16b.4 Produces the correct sounds for 10–20 letters</b>
INDICATOR	RF.PK.3.b.	(Begins in kindergarten). No Correlations
INDICATOR	RF.PK.3.c.	Recognize their name in print as well as other familiar print in the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <b>Objective 16a.2 Recognizes and names a few letters in own name</b>
INDICATOR	RF.PK.3.d.	(Begins in kindergarten). No Correlations
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RF.PK.	Reading: Foundational Skills
CONTENT STATEMENT		Fluency
CUMULATIVE PROGRESS INDICATOR	RF.PK.4.	Begin to engage in a variety of texts with purpose and understanding.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <b>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</b>
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	W.PK.	Writing
CONTENT STATEMENT		Text Types and Purposes

CUMULATIVE PROGRESS INDICATOR	W.PK.1.	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message
CUMULATIVE PROGRESS INDICATOR	W.PK.2.	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message
CUMULATIVE PROGRESS INDICATOR	W.PK.3.	(Begins in kindergarten).  No Correlations
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	W.PK.	Writing
CONTENT STATEMENT		Production and Distribution of Writing
CUMULATIVE PROGRESS INDICATOR	W.PK.4.	(Begins in grade 3).  No Correlations
CUMULATIVE PROGRESS INDICATOR	W.PK.5.	With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message
CUMULATIVE PROGRESS INDICATOR	W.PK.6.	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	W.PK.	Writing
CONTENT STATEMENT		Research to Build and Present Knowledge

CUMULATIVE PROGRESS INDICATOR	W.PK.7.	With guidance and support, participate in shared research and shared writing projects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</b>
CUMULATIVE PROGRESS INDICATOR	W.PK.8.	With guidance and support, recall information from experience or familiar topic to answer a question.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections <b>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</b>
CUMULATIVE PROGRESS INDICATOR	W.PK.9.	(Begins in grade 4).  No Correlations
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	SL.PK.	Speaking and Listening
CONTENT STATEMENT		Comprehension and Collaboration
CUMULATIVE PROGRESS INDICATOR	SL.PK.1.	Participate in conversations and interactions with peers and adults individually and in small and large groups.
INDICATOR	SL.PK.1.a.	Follow-agreed upon rules for discussions during group interactions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <b>Objective b. Uses social rules of language</b> <b>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</b>
INDICATOR	SL.PK.1.b.	Continue a conversation through several back and forth exchanges.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <b>Objective 10a.6 Engages in conversations of at least three exchanges</b>
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	SL.PK.	Speaking and Listening
CONTENT STATEMENT		Comprehension and Collaboration

CUMULATIVE PROGRESS INDICATOR	SL.PK.2.	Ask and answer questions about a text or other information read aloud or presented orally.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
CUMULATIVE PROGRESS INDICATOR	SL.PK.3.	Ask and answer questions to seek help, get information, or follow directions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
<b>CONTENT AREA / STANDARD</b>	<b>NJ.ELA.</b>	<b>ENGLISH LANGUAGE ARTS</b>
<b>STRAND</b>	<b>SL.PK.</b>	<b>Speaking and Listening</b>
<b>CONTENT STATEMENT</b>		<b>Presentation of Knowledge and Ideas</b>
CUMULATIVE PROGRESS INDICATOR	SL.PK.4.	Begin to describe familiar people, places, things, and events and sometimes with detail.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details
CUMULATIVE PROGRESS INDICATOR	SL.PK.5.	Use drawings or visual displays to add to descriptions to provide additional detail.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

CUMULATIVE PROGRESS INDICATOR	SL.PK.6.	With guidance and support, speak audibly and express thoughts, feelings, and ideas.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	L.PK.	Language
CONTENT STATEMENT		Conventions of Standard English
CUMULATIVE PROGRESS INDICATOR	L.PK.1.	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.
INDICATOR	L.PK.1.a.	Print many alphabet letters.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships
INDICATOR	L.PK.1.b.	Use frequently occurring nouns and verbs.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	L.PK.1.c.	Form regular plural nouns.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	L.PK.1.d.	Understand and use question words (e.g., who, what, where, when, why, how).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

INDICATOR	L.PK.1.e.	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance
INDICATOR	L.PK.1.f.	Begin to speak in complete sentences.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
INDICATOR	L.PK.1.g.	Understands and can follow simple multi-step directions.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	L.PK.	Language
CONTENT STATEMENT		Conventions of Standard English
CUMULATIVE PROGRESS INDICATOR	L.PK.2.	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.
INDICATOR	L.PK.2.a.	(Begins in kindergarten).  No Correlations
INDICATOR	L.PK.2.b.	(Begins in kindergarten).  No Correlations
INDICATOR	L.PK.2.c.	Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message
INDICATOR	L.PK.2.d.	(Begins in kindergarten).  No Correlations

CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	L.PK.	Language
CONTENT STATEMENT		Conventions of Standard English
CUMULATIVE PROGRESS INDICATOR	L.PK.3.	(Begins in grade 2).  No Correlations
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	L.PK.	Language
CONTENT STATEMENT		Vocabulary Acquisition and Use
CUMULATIVE PROGRESS INDICATOR	L.PK.4.	Begin to determine the meaning of new words and phrases introduced through preschool reading and content.
INDICATOR	L.PK.4.a.	With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).  <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR	L.PK.4.b.	(Begins in kindergarten).  No Correlations
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	L.PK.	Language
CONTENT STATEMENT		Vocabulary Acquisition and Use
CUMULATIVE PROGRESS INDICATOR	L.PK.5.	With guidance and support, explore word relationships.
INDICATOR	L.PK.5.a.	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).  <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
INDICATOR	L.PK.5.b.	Begin to understand opposites of simple and familiar words.  <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories



INDICATOR	L.PK.5.c.	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	L.PK.5.d.	(Begins in kindergarten).  No Correlations
CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	L.PK.	Language
CONTENT STATEMENT		Vocabulary Acquisition and Use
CUMULATIVE PROGRESS INDICATOR	L.PK.6.	Use words and phrases acquired through conversations, activities and read aloud.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
CONTENT AREA / STANDARD	NJ.4.	MATHEMATICS
STRAND	4.1.	Children begin to demonstrate an understanding of number and counting.
CONTENT STATEMENT	4.1.1.	Count to 20 by ones with minimal prompting.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
CONTENT STATEMENT	4.1.2.	Recognize and name one-digit written numbers up to 10 with minimal prompting.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
CONTENT STATEMENT	4.1.3.	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects

<b>CONTENT AREA / STANDARD</b>	<b>NJ.4.</b>	<b>MATHEMATICS</b>
<b>STRAND</b>	<b>4.1.</b>	<b>Children begin to demonstrate an understanding of number and counting.</b>
<b>CONTENT STATEMENT</b>	<b>4.1.4.</b>	<b>Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>4.1.4.a.</b>	<p>Accurately counts quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations a. Counts  Objective 20a.5 Emerging to 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>4.1.4.b.</b>	<p>Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations a. Counts  Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>4.1.4.c.</b>	<p>Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations b. Quantifies  Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.4.</b>	<b>MATHEMATICS</b>
<b>STRAND</b>	<b>4.1.</b>	<b>Children begin to demonstrate an understanding of number and counting.</b>
<b>CONTENT STATEMENT</b>	<b>4.1.5.</b>	<p>Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations b. Quantifies  Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>

CONTENT STATEMENT	4.1.6.	Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CONTENT AREA / STANDARD	NJ.4.	MATHEMATICS
STRAND	4.2.	Children demonstrate an initial understanding of numerical operations.
CONTENT STATEMENT	4.2.1.	Represent addition and subtraction by manipulating up to 5 objects:
CUMULATIVE PROGRESS INDICATOR	4.2.1.a.	Putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CUMULATIVE PROGRESS INDICATOR	4.2.1.b.	Taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CONTENT AREA / STANDARD	NJ.4.	MATHEMATICS
STRAND	4.2.	Children demonstrate an initial understanding of numerical operations.
CONTENT STATEMENT	4.2.2.	Begin to represent simple word problem data in pictures and drawings.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.1 Emerging to 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
CONTENT AREA / STANDARD	NJ.4.	MATHEMATICS
STRAND	4.3.	Children begin to conceptualize measurable attributes of objects.
CONTENT STATEMENT	4.3.1.	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

CONTENT STATEMENT	4.3.2.	<p>Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 22 Compares and measures a. Measures objects  Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
CONTENT STATEMENT	4.3.3.	<p>Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 22 Compares and measures a. Measures objects  Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
CONTENT AREA / STANDARD	NJ.4.	<b>MATHEMATICS</b>
STRAND	4.4.	Children develop spatial and geometric sense.
CONTENT STATEMENT	4.4.1.	<p>Respond to and use positional words (e.g., in, under, between, down, behind).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships  Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
CONTENT STATEMENT	4.4.2.	<p>Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes  Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
CONTENT AREA / STANDARD	NJ.4.	<b>MATHEMATICS</b>
STRAND	4.4.	Children develop spatial and geometric sense.
CONTENT STATEMENT	4.4.3.	Manipulate, compare and discuss the attributes of:

CUMULATIVE PROGRESS INDICATOR	4.4.3.a.	<p>Two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>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</p>
CUMULATIVE PROGRESS INDICATOR	4.4.3.b.	<p>Three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>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</p>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.5.</b>	<b>SCIENCE</b>
<b>STRAND</b>	<b>5.1.</b>	<b>Children develop inquiry skills.</b>
CONTENT STATEMENT	5.1.1.	<p>Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>
CONTENT STATEMENT	5.1.2.	<p>Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>

CONTENT STATEMENT	5.1.3.	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
CONTENT STATEMENT	5.1.4.	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
CONTENT STATEMENT	5.1.5.	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
CONTENT AREA / STANDARD	NJ.5.	SCIENCE
STRAND	5.2.	Children observe and investigate matter and energy.
CONTENT STATEMENT	5.2.1.	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume • Objective 24 Uses scientific inquiry skills
CONTENT STATEMENT	5.2.2.	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

CONTENT STATEMENT	5.2.3.	Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
CONTENT STATEMENT	5.2.4.	Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
CONTENT AREA / STANDARD	NJ.5.	SCIENCE
STRAND	5.3.	Children observe and investigate living things.
CONTENT STATEMENT	5.3.1.	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
CONTENT STATEMENT	5.3.2.	Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
CONTENT STATEMENT	5.3.3.	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STATEMENT	5.3.4.	Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things

<b>CONTENT AREA / STANDARD</b>	<b>NJ.5.</b>	<b>SCIENCE</b>
<b>STRAND</b>	<b>5.4.</b>	<b>Children observe and investigate the Earth.</b>
<b>CONTENT STATEMENT</b>	5.4.1.	Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 27 Demonstrates knowledge of Earth's environment</b>
<b>CONTENT STATEMENT</b>	5.4.2.	Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 27 Demonstrates knowledge of Earth's environment</b>
<b>CONTENT STATEMENT</b>	5.4.3.	Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 27 Demonstrates knowledge of Earth's environment</b>
<b>CONTENT STATEMENT</b>	5.4.4.	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 27 Demonstrates knowledge of Earth's environment</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.5.</b>	<b>SCIENCE</b>
<b>STRAND</b>	<b>5.5.</b>	<b>Children gain experience in using technology.</b>
<b>CONTENT STATEMENT</b>	5.5.1.	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 28 Uses tools and other technology to perform tasks</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.6.</b>	<b>SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</b>
<b>STRAND</b>	<b>6.1.</b>	<b>Children identify unique characteristics of themselves, their families, and others.</b>



CONTENT STATEMENT	6.1.1.	Describe characteristics of oneself, one's family, and others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
CONTENT STATEMENT	6.1.2.	Demonstrate an understanding of family roles and traditions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STATEMENT	6.1.3.	Express individuality and cultural diversity (e.g., through dramatic play).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
CONTENT AREA / STANDARD	NJ.6.	<b>SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</b>
STRAND	6.2.	Children become contributing members of the classroom community.
CONTENT STATEMENT	6.2.1.	Demonstrate understanding of rules by following most classroom routines.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
CONTENT STATEMENT	6.2.2.	Demonstrates responsibility by initiating simple classroom tasks and jobs.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
CONTENT STATEMENT	6.2.3.	Demonstrate appropriate behavior when collaborating with others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
CONTENT AREA / STANDARD	NJ.6.	<b>SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</b>
STRAND	6.3.	Children demonstrate knowledge of neighborhood and community.
CONTENT STATEMENT	6.3.1.	Develop an awareness of the physical features of the neighborhood/community.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge

CONTENT STATEMENT	6.3.2.	Identify, discuss, and role-play the duties of a range of community workers.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
CONTENT AREA / STANDARD	NJ.6.	<b>SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</b>
STRAND	6.4.	Children develop an awareness of the cultures within their classroom and their community.
CONTENT STATEMENT	6.4.1.	Learn about and respect other cultures within the classroom and community.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
CONTENT AREA / STANDARD	NJ.7.	<b>WORLD LANGUAGES</b>
STRAND	7.1.	Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.
CONTENT STATEMENT	7.1.1.	Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STATEMENT	7.1.2.	Say simple greetings, words, and phrases in a language other than their own.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STATEMENT	7.1.3.	Comprehend previously learned simple vocabulary in a language other than their own.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STATEMENT	7.1.4.	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
CONTENT AREA / STANDARD	NJ.8.	<b>TECHNOLOGY</b>
STRAND	8.1.	Navigate simple on screen menus.

CONTENT STATEMENT	8.1.1.	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT STATEMENT	8.1.2.	Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT AREA / STANDARD	NJ.8.	TECHNOLOGY
STRAND	8.2.	Use electronic devices independently.
CONTENT STATEMENT	8.2.1.	Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT STATEMENT	8.2.2.	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT STATEMENT	8.2.3.	Turn smart toys on and/or off.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT STATEMENT	8.2.4.	Recognize that the number keys are in a row on the top of the keyboard.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT STATEMENT	8.2.5.	Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT STATEMENT	8.2.6.	Use a digital camera to take a picture.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT AREA / STANDARD	NJ.8.	TECHNOLOGY
STRAND	8.3.	Begin to use electronic devices to communicate.

CONTENT STATEMENT	8.3.1.	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 28 Uses tools and other technology to perform tasks</b>
CONTENT AREA / STANDARD	NJ.8.	<b>TECHNOLOGY</b>
STRAND	8.4.	Use common technology vocabulary.
CONTENT STATEMENT	8.4.1.	Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 28 Uses tools and other technology to perform tasks</b>
CONTENT AREA / STANDARD	NJ.8.	<b>TECHNOLOGY</b>
STRAND	8.5.	Begin to use electronic devices to gain information.
CONTENT STATEMENT	8.5.1.	Use the Internet to explore and investigate questions with a teacher’s support.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 28 Uses tools and other technology to perform tasks</b>
CONTENT AREA / STANDARD	NJ.9.	<b>APPROACHES TO LEARNING</b>
STRAND	9.1.	Children demonstrate initiative, engagement, and persistence.
CONTENT STATEMENT	9.1.1.	Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 11 Demonstrates positive approaches to learning b. Persists</b> <b>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</b>
CONTENT STATEMENT	9.1.2.	Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</b> <b>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</b>
CONTENT STATEMENT	9.1.3.	Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 11 Demonstrates positive approaches to learning a. Attends and engages</b> <b>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</b>

CONTENT STATEMENT	9.1.4.	Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, ‘This is hard. Can you help me figure it out?’).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
CONTENT STATEMENT	9.1.5.	Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
CONTENT AREA / STANDARD	NJ.9.	<b>APPROACHES TO LEARNING</b>
STRAND	9.2.	Children show creativity and imagination.
CONTENT STATEMENT	9.2.1.	Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
CONTENT STATEMENT	9.2.2.	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
CONTENT STATEMENT	9.2.3.	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CONTENT AREA / STANDARD	NJ.9.	<b>APPROACHES TO LEARNING</b>
STRAND	9.3.	Children identify and solve problems.

CONTENT STATEMENT	9.3.1.	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
CONTENT STATEMENT	9.3.2.	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
CONTENT STATEMENT	9.3.3.	Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
CONTENT STATEMENT	9.3.4.	Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
CONTENT AREA / STANDARD	NJ.9.	APPROACHES TO LEARNING
STRAND	9.4.	Children apply what they have learned to new situations.
CONTENT STATEMENT	9.4.1.	Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

CONTENT STATEMENT	9.4.2.	<p>Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 12 Remembers and connects experiences b. Makes connections  <b>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</b></p>
CONTENT STATEMENT	9.4.3.	<p>Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play  <b>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</b></p>

**New Jersey Birth to Three Early Learning Standards  
adopted 2013**

CONTENT AREA / STANDARD	NJ.YI.I.	DOMAIN I: Social and Emotional Development (Young Infants – Birth to 9 months)
STRAND	YI.I.1.	Trust and Emotional Security - Feelings of comfort, support and stability from others
CONTENT STATEMENT	YI.I.1.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YI.I.1.1.1.	<p>Engages in behaviors that build relationships with familiar adults.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  <b>Objective 2a.2 Demonstrates a secure attachment to one or more adults</b></p>
CUMULATIVE PROGRESS INDICATOR	YI.I.1.1.2.	<p>Shows preference for familiar adults.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  <b>Objective 2a.2 Demonstrates a secure attachment to one or more adults</b></p>

CUMULATIVE PROGRESS INDICATOR	YI.I.1.1.3.	<p>Reacts to unfamiliar adults.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
CUMULATIVE PROGRESS INDICATOR	YI.I.1.1.4.	<p>Seeks ways to find comfort in new situations.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
CUMULATIVE PROGRESS INDICATOR	YI.I.1.1.5.	<p>Shows emotional connection and attachment to others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
CONTENT AREA / STANDARD	NJ.YI.I.	DOMAIN I: Social and Emotional Development (Young Infants – Birth to 9 months)
STRAND	YI.I.2.	Self-Awareness - Individual’s perception of self
CONTENT STATEMENT	YI.I.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YI.I.2.1.1.	<p>Expresses feelings and emotions through facial expressions, sounds, gestures or words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors a. Manages feelings  Objective 1a.2 Uses adult support to calm self</p>
CUMULATIVE PROGRESS INDICATOR	YI.I.2.1.2.	<p>Begins to develop awareness of self as separate from others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CUMULATIVE PROGRESS INDICATOR	YI.I.2.1.3.	<p>Shows confidence in increasing abilities.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CONTENT AREA / STANDARD	NJ.YI.I.	DOMAIN I: Social and Emotional Development (Young Infants – Birth to 9 months)
STRAND	YI.I.3.	Self-Regulation - Ability to manage one’s physical and emotional reactions to internal sensations or external events



<b>CONTENT STATEMENT</b>	<b>YI.I.3.1.</b>	<b>Indicators:</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.I.3.1.1.</b>	Begins to manage own actions, emotions and behavior.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 1 Regulates own emotions and behaviors a. Manages feelings</b> <b>Objective 1a.2 Uses adult support to calm self</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.I.3.1.2.</b>	Develops ability to cope with stress and strong emotions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 1 Regulates own emotions and behaviors a. Manages feelings</b> <b>Objective 1a.2 Uses adult support to calm self</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.I.3.1.3.</b>	Begins to understand simple routines, rules or limitations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</b> <b>Objective 1b.1 Emerging to 1b.2 Responds to changes in an adult’s tone of voice and expression</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.YI.I.</b>	<b>DOMAIN I: Social and Emotional Development (Young Infants – Birth to 9 months)</b>
<b>STRAND</b>	<b>YI.I.4.</b>	<b>Relationships with Peers and Adults - Social connections with other children and adults</b>
<b>CONTENT STATEMENT</b>	<b>YI.I.4.1.</b>	<b>Indicators:</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.I.4.1.1.</b>	Shows interest in and awareness of peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</b> <b>Objective 2a.2 Demonstrates a secure attachment to one or more adults</b> • <b>Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</b> <b>Objective 2b.1 Emerging to 2b.2 Reacts to others’ emotional expressions</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.I.4.1.2.</b>	Responds to and interacts with other peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</b> <b>Objective 2a.2 Demonstrates a secure attachment to one or more adults</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.I.4.1.3.</b>	Begins to recognize and respond to the feelings and emotions of peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</b> <b>Objective 2b.2 Reacts to others’ emotional expressions</b>

CUMULATIVE PROGRESS INDICATOR	YI.I.4.1.4.	<p>Begins to show care and concern for others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues  Objective 2b.2 Reacts to others’ emotional expressions</p>
CUMULATIVE PROGRESS INDICATOR	YI.I.4.1.5.	<p>Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems  Objective 3b.2 Expresses feelings during a conflict</p>
CUMULATIVE PROGRESS INDICATOR	YI.I.4.1.6.	<p>Begins to use imitation or pretend play to learn and practice new roles and relationships.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play  Objective 14b.2 Not Yet</p>
CONTENT AREA / STANDARD	NJ.YI.II.	DOMAIN II: Approaches to Learning (Young Infants – Birth to 9 months)
STRAND	YI.II.1.	Curiosity - Interest in things and people in the environment
CONTENT STATEMENT	YI.II.1.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YI.II.1.1.1.	<p>Shows interest in and actively explores the environment.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation  Objective 11d.2 Uses senses to explore the immediate environment</p>
CUMULATIVE PROGRESS INDICATOR	YI.II.1.1.2.	<p>Shows eagerness and curiosity as a learner.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation  Objective 11d.2 Uses senses to explore the immediate environment</p>
CUMULATIVE PROGRESS INDICATOR	YI.II.1.1.3.	<p>Seeks to discover and learn new things.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation  Objective 11d.2 Uses senses to explore the immediate environment</p>
CONTENT AREA / STANDARD	NJ.YI.II.	DOMAIN II: Approaches to Learning (Young Infants – Birth to 9 months)

STRAND	YI.II.2.	Persistence - Continuing to work at challenging tasks or activities even when encountering obstacles
CONTENT STATEMENT	YI.II.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YI.II.2.1.1.	Attends to and tries to reproduce interesting events.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CUMULATIVE PROGRESS INDICATOR	YI.II.2.1.2.	Maintains social contact by continuing to engage with caregiver.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <b>Objective 10a.2 Engages in simple back-and-forth exchanges with others</b>
CUMULATIVE PROGRESS INDICATOR	YI.II.2.1.3.	Attempts challenging tasks with or without adult help.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CUMULATIVE PROGRESS INDICATOR	YI.II.2.1.4.	Explores thoroughly and tries to solve problems even when encountering obstacles.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CONTENT AREA / STANDARD	NJ.YI.II.	DOMAIN II: Approaches to Learning (Young Infants – Birth to 9 months)
STRAND	YI.II.3.	Creativity - Developing ability to invent and try new things
CONTENT STATEMENT	YI.II.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YI.II.3.1.1.	Uses unusual ways to explore people or objects in the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.2 Uses senses to explore the immediate environment</b>
CUMULATIVE PROGRESS INDICATOR	YI.II.3.1.2.	Finds new things to do with familiar objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</b>

CUMULATIVE PROGRESS INDICATOR	YI.II.3.1.3.	Uses imagination in playful, silly or messy ways.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</b>
CONTENT AREA / STANDARD	NJ.YI.II.	<b>DOMAIN II: Approaches to Learning (Young Infants – Birth to 9 months)</b>
STRAND	YI.II.4.	<b>Initiative - Ability to engage others in interaction and start actions or behaviors</b>
CONTENT STATEMENT	YI.II.4.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	YI.II.4.1.1.	Shows initiative by engaging others in interaction.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <b>Objective 10a.2 Engages in simple back-and-forth exchanges with others</b>
CUMULATIVE PROGRESS INDICATOR	YI.II.4.1.2.	Takes action without being directed by others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CUMULATIVE PROGRESS INDICATOR	YI.II.4.1.3.	Demonstrates initiative by making choices.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CONTENT AREA / STANDARD	NJ.YI.III.	<b>DOMAIN III: Language Development and Communication (Young Infants – Birth to 9 months)</b>
STRAND	YI.III.1.	<b>Listening and Understanding - Attending to and understanding language and other forms of communication from others</b>
CONTENT STATEMENT	YI.III.1.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	YI.III.1.1.1.	Shows interest in listening to sounds.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>

CUMULATIVE PROGRESS INDICATOR	YI.III.1.1.2.	Listens with interest to language of others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>
CUMULATIVE PROGRESS INDICATOR	YI.III.1.1.3.	Responds to verbal communication of others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <b>Objective 10a.2 Engages in simple back-and-forth exchanges with others</b>
CUMULATIVE PROGRESS INDICATOR	YI.III.1.1.4.	Responds to nonverbal communication of others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <b>Objective 10a.2 Engages in simple back-and-forth exchanges with others</b>
CUMULATIVE PROGRESS INDICATOR	YI.III.1.1.5.	Understands gestures, words, phrases or questions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>
CONTENT AREA / STANDARD	NJ.YI.III.	DOMAIN III: Language Development and Communication (Young Infants – Birth to 9 months)
STRAND	YI.III.2.	Communicating and Speaking - Producing and expressing language including sounds, gestures, signs, words and phrases
CONTENT STATEMENT	YI.III.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YI.III.2.1.1.	Uses sounds, gestures or actions to express needs and wants.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <b>Objective 9a.2 Vocalizes and gestures to communicate</b>
CUMULATIVE PROGRESS INDICATOR	YI.III.2.1.2.	Uses consistent sounds, gestures, signs or words to communicate.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <b>Objective 9a.2 Vocalizes and gestures to communicate</b>

CUMULATIVE PROGRESS INDICATOR	YI.III.2.1.3.	Imitates sounds, gestures, signs, words or phrases.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
CONTENT AREA / STANDARD	NJ.YI.III.	DOMAIN III: Language Development and Communication (Young Infants – Birth to 9 months)
STRAND	YI.III.3.	Emergent Literacy - Developing skills and behaviors that relate to later reading and writing
CONTENT STATEMENT	YI.III.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YI.III.3.1.1.	Shows interest in songs, rhymes and stories.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CUMULATIVE PROGRESS INDICATOR	YI.III.3.1.2.	Shows interest in photos, pictures and drawings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
CUMULATIVE PROGRESS INDICATOR	YI.III.3.1.3.	Develops interest in and involvement with books and other print materials.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CUMULATIVE PROGRESS INDICATOR	YI.III.3.1.4.	Begins to recognize and understand symbols such as those used in writing.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CONTENT AREA / STANDARD	NJ.YI.IV.	DOMAIN IV: Cognitive Development (Young Infants – Birth to 9 months)
STRAND	YI.IV.1.	Exploration and Discovery - Attending to and exploring people, objects and events especially those that are novel or unusual

<b>CONTENT STATEMENT</b>	<b>YI.IV.1.1.</b>	<b>Indicators:</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.IV.1.1.1.</b>	Pays attention to people and objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.IV.1.1.2.</b>	Uses senses to explore people, objects and the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.IV.1.1.3.</b>	Attends to colors, shapes, patterns or pictures Shows interest and curiosity in new people and objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.IV.1.1.4.</b>	Makes things happen and watches for results or repeats action.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
<b>CONTENT AREA / STANDARD</b>	<b>NJ.YI.IV.</b>	<b>DOMAIN IV: Cognitive Development (Young Infants – Birth to 9 months)</b>
<b>STRAND</b>	<b>YI.IV.2.</b>	<b>Memory - Ability to process, retain and recall information</b>
<b>CONTENT STATEMENT</b>	<b>YI.IV.2.1.</b>	<b>Indicators:</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.IV.2.1.1.</b>	Shows ability to acquire new information and use it at a later time.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YI.IV.2.1.2.</b>	Recognizes familiar people, places and things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

CUMULATIVE PROGRESS INDICATOR	YI.IV.2.1.3.	Recalls and uses information in new situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CUMULATIVE PROGRESS INDICATOR	YI.IV.2.1.4.	Searches for missing or hidden objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT AREA / STANDARD	NJ.YI.IV.	DOMAIN IV: Cognitive Development (Young Infants – Birth to 9 months)
STRAND	YI.IV.3.	Problem Solving - Using cognitive abilities to find a solution to everyday problems
CONTENT STATEMENT	YI.IV.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YI.IV.3.1.1.	Experiments with different uses for objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
CUMULATIVE PROGRESS INDICATOR	YI.IV.3.1.2.	Shows imagination and creativity in solving problems.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
CUMULATIVE PROGRESS INDICATOR	YI.IV.3.1.3.	Uses a variety of strategies to solve problems.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
CUMULATIVE PROGRESS INDICATOR	YI.IV.3.1.4.	Applies knowledge to new situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
CONTENT AREA / STANDARD	NJ.YI.IV.	DOMAIN IV: Cognitive Development (Young Infants – Birth to 9 months)
STRAND	YI.IV.4.	Imitation and Symbolic Play - Copying the sounds, gestures or behaviors of others and using objects to represent something else during play
CONTENT STATEMENT	YI.IV.4.1.	Indicators:



CUMULATIVE PROGRESS INDICATOR	YI.IV.4.1.1.	Observes and imitates sounds, gestures or behavior.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
CUMULATIVE PROGRESS INDICATOR	YI.IV.4.1.2.	Uses objects to represent other things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
CUMULATIVE PROGRESS INDICATOR	YI.IV.4.1.3.	Uses imitation or pretend play to express creativity and imagination.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
CONTENT AREA / STANDARD	NJ.YI.V.	DOMAIN V: Physical and Motor Development (Young Infants – Birth to 9 months)
STRAND	YI.V.1.	Gross Motor Development - Body movements and skills that involve the arms and legs or the whole body
CONTENT STATEMENT	YI.V.1.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YI.V.1.1.1.	Moves body, arms and legs with coordination.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
CUMULATIVE PROGRESS INDICATOR	YI.V.1.1.2.	Demonstrates large muscle balance, stability, control and coordination.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment

CUMULATIVE PROGRESS INDICATOR	YI.V.1.1.3.	<p>Develops increasing ability to change positions and move body from place to place.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.2 Moves to explore immediate environment</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.2 Balances while exploring immediate environment</b></p>
CUMULATIVE PROGRESS INDICATOR	YI.V.1.1.4.	<p>Moves body with purpose to achieve a goal.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.2 Moves to explore immediate environment</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.2 Balances while exploring immediate environment</b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.2 Reaches, grasps, and releases objects</b></p>
CONTENT AREA / STANDARD	NJ.YI.V.	<b>DOMAIN V: Physical and Motor Development (Young Infants – Birth to 9 months)</b>
STRAND	YI.V.2.	<b>Fine Motor Development - Physical movements and skills that involve the feet, hands and fingers</b>
CONTENT STATEMENT	YI.V.2.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	YI.V.2.1.1.	<p>Uses hands or feet to manipulate objects and make contact with people.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b></p>
CUMULATIVE PROGRESS INDICATOR	YI.V.2.1.2.	<p>Develops small muscle control and coordination.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b></p>
CUMULATIVE PROGRESS INDICATOR	YI.V.2.1.3.	<p>Demonstrates integration of the senses.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p><b>Objective 11d.2 Uses senses to explore the immediate environment</b></p>

CUMULATIVE PROGRESS INDICATOR	YI.V.2.1.4.	<p>Uses different actions on objects.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands  Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>
CUMULATIVE PROGRESS INDICATOR	YI.V.2.1.5.	<p>Controls small muscles in hands when doing simple tasks.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands  Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>
CONTENT AREA / STANDARD	NJ.YI.V.	<b>DOMAIN V: Physical and Motor Development (Young Infants – Birth to 9 months)</b>
STRAND	YI.V.3.	<b>Physical Health and Well-Being - Physical growth and basic health needs, contributing to positive feelings and attitudes</b>
CONTENT STATEMENT	YI.V.3.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	YI.V.3.1.1.	<p>Shows characteristics of healthy development.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CUMULATIVE PROGRESS INDICATOR	YI.V.3.1.2.	<p>Responds when physical needs are met.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CUMULATIVE PROGRESS INDICATOR	YI.V.3.1.3.	<p>Expresses physical needs non-verbally or verbally.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CUMULATIVE PROGRESS INDICATOR	YI.V.3.1.4.	<p>Participates in physical care routines.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>

CUMULATIVE PROGRESS INDICATOR	YI.V.3.1.5.	<p>Begins to develop self-help skills.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CUMULATIVE PROGRESS INDICATOR	YI.V.3.1.6.	<p>Begins to understand safe and unsafe behaviors.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CONTENT AREA / STANDARD	NJ.OI.I.	DOMAIN I: Social and Emotional Development (Older Infants – 8 to 18 months)
STRAND	OI.I.1.	Trust and Emotional Security - Feelings of comfort, support and stability from others
CONTENT STATEMENT	OI.I.1.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OI.I.1.1.1.	<p>Engages in behaviors that build relationships with familiar adults.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
CUMULATIVE PROGRESS INDICATOR	OI.I.1.1.2.	<p>Shows preference for familiar adults.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
CUMULATIVE PROGRESS INDICATOR	OI.I.1.1.3.	<p>Reacts to unfamiliar adults.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
CUMULATIVE PROGRESS INDICATOR	OI.I.1.1.4.	<p>Seeks ways to find comfort in new situations.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>

CUMULATIVE PROGRESS INDICATOR	O.I.1.1.5.	Shows emotional connection and attachment to others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
CONTENT AREA / STANDARD	NJ.O.I.I.	DOMAIN I: Social and Emotional Development (Older Infants – 8 to 18 months)
STRAND	O.I.2.	Self-Awareness - Individual’s perception of self
CONTENT STATEMENT	O.I.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	O.I.2.1.1.	Expresses feelings and emotions through facial expressions, sounds, gestures or words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
CUMULATIVE PROGRESS INDICATOR	O.I.2.1.2.	Begins to develop awareness of self as separate from others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self
CUMULATIVE PROGRESS INDICATOR	O.I.2.1.3.	Shows confidence in increasing abilities.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self
CONTENT AREA / STANDARD	NJ.O.I.I.	DOMAIN I: Social and Emotional Development (Older Infants – 8 to 18 months)
STRAND	O.I.3.	Self-Regulation - Ability to manage one’s physical and emotional reactions to internal sensations or external events
CONTENT STATEMENT	O.I.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	O.I.3.1.1.	Begins to manage own actions, emotions and behavior.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
CUMULATIVE PROGRESS INDICATOR	O.I.3.1.2.	Develops ability to cope with stress and strong emotions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self

CUMULATIVE PROGRESS INDICATOR	O.I.3.1.3.	Begins to understand simple routines, rules or limitations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult’s tone of voice and expression
CONTENT AREA / STANDARD	NJ.OI.I.	DOMAIN I: Social and Emotional Development (Older Infants – 8 to 18 months)
STRAND	O.I.4.	Relationships with Peers and Adults - Social connections with other children and adults
CONTENT STATEMENT	O.I.4.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	O.I.4.1.1.	Shows interest in and awareness of peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
CUMULATIVE PROGRESS INDICATOR	O.I.4.1.2.	Responds to and interacts with other peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
CUMULATIVE PROGRESS INDICATOR	O.I.4.1.3.	Begins to recognize and respond to the feelings and emotions of peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others’ emotional expressions
CUMULATIVE PROGRESS INDICATOR	O.I.4.1.4.	Begins to show care and concern for others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others’ emotional expressions

CUMULATIVE PROGRESS INDICATOR	OI.I.4.1.5.	Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
CUMULATIVE PROGRESS INDICATOR	OI.I.4.1.6.	Begins to use imitation or pretend play to learn and practice new roles and relationships.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
CONTENT AREA / STANDARD	NJ.OI.II.	DOMAIN II: Approaches to Learning (Older Infants – 8 to 18 months)
STRAND	OI.II.1.	Curiosity - Interest in things and people in the environment
CONTENT STATEMENT	OI.II.1.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OI.II.1.1.1.	Shows interest in and actively explores the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CUMULATIVE PROGRESS INDICATOR	OI.II.1.1.2.	Shows eagerness and curiosity as a learner.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CUMULATIVE PROGRESS INDICATOR	OI.II.1.1.3.	Seeks to discover and learn new things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT AREA / STANDARD	NJ.OI.II.	DOMAIN II: Approaches to Learning (Older Infants – 8 to 18 months)
STRAND	OI.II.2.	Persistence - Continuing to work at challenging tasks or activities even when encountering obstacles
CONTENT STATEMENT	OI.II.2.1.	Indicators:

CUMULATIVE PROGRESS INDICATOR	OI.II.2.1.1.	Attends to and tries to reproduce interesting events.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CUMULATIVE PROGRESS INDICATOR	OI.II.2.1.2.	Maintains social contact by continuing to engage with caregiver.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <b>Objective 10a.3 Emerging to 10a.4 Initiates and attends to brief conversations</b>
CUMULATIVE PROGRESS INDICATOR	OI.II.2.1.3.	Attempts challenging tasks with or without adult help.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CUMULATIVE PROGRESS INDICATOR	OI.II.2.1.4.	Explores thoroughly and tries to solve problems even when encountering obstacles.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists <b>Objective 11b.3 Emerging to 11b.4 Practices an activity many times until successful</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.OI.II.</b>	<b>DOMAIN II: Approaches to Learning (Older Infants – 8 to 18 months)</b>
<b>STRAND</b>	<b>OI.II.3.</b>	<b>Creativity - Developing ability to invent and try new things</b>
<b>CONTENT STATEMENT</b>	<b>OI.II.3.1.</b>	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OI.II.3.1.1.	Uses unusual ways to explore people or objects in the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</b>
CUMULATIVE PROGRESS INDICATOR	OI.II.3.1.2.	Finds new things to do with familiar objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</b>



CUMULATIVE PROGRESS INDICATOR	OI.II.3.1.3.	Uses imagination in playful, silly or messy ways.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.4 Uses creativity and imagination during play and routine tasks</b>
CONTENT AREA / STANDARD	NJ.OI.II.	<b>DOMAIN II: Approaches to Learning (Older Infants – 8 to 18 months)</b>
STRAND	OI.II.4.	<b>Initiative - Ability to engage others in interaction and start actions or behaviors</b>
CONTENT STATEMENT	OI.II.4.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OI.II.4.1.1.	Shows initiative by engaging others in interaction.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <b>Objective 10a.4 Initiates and attends to brief conversations</b>
CUMULATIVE PROGRESS INDICATOR	OI.II.4.1.2.	Takes action without being directed by others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <b>Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</b>
CUMULATIVE PROGRESS INDICATOR	OI.II.4.1.3.	Demonstrates initiative by making choices.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <b>Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</b>
CONTENT AREA / STANDARD	NJ.OI.III.	<b>DOMAIN III: Language Development and Communication (Older Infants – 8 to 18 months)</b>
STRAND	OI.III.1.	<b>Listening and Understanding - Attending to and understanding language and other forms of communication from others</b>
CONTENT STATEMENT	OI.III.1.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OI.III.1.1.1.	Shows interest in listening to sounds.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>

CUMULATIVE PROGRESS INDICATOR	OI.III.1.1.2.	<p>Listens with interest to language of others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p><b>Objective 8a.2 Shows an interest in the speech of others</b></p>
CUMULATIVE PROGRESS INDICATOR	OI.III.1.1.3.	<p>Responds to verbal communication of others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p><b>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</b></p>
CUMULATIVE PROGRESS INDICATOR	OI.III.1.1.4.	<p>Responds to nonverbal communication of others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p><b>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</b></p>
CUMULATIVE PROGRESS INDICATOR	OI.III.1.1.5.	<p>Understands gestures, words, phrases or questions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language b. Follows directions</li> </ul> <p><b>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</b></p>
CONTENT AREA / STANDARD	NJ.OI.III.	<b>DOMAIN III: Language Development and Communication (Older Infants – 8 to 18 months)</b>
STRAND	OI.III.2.	<b>Communicating and Speaking - Producing and expressing language including sounds, gestures, signs, words and phrases</b>
CONTENT STATEMENT	OI.III.2.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OI.III.2.1.1.	<p>Uses sounds, gestures or actions to express needs and wants.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p><b>Objective 9a.2 Vocalizes and gestures to communicate</b></p>

CUMULATIVE PROGRESS INDICATOR	OI.III.2.1.2.	Uses consistent sounds, gestures, signs or words to communicate.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
CUMULATIVE PROGRESS INDICATOR	OI.III.2.1.3.	Imitates sounds, gestures, signs, words or phrases.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
CUMULATIVE PROGRESS INDICATOR	OI.III.2.1.4.	Uses sounds, signs, words or phrases for a variety of purposes.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.3 Emerging to 9b.4 Uses some words and word-like sounds and is understood by most familiar people
CUMULATIVE PROGRESS INDICATOR	OI.III.2.1.5.	Takes turns using language in simple back and forth conversations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
CONTENT AREA / STANDARD	NJ.OI.III.	DOMAIN III: Language Development and Communication (Older Infants – 8 to 18 months)
STRAND	OI.III.3.	Emergent Literacy - Developing skills and behaviors that relate to later reading and writing
CONTENT STATEMENT	OI.III.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OI.III.3.1.1.	Shows interest in songs, rhymes and stories.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

CUMULATIVE PROGRESS INDICATOR	OI.III.3.1.2.	Shows interest in photos, pictures and drawings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <b>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</b>
CUMULATIVE PROGRESS INDICATOR	OI.III.3.1.3.	Develops interest in and involvement with books and other print materials.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <b>Objective 17a.2 Shows interest in books</b>
CUMULATIVE PROGRESS INDICATOR	OI.III.3.1.4.	Begins to recognize and understand symbols such as those used in writing.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <b>Objective 17a.2 Shows interest in books</b>
CONTENT AREA / STANDARD	NJ.OI.IV.	<b>DOMAIN IV: Cognitive Development (Older Infants – 8 to 18 months)</b>
STRAND	OI.IV.1.	<b>Exploration and Discovery - Attending to and exploring people, objects and events especially those that are novel or unusual</b>
CONTENT STATEMENT	OI.IV.1.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OI.IV.1.1.1.	Pays attention to people and objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <b>Objective 11a.2 Pays attention to sights and sounds</b>
CUMULATIVE PROGRESS INDICATOR	OI.IV.1.1.2.	Uses senses to explore people, objects and the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.2 Uses senses to explore the immediate environment</b>
CUMULATIVE PROGRESS INDICATOR	OI.IV.1.1.3.	Attends to colors, shapes, patterns or pictures.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <b>Objective 11a.2 Pays attention to sights and sounds</b>

CUMULATIVE PROGRESS INDICATOR	OI.IV.1.1.4.	Shows interest and curiosity in new people and objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CUMULATIVE PROGRESS INDICATOR	OI.IV.1.1.5.	Makes things happen and watches for results or repeats action.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
CONTENT AREA / STANDARD	NJ.OI.IV.	DOMAIN IV: Cognitive Development (Older Infants – 8 to 18 months)
STRAND	OI.IV.2.	Memory - Ability to process, retain and recall information
CONTENT STATEMENT	OI.IV.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OI.IV.2.1.1.	Shows ability to acquire new information and use it at a later time.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CUMULATIVE PROGRESS INDICATOR	OI.IV.2.1.2.	Recognizes familiar people, places and things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CUMULATIVE PROGRESS INDICATOR	OI.IV.2.1.3.	Recalls and uses information in new situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CUMULATIVE PROGRESS INDICATOR	OI.IV.2.1.4.	Searches for missing or hidden objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT AREA / STANDARD	NJ.OI.IV.	DOMAIN IV: Cognitive Development (Older Infants – 8 to 18 months)
STRAND	OI.IV.3.	Problem Solving - Using cognitive abilities to find a solution to everyday problems
CONTENT STATEMENT	OI.IV.3.1.	Indicators:

CUMULATIVE PROGRESS INDICATOR	OI.IV.3.1.1.	Experiments with different uses for objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</b>
CUMULATIVE PROGRESS INDICATOR	OI.IV.3.1.2.	Shows imagination and creativity in solving problems.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CUMULATIVE PROGRESS INDICATOR	OI.IV.3.1.3.	Uses a variety of strategies to solve problems.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CUMULATIVE PROGRESS INDICATOR	OI.IV.3.1.4.	Applies knowledge to new situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <b>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.OI.IV.</b>	<b>DOMAIN IV: Cognitive Development (Older Infants – 8 to 18 months)</b>
<b>STRAND</b>	<b>OI.IV.4.</b>	<b>Imitation and Symbolic Play - Copying the sounds, gestures or behaviors of others and using objects to represent something else during play</b>
<b>CONTENT STATEMENT</b>	<b>OI.IV.4.1.</b>	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OI.IV.4.1.1.	Observes and imitates sounds, gestures or behavior.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b>
CUMULATIVE PROGRESS INDICATOR	OI.IV.4.1.2.	Uses objects to represent other things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b>

CUMULATIVE PROGRESS INDICATOR	OI.IV.4.1.3.	<p>Uses imitation or pretend play to express creativity and imagination.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p><b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b></p>
CONTENT AREA / STANDARD	NJ.OI.V.	<b>DOMAIN V: Physical and Motor Development (Older Infants – 8 to 18 months)</b>
STRAND	OI.V.1.	<b>Gross Motor Development - Body movements and skills that involve the arms and legs or the whole body</b>
CONTENT STATEMENT	OI.V.1.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OI.V.1.1.1.	<p>Moves body, arms and legs with coordination.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.3 Emerging to 4.4 Experiments with different ways of moving</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.3 Emerging to 5.4 Experiments with different ways of balancing</b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.3 Emerging to 6.4 Manipulates balls or similar objects with stiff body movements</b></p>
CUMULATIVE PROGRESS INDICATOR	OI.V.1.1.2.	<p>Demonstrates large muscle balance, stability, control and coordination.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.3 Emerging to 4.4 Experiments with different ways of moving</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.3 Emerging to 5.4 Experiments with different ways of balancing</b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.3 Emerging to 6.4 Manipulates balls or similar objects with stiff body movements</b></p>
CUMULATIVE PROGRESS INDICATOR	OI.V.1.1.3.	<p>Develops increasing ability to change positions and move body from place to place.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.3 Emerging to 4.4 Experiments with different ways of moving</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.3 Emerging to 5.4 Experiments with different ways of balancing</b></p>

CUMULATIVE PROGRESS INDICATOR	OI.V.1.1.4.	<p>Moves body with purpose to achieve a goal.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.3 Emerging to 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.3 Emerging to 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.3 Emerging to 6.4 Manipulates balls or similar objects with stiff body movements</p>
CONTENT AREA / STANDARD	NJ.OI.V.	DOMAIN V: Physical and Motor Development (Older Infants – 8 to 18 months)
CONTENT AREA / STANDARD	NJ.OI.V.	DOMAIN V: Physical and Motor Development (Older Infants – 8 to 18 months)
STRAND	OI.V.2.	Fine Motor Development - Physical movements and skills that involve the feet, hands and fingers.
CONTENT STATEMENT	OI.V.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OI.V.2.1.1.	<p>Uses hands or feet to manipulate objects and make contact with people.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.3 Emerging to 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
CUMULATIVE PROGRESS INDICATOR	OI.V.2.1.2.	<p>Develops small muscle control and coordination.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.3 Emerging to 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
CUMULATIVE PROGRESS INDICATOR	OI.V.2.1.3.	<p>Demonstrates integration of the senses.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
CUMULATIVE PROGRESS INDICATOR	OI.V.2.1.4.	<p>Uses different actions on objects.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.3 Emerging to 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>



CUMULATIVE PROGRESS INDICATOR	OI.V.2.1.5.	Controls small muscles in hands when doing simple tasks.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.3 Emerging to 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
CONTENT AREA / STANDARD	NJ.OI.V.	DOMAIN V: Physical and Motor Development (Older Infants – 8 to 18 months)
STRAND	OI.V.3.	Physical Health and Well-Being - Physical growth and basic health needs, contributing to positive feelings and attitudes
CONTENT STATEMENT	OI.V.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OI.V.3.1.1.	Shows characteristics of healthy development.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CUMULATIVE PROGRESS INDICATOR	OI.V.3.1.2.	Responds when physical needs are met.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CUMULATIVE PROGRESS INDICATOR	OI.V.3.1.3.	Expresses physical needs non-verbally or verbally.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CUMULATIVE PROGRESS INDICATOR	OI.V.3.1.4.	Participates in physical care routines.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CUMULATIVE PROGRESS INDICATOR	OI.V.3.1.5.	Begins to develop self-help skills.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

CUMULATIVE PROGRESS INDICATOR	OI.V.3.1.6.	Begins to understand safe and unsafe behaviors.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CONTENT AREA / STANDARD	NJ.YT.I.	DOMAIN I: Social and Emotional Development (Young Toddlers – 16 to 26 months)
STRAND	YT.I.1.	Trust and Emotional Security - Feelings of comfort, support and stability from others
CONTENT STATEMENT	YT.I.1.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YT.I.1.1.1.	Engages in behaviors that build relationships with familiar adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
CUMULATIVE PROGRESS INDICATOR	YT.I.1.1.2.	Shows preference for familiar adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
CUMULATIVE PROGRESS INDICATOR	YT.I.1.1.3.	Reacts to unfamiliar adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
CUMULATIVE PROGRESS INDICATOR	YT.I.1.1.4.	Seeks ways to find comfort in new situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
CUMULATIVE PROGRESS INDICATOR	YT.I.1.1.5.	Shows emotional connection and attachment to others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
CONTENT AREA / STANDARD	NJ.YT.I.	DOMAIN I: Social and Emotional Development (Young Toddlers – 16 to 26 months)
STRAND	YT.I.2.	Self-Awareness - Individual's perception of self

CONTENT STATEMENT	YT.I.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YT.I.2.1.1.	Expresses feelings and emotions through facial expressions, sounds, gestures or words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
CUMULATIVE PROGRESS INDICATOR	YT.I.2.1.2.	Begins to develop awareness of self as separate from others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CUMULATIVE PROGRESS INDICATOR	YT.I.2.1.3.	Shows confidence in increasing abilities.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CONTENT AREA / STANDARD	NJ.YT.I.	DOMAIN I: Social and Emotional Development (Young Toddlers – 16 to 26 months)
STRAND	YT.I.3.	Self-Regulation - Ability to manage one’s physical and emotional reactions to internal sensations or external events
CONTENT STATEMENT	YT.I.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YT.I.3.1.1.	Begins to manage own actions, emotions and behavior.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CUMULATIVE PROGRESS INDICATOR	YT.I.3.1.2.	Develops ability to cope with stress and strong emotions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CUMULATIVE PROGRESS INDICATOR	YT.I.1.3.3.	Begins to understand simple routines, rules or limitations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT AREA / STANDARD	NJ.YT.I.	DOMAIN I: Social and Emotional Development (Young Toddlers – 16 to 26 months)
STRAND	YT.I.3.	Relationships with Peers and Adults - Social connections with other children and adults

<b>CONTENT STATEMENT</b>	<b>YT.I.3.1.</b>	<b>Indicators:</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YT.I.3.1.1.</b>	Shows interest in and awareness of peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YT.I.3.1.2.</b>	Responds to and interacts with other peers and adults.  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YT.I.3.1.3.</b>	Begins to recognize and respond to the feelings and emotions of peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YT.I.3.1.4.</b>	Begins to show care and concern for others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YT.I.3.1.5.</b>	Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>YT.I.3.1.6.</b>	Begins to use imitation or pretend play to learn and practice new roles and relationships.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
<b>CONTENT AREA / STANDARD</b>	<b>NJ.YT.II.</b>	<b>DOMAIN II: Approaches to Learning (Young Toddlers – 16 to 26 months)</b>
<b>STRAND</b>	<b>YT.II.1.</b>	<b>Curiosity - Interest in things and people in the environment</b>

CONTENT STATEMENT	YT.II.1.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YT.II.1.1.1.	Shows interest in and actively explores the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.2 Uses senses to explore the immediate environment</b>
CUMULATIVE PROGRESS INDICATOR	YT.II.1.1.2.	Shows eagerness and curiosity as a learner.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.2 Uses senses to explore the immediate environment</b>
CUMULATIVE PROGRESS INDICATOR	YT.II.1.1.3.	Seeks to discover and learn new things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.2 Uses senses to explore the immediate environment</b>
CONTENT AREA / STANDARD	NJ.YT.II.	DOMAIN II: Approaches to Learning (Young Toddlers – 16 to 26 months)
STRAND	YT.II.2.	Persistence - Continuing to work at challenging tasks or activities even when encountering obstacles
CONTENT STATEMENT	YT.II.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YT.II.2.1.1.	Attends to and tries to reproduce interesting events.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CUMULATIVE PROGRESS INDICATOR	YT.II.2.1.2.	Maintains social contact by continuing to engage with caregiver.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <b>Objective 10a.4 Initiates and attends to brief conversations</b>
CUMULATIVE PROGRESS INDICATOR	YT.II.2.1.3.	Attempts challenging tasks with or without adult help.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>

CUMULATIVE PROGRESS INDICATOR	YT.II.1.2.4.	Explores thoroughly and tries to solve problems even when encountering obstacles.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CONTENT AREA / STANDARD	NJ.YT.II.	<b>DOMAIN II: Approaches to Learning (Young Toddlers – 16 to 26 months)</b>
STRAND	YT.II.3.	<b>Creativity - Developing ability to invent and try new things</b>
CONTENT STATEMENT	YT.II.3.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	YT.II.3.1.1.	Uses unusual ways to explore people or objects in the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</b>
CUMULATIVE PROGRESS INDICATOR	YT.II.3.1.2.	Finds new things to do with familiar objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</b>
CUMULATIVE PROGRESS INDICATOR	YT.II.3.1.3.	Uses imagination in playful, silly or messy ways.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</b>
CONTENT AREA / STANDARD	NJ.YT.II.	<b>DOMAIN II: Approaches to Learning (Young Toddlers – 16 to 26 months)</b>
STRAND	YT.II.4.	<b>Initiative - Ability to engage others in interaction and start actions or behaviors</b>
CONTENT STATEMENT	YT.II.4.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	YT.II.4.1.1.	Shows initiative by engaging others in interaction.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. <b>Engages in conversations</b> <b>Objective 10a.4 Initiates and attends to brief conversations</b>

CUMULATIVE PROGRESS INDICATOR	YT.II.4.1.2.	Takes action without being directed by others.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CUMULATIVE PROGRESS INDICATOR	YT.II.4.1.3.	Demonstrates initiative by making choices.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
CONTENT AREA / STANDARD	NJ.YT.III.	DOMAIN III: Language Development and Communication (Young Toddlers – 16 to 26 months)
STRAND	YT.II.1.	Listening and Understanding - Attending to and understanding language and other forms of communication from others
CONTENT STATEMENT	YT.II.1.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YT.II.1.1.1.	Shows interest in listening to sounds.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>
CUMULATIVE PROGRESS INDICATOR	YT.II.1.1.2.	Listens with interest to language of others.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>
CUMULATIVE PROGRESS INDICATOR	YT.II.1.1.3.	Responds to verbal communication of others.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <b>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</b>

CUMULATIVE PROGRESS INDICATOR	YT.II.1.1.4.	<p>Responds to nonverbal communication of others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language  Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
CUMULATIVE PROGRESS INDICATOR	YT.II.1.1.5.	<p>Understands gestures, words, phrases or questions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language b. Follows directions  Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>
CONTENT AREA / STANDARD	NJ.YT.III.	DOMAIN III: Language Development and Communication (Young Toddlers – 16 to 26 months)
STRAND	YT.II.2.	Communicating and Speaking - Producing and expressing language including sounds, gestures, signs, words and phrases
CONTENT STATEMENT	YT.II.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YT.II.2.1.1.	<p>Uses sounds, gestures or actions to express needs and wants.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objects</p>
CUMULATIVE PROGRESS INDICATOR	YT.II.2.1.2.	<p>Uses consistent sounds, gestures, signs or words to communicate.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs b. Speaks clearly  Objective 9b.3 Emerging to 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
CUMULATIVE PROGRESS INDICATOR	YT.II.2.1.3.	<p>Imitates sounds, gestures, signs, words or phrases Uses sounds, signs, words or phrases for a variety of purposes.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs b. Speaks clearly  Objective 9b.3 Emerging to 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>



CUMULATIVE PROGRESS INDICATOR	YT.II.2.1.4.	Takes turns using language in simple back and forth conversations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.3 Emerging to 10a.4 Initiates and attends to brief conversations
CONTENT AREA / STANDARD	NJ.YT.III.	DOMAIN III: Language Development and Communication (Young Toddlers – 16 to 26 months)
STRAND	YT.II.3.	Emergent Literacy - Developing skills and behaviors that relate to later reading and writing
CONTENT STATEMENT	YT.II.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YT.II.3.1.1.	Shows interest in songs, rhymes and stories.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CUMULATIVE PROGRESS INDICATOR	YT.II.3.1.2.	Shows interest in photos, pictures and drawings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
CUMULATIVE PROGRESS INDICATOR	YT.II.3.1.3.	Develops interest in and involvement with books and other print materials.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CUMULATIVE PROGRESS INDICATOR	YT.II.3.1.4.	Begins to recognize and understand symbols such as those used in writing.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CONTENT AREA / STANDARD	NJ.YT.IV.	DOMAIN IV: Cognitive Development (Young Toddlers – 16 to 26 months)

STRAND	YT.IV.1.	Exploration and Discovery - Attending to and exploring people, objects and events especially those that are novel or unusual
CONTENT STATEMENT	YT.IV.1.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YT.IV.1.1.1.	Pays attention to people and objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CUMULATIVE PROGRESS INDICATOR	YT.IV.1.1.2.	Uses senses to explore people, objects and the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CUMULATIVE PROGRESS INDICATOR	YT.IV.1.1.3.	Attends to colors, shapes, patterns or pictures Shows interest and curiosity in new people and objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CUMULATIVE PROGRESS INDICATOR	YT.IV.1.1.4.	Makes things happen and watches for results or repeats action.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
CONTENT AREA / STANDARD	NJ.YT.IV.	DOMAIN IV: Cognitive Development (Young Toddlers – 16 to 26 months)
STRAND	YT.IV.2.	Memory - Ability to process, retain and recall information
CONTENT STATEMENT	YT.IV.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YT.IV.2.1.1.	Shows ability to acquire new information and use it at a later time.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CUMULATIVE PROGRESS INDICATOR	YT.IV.2.1.2.	Recognizes familiar people, places and things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

CUMULATIVE PROGRESS INDICATOR	YT.IV.2.1.3.	Recalls and uses information in new situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CUMULATIVE PROGRESS INDICATOR	YT.IV.2.1.4.	Searches for missing or hidden objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT AREA / STANDARD	NJ.YT.IV.	DOMAIN IV: Cognitive Development (Young Toddlers – 16 to 26 months)
STRAND	YT.IV.3.	Problem Solving - Using cognitive abilities to find a solution to everyday problems
CONTENT STATEMENT	YT.IV.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	YT.IV.3.1.1.	Experiments with different uses for objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
CUMULATIVE PROGRESS INDICATOR	YT.IV.3.1.2.	Shows imagination and creativity in solving problems.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
CUMULATIVE PROGRESS INDICATOR	YT.IV.3.1.3.	Uses a variety of strategies to solve problems.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
CUMULATIVE PROGRESS INDICATOR	YT.IV.3.1.4.	Applies knowledge to new situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT AREA / STANDARD	NJ.YT.IV.	DOMAIN IV: Cognitive Development (Young Toddlers – 16 to 26 months)
STRAND	YT.IV.4.	Imitation and Symbolic Play - Copying the sounds, gestures or behaviors of others and using objects to represent something else during play
CONTENT STATEMENT	YT.IV.4.1.	Indicators:

CUMULATIVE PROGRESS INDICATOR	YT.IV.4.1.1.	Observes and imitates sounds, gestures or behavior.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b>
CUMULATIVE PROGRESS INDICATOR	YT.IV.4.1.2.	Uses objects to represent other things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b>
CUMULATIVE PROGRESS INDICATOR	YT.IV.4.1.3.	Uses imitation or pretend play to express creativity and imagination.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b>
CONTENT AREA / STANDARD	NJ.YT.V.	<b>DOMAIN V: Physical and Motor Development (Young Toddlers – 16 to 26 months)</b>
STRAND	YT.V.1.	<b>Gross Motor Development - Body movements and skills that involve the arms and legs or the whole body</b>
CONTENT STATEMENT	YT.V.1.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	YT.V.1.1.1.	Moves body, arms and legs with coordination.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b> • Objective 6 Demonstrates gross-motor manipulative skills <b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b>
CUMULATIVE PROGRESS INDICATOR	YT.V.1.1.2.	Demonstrates large muscle balance, stability, control and coordination.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b> • Objective 6 Demonstrates gross-motor manipulative skills <b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b>

CUMULATIVE PROGRESS INDICATOR	YT.V.1.1.3.	<p>Develops increasing ability to change positions and move body from place to place.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.4 Experiments with different ways of moving</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.4 Experiments with different ways of balancing</b></p>
CUMULATIVE PROGRESS INDICATOR	YT.V.1.1.4.	<p>Moves body with purpose to achieve a goal.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.4 Experiments with different ways of moving</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.4 Experiments with different ways of balancing</b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b></p>
CONTENT AREA / STANDARD	NJ.YT.V.	<b>DOMAIN V: Physical and Motor Development (Young Toddlers – 16 to 26 months)</b>
STRAND	YT.V.2.	<b>Fine Motor Development - Physical movements and skills that involve the feet, hands and fingers</b>
CONTENT STATEMENT	YT.V.2.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	YT.V.2.1.1.	<p>Uses hands or feet to manipulate objects and make contact with people.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b></p>
CUMULATIVE PROGRESS INDICATOR	YT.V.2.1.2.	<p>Develops small muscle control and coordination.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b></p>
CUMULATIVE PROGRESS INDICATOR	YT.V.2.1.3.	<p>Demonstrates integration of the senses.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p><b>Objective 11d.2 Uses senses to explore the immediate environment</b></p>

CUMULATIVE PROGRESS INDICATOR	YT.V.2.1.4.	<p>Uses different actions on objects.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands  <b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b></p>
CUMULATIVE PROGRESS INDICATOR	YT.V.2.1.5.	<p>Controls small muscles in hands when doing simple tasks.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands  <b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b></p>
CONTENT AREA / STANDARD	NJ.YT.V.	<b>DOMAIN V: Physical and Motor Development (Young Toddlers – 16 to 26 months)</b>
STRAND	YT.V.3.	<b>Physical Health and Well-Being - Physical growth and basic health needs, contributing to positive feelings and attitudes</b>
CONTENT STATEMENT	YT.V.3.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	YT.V.3.1.1.	<p>Shows characteristics of healthy development.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  <b>Objective 1c.4 Seeks to do things for self</b></p>
CUMULATIVE PROGRESS INDICATOR	YT.V.3.1.2.	<p>Responds when physical needs are met.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  <b>Objective 1c.4 Seeks to do things for self</b></p>
CUMULATIVE PROGRESS INDICATOR	YT.V.3.1.3.	<p>Expresses physical needs non-verbally or verbally.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  <b>Objective 1c.4 Seeks to do things for self</b></p>
CUMULATIVE PROGRESS INDICATOR	YT.V.3.1.4.	<p>Participates in physical care routines.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  <b>Objective 1c.4 Seeks to do things for self</b></p>

CUMULATIVE PROGRESS INDICATOR	YT.V.3.1.5.	Begins to develop self-help skills.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
CUMULATIVE PROGRESS INDICATOR	YT.V.3.1.6.	Begins to understand safe and unsafe behaviors.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.OT.I.</b>	<b>DOMAIN I: Social and Emotional Development (Older Toddler – 24 to 36 months)</b>
<b>STRAND</b>	<b>OT.I.1.</b>	<b>Trust and Emotional Security - Feelings of comfort, support and stability from others</b>
<b>CONTENT STATEMENT</b>	<b>OT.I.1.1.</b>	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OT.I.1.1.1.	Engages in behaviors that build relationships with familiar adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>
CUMULATIVE PROGRESS INDICATOR	OT.I.1.1.2.	Shows preference for familiar adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.6 Manages separations without distress and engages with trusted adults</b>
CUMULATIVE PROGRESS INDICATOR	OT.I.1.1.3.	Reacts to unfamiliar adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>
CUMULATIVE PROGRESS INDICATOR	OT.I.1.2.4.	Seeks ways to find comfort in new situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>

CUMULATIVE PROGRESS INDICATOR	OT.I.1.2.5.	Shows emotional connection and attachment to others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>
CONTENT AREA / STANDARD	NJ.OT.I.	<b>DOMAIN I: Social and Emotional Development (Older Toddler – 24 to 36 months)</b>
STRAND	OT.I.2.	<b>Self-Awareness - Individual’s perception of self</b>
CONTENT STATEMENT	OT.I.2.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OT.I.2.1.1.	Expresses feelings and emotions through facial expressions, sounds, gestures or words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <b>Objective 3b.2 Expresses feelings during a conflict</b>
CUMULATIVE PROGRESS INDICATOR	OT.I.2.1.2.	Begins to develop awareness of self as separate from others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
CUMULATIVE PROGRESS INDICATOR	OT.I.2.1.3.	Shows confidence in increasing abilities.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
CONTENT AREA / STANDARD	NJ.OT.I.	<b>DOMAIN I: Social and Emotional Development (Older Toddler – 24 to 36 months)</b>
STRAND	OT.I.3.	<b>Self-Regulation - Ability to manage one’s physical and emotional reactions to internal sensations or external events</b>
CONTENT STATEMENT	OT.I.3.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OT.I.3.1.1.	Begins to manage own actions, emotions and behavior.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <b>Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification</b>
CONTENT AREA / STANDARD	NJ.OT.I.	<b>DOMAIN I: Social and Emotional Development (Older Toddler – 24 to 36 months)</b>
STRAND	OT.I.3.	<b>Self-Awareness - Individual’s perception of self</b>
CONTENT STATEMENT	OT.I.3.1.	<b>Indicators:</b>



CUMULATIVE PROGRESS INDICATOR	OT.I.3.1.2.	Develops ability to cope with stress and strong emotions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
CONTENT AREA / STANDARD	NJ.OT.I.	DOMAIN I: Social and Emotional Development (Older Toddler – 24 to 36 months)
STRAND	OT.I.3.	Self-Regulation - Ability to manage one’s physical and emotional reactions to internal sensations or external events
CONTENT STATEMENT	OT.I.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OT.I.3.1.3.	Begins to understand simple routines, rules or limitations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT AREA / STANDARD	NJ.OT.I.	DOMAIN I: Social and Emotional Development (Older Toddler – 24 to 36 months)
STRAND	OT.I.4.	Relationships with Peers and Adults - Social connections with other children and adults
CONTENT STATEMENT	OT.I.4.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OT.I.4.1.1.	Shows interest in and awareness of peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
CUMULATIVE PROGRESS INDICATOR	OT.I.4.1.2.	Responds to and interacts with other peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
CUMULATIVE PROGRESS INDICATOR	OT.I.4.1.3.	Begins to recognize and respond to the feelings and emotions of peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others

CUMULATIVE PROGRESS INDICATOR	OT.I.4.1.4.	Begins to show care and concern for others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <b>Objective 2b.4 Demonstrates concern about the feelings of others</b>
CUMULATIVE PROGRESS INDICATOR	OT.I.4.1.5.	Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <b>Objective 3b.2 Expresses feelings during a conflict</b>
CUMULATIVE PROGRESS INDICATOR	OT.I.4.1.6.	Begins to use imitation or pretend play to learn and practice new roles and relationships.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <b>Objective 2c.2 Plays near other children; uses similar materials or actions</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.OT.II.</b>	<b>DOMAIN II: Approaches to Learning (Older Toddler – 24 to 36 months)</b>
<b>STRAND</b>	<b>OT.II.1.</b>	<b>Curiosity - Interest in things and people in the environment</b>
<b>CONTENT STATEMENT</b>	<b>OT.II.1.1.</b>	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OT.II.1.1.1.	Shows interest in and actively explores the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.4 Explores and investigates ways to make something happen</b>
CUMULATIVE PROGRESS INDICATOR	OT.II.1.1.2.	Shows eagerness and curiosity as a learner.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.4 Explores and investigates ways to make something happen</b>
CUMULATIVE PROGRESS INDICATOR	OT.II.1.1.3.	Seeks to discover and learn new things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.4 Explores and investigates ways to make something happen</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.OT.II.</b>	<b>DOMAIN II: Approaches to Learning (Older Toddler – 24 to 36 months)</b>

STRAND	OT.II.2.	Persistence - Continuing to work at challenging tasks or activities even when encountering obstacles
CONTENT STATEMENT	OT.II.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OT.II.2.1.1.	Attends to and tries to reproduce interesting events.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists <b>Objective 11b.4 Practices an activity many times until successful</b>
CUMULATIVE PROGRESS INDICATOR	OT.II.2.1.2.	Maintains social contact by continuing to engage with caregiver.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <b>Objective 10a.4 Initiates and attends to brief conversations</b>
CUMULATIVE PROGRESS INDICATOR	OT.II.2.1.3.	Attempts challenging tasks with or without adult help.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <b>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</b>
CUMULATIVE PROGRESS INDICATOR	OT.II.2.1.4.	Explores thoroughly and tries to solve problems even when encountering obstacles.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</b>
CONTENT AREA / STANDARD	NJ.OT.II.	DOMAIN II: Approaches to Learning (Older Toddler – 24 to 36 months)
STRAND	OT.II.3.	Creativity - Developing ability to invent and try new things
CONTENT STATEMENT	OT.II.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OT.II.3.1.1.	Uses unusual ways to explore people or objects in the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.4 Uses creativity and imagination during play and routine tasks</b>
CUMULATIVE PROGRESS INDICATOR	OT.II.3.1.2.	Finds new things to do with familiar objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.4 Uses creativity and imagination during play and routine tasks</b>

CUMULATIVE PROGRESS INDICATOR	OT.II.3.1.3.	<p>Uses imagination in playful, silly or messy ways.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking  Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
CONTENT AREA / STANDARD	NJ.OT.II.	DOMAIN II: Approaches to Learning (Older Toddler – 24 to 36 months)
STRAND	OT.II.4.	Initiative - Ability to engage others in interaction and start actions or behaviors
CONTENT STATEMENT	OT.II.4.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OT.II.4.1.1.	<p>Shows initiative by engaging others in interaction.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations  Objective 10a.4 Initiates and attends to brief conversations</p>
CUMULATIVE PROGRESS INDICATOR	OT.II.4.1.2.	<p>Takes action without being directed by others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning a. Attends and engages  Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
CUMULATIVE PROGRESS INDICATOR	OT.II.4.1.3.	<p>Demonstrates initiative by making choices.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning a. Attends and engages  Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
CONTENT AREA / STANDARD	NJ.OT.III.	DOMAIN III: Language Development and Communication (Older Toddler – 24 to 36 months)
STRAND	OT.III.1.	Listening and Understanding - Attending to and understanding language and other forms of communication from others
CONTENT STATEMENT	OT.III.1.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OT.III.1.1.1.	<p>Shows interest in listening to sounds.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.2 Shows an interest in the speech of others</p>

CUMULATIVE PROGRESS INDICATOR	OT.III.1.1.2.	Listens with interest to language of others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>
CUMULATIVE PROGRESS INDICATOR	OT.III.1.1.3.	Responds to verbal communication of others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <b>Objective 1b.2 Responds to changes in an adult’s tone of voice and expression</b> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <b>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</b>
CUMULATIVE PROGRESS INDICATOR	OT.III.1.1.4.	Responds to nonverbal communication of others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <b>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</b>
CUMULATIVE PROGRESS INDICATOR	OT.III.1.1.5.	Understands gestures, words, phrases or questions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <b>Objective 8b.4 Follows simple requests not accompanied by gestures</b>
CONTENT AREA / STANDARD	NJ.OT.III.	<b>DOMAIN III: Language Development and Communication (Older Toddler – 24 to 36 months)</b>
STRAND	OT.III.2.	<b>Communicating and Speaking - Producing and expressing language including sounds, gestures, signs, words and phrases</b>
CONTENT STATEMENT	OT.III.2.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OT.III.2.1.1.	Uses sounds, gestures or actions to express needs and wants.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <b>Objective 9a.4 Names familiar, people, animals, and objects</b>

CUMULATIVE PROGRESS INDICATOR	OT.III.2.1.2.	Uses consistent sounds, gestures, signs or words to communicate.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
CUMULATIVE PROGRESS INDICATOR	OT.III.2.1.3.	Imitates sounds, gestures, signs, words or phrases.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
CUMULATIVE PROGRESS INDICATOR	OT.III.2.1.4.	Uses sounds, signs, words or phrases for a variety of purposes.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
CUMULATIVE PROGRESS INDICATOR	OT.III.2.1.5.	Takes turns using language in simple back and forth conversations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
CONTENT AREA / STANDARD	NJ.OT.III.	DOMAIN III: Language Development and Communication (Older Toddler – 24 to 36 months)
STRAND	OT.III.3.	Emergent Literacy - Developing skills and behaviors that relate to later reading and writing
CONTENT STATEMENT	OT.III.3.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OT.III.3.1.1.	Shows interest in songs, rhymes and stories.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

CUMULATIVE PROGRESS INDICATOR	OT.III.3.1.2.	Shows interest in photos, pictures and drawings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CUMULATIVE PROGRESS INDICATOR	OT.III.3.1.3.	Develops interest in and involvement with books and other print materials.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CUMULATIVE PROGRESS INDICATOR	OT.III.3.1.4.	Begins to recognize and understand symbols such as those used in writing.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
CONTENT AREA / STANDARD	NJ.OT.IV.	<b>DOMAIN IV: Cognitive Development (Older Toddler – 24 to 36 months)</b>
STRAND	OT.IV.1.	Exploration and Discovery - Attending to and exploring people, objects and events especially those that are novel or unusual
CONTENT STATEMENT	OT.IV.1.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OT.IV.1.1.1.	Pays attention to people and objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CUMULATIVE PROGRESS INDICATOR	OT.IV.1.1.2.	Uses senses to explore people, objects and the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CUMULATIVE PROGRESS INDICATOR	OT.IV.1.1.3.	Attends to colors, shapes, patterns or pictures.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds

CUMULATIVE PROGRESS INDICATOR	OT.IV.1.1.4.	Shows interest and curiosity in new people and objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CUMULATIVE PROGRESS INDICATOR	OT.IV.1.1.5.	Makes things happen and watches for results or repeats action.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
CONTENT AREA / STANDARD	NJ.OT.IV.	DOMAIN IV: Cognitive Development (Older Toddler – 24 to 36 months)
STRAND	OT.IV.2.	Memory - Ability to process, retain and recall information
CONTENT STATEMENT	OT.IV.2.1.	Indicators:
CUMULATIVE PROGRESS INDICATOR	OT.IV.2.1.1.	Shows ability to acquire new information and use it at a later time.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
CUMULATIVE PROGRESS INDICATOR	OT.IV.2.1.2.	Recognizes familiar people, places and things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
CUMULATIVE PROGRESS INDICATOR	OT.IV.2.1.3.	Recalls and uses information in new situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
CUMULATIVE PROGRESS INDICATOR	OT.IV.2.1.4.	Searches for missing or hidden objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
CONTENT AREA / STANDARD	NJ.OT.IV.	DOMAIN IV: Cognitive Development (Older Toddler – 24 to 36 months)
STRAND	OT.IV.4.	Imitation and Symbolic Play - Copying the sounds, gestures or behaviors of others and using objects to represent something else during play
CONTENT STATEMENT	OT.IV.4.1.	Indicators:



CUMULATIVE PROGRESS INDICATOR	OT.IV.4.1.1.	Observes and imitates sounds, gestures or behavior.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b>
CUMULATIVE PROGRESS INDICATOR	OT.IV.4.1.2.	Uses objects to represent other things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b>
CUMULATIVE PROGRESS INDICATOR	OT.IV.4.1.3.	Uses imitation or pretend play to express creativity and imagination.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <b>Objective 11e.4 Uses creativity and imagination during play and routine tasks</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.OT.V.</b>	<b>DOMAIN V: Physical and Motor Development (Older Toddler – 24 to 36 months)</b>
<b>STRAND</b>	<b>OT.V.1.</b>	<b>Gross Motor Development - Body movements and skills that involve the arms and legs or the whole body</b>
<b>CONTENT STATEMENT</b>	<b>OT.V.1.1.</b>	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OT.V.1.1.1.	Moves body, arms and legs with coordination.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b> • Objective 6 Demonstrates gross-motor manipulative skills <b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b>
CUMULATIVE PROGRESS INDICATOR	OT.V.1.1.2.	Demonstrates large muscle balance, stability, control and coordination.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b> • Objective 6 Demonstrates gross-motor manipulative skills <b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b>

CUMULATIVE PROGRESS INDICATOR	OT.V.1.1.3.	Develops increasing ability to change positions and move body from place to place.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b>
CUMULATIVE PROGRESS INDICATOR	OT.V.1.1.4.	Moves body with purpose to achieve a goal.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b> • Objective 6 Demonstrates gross-motor manipulative skills <b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b>
CONTENT AREA / STANDARD	NJ.OT.V.	<b>DOMAIN V: Physical and Motor Development (Older Toddler – 24 to 36 months)</b>
STRAND	OT.V.2.	<b>Fine Motor Development - Physical movements and skills that involve the feet, hands and fingers</b>
CONTENT STATEMENT	OT.V.2.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OT.V.2.1.1.	Uses hands or feet to manipulate objects and make contact with people.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b>
CUMULATIVE PROGRESS INDICATOR	OT.V.2.1.2.	Develops small muscle control and coordination.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b>
CUMULATIVE PROGRESS INDICATOR	OT.V.2.1.3.	Demonstrates integration of the senses.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.2 Uses senses to explore the immediate environment</b>

CUMULATIVE PROGRESS INDICATOR	OT.V.2.1.4.	<ul style="list-style-type: none"> <li>• Uses different actions on objects.</li> </ul> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b></p>
CUMULATIVE PROGRESS INDICATOR	OT.V.2.1.5.	<p>Controls small muscles in hands when doing simple tasks.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b></p>
CONTENT AREA / STANDARD	NJ.OT.V.	<b>DOMAIN V: Physical and Motor Development (Older Toddler – 24 to 36 months)</b>
STRAND	OT.V.3.	<b>Physical Health and Well-Being - Physical growth and basic health needs, contributing to positive feelings and attitudes</b>
CONTENT STATEMENT	OT.V.3.1.	<b>Indicators:</b>
CUMULATIVE PROGRESS INDICATOR	OT.V.3.1.1.	<p>Shows characteristics of healthy development.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>
CUMULATIVE PROGRESS INDICATOR	OT.V.3.1.2.	<p>Responds when physical needs are met.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>
CUMULATIVE PROGRESS INDICATOR	OT.V.3.1.3.	<p>Expresses physical needs non-verbally or verbally.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>
CUMULATIVE PROGRESS INDICATOR	OT.V.3.1.4.	<p>Participates in physical care routines.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>

CUMULATIVE PROGRESS INDICATOR	OT.V.3.1.5.	<p>Begins to develop self-help skills.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>
CUMULATIVE PROGRESS INDICATOR	OT.V.3.1.6.	<p>Begins to understand safe and unsafe behaviors.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>

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