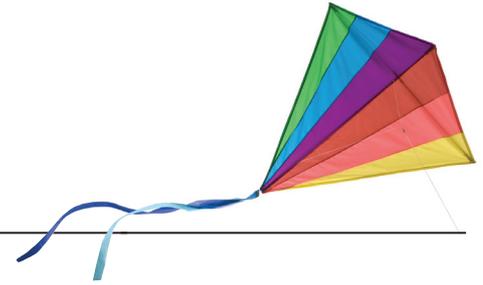




Alignment of



---

Teaching Strategies GOLD®  
Objectives for Development & Learning:  
Birth *Through* Kindergarten

---



WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten  
With  
*Massachusetts Curriculum Framework for ELA and Mathematics***

This document aligns the content in the *Massachusetts Curriculum Framework for English Language Arts and Literacy* and *Massachusetts Curriculum Framework for Mathematics* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD*<sup>®</sup> objectives for development & learning: Birth through kindergarten. Bethesda, MD: Teaching Strategies, LLC.
- Massachusetts Department of Elementary and Secondary Education. (2011). *Massachusetts curriculum framework for english language arts and literacy*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/frameworks/ela/0111.pdf>
- Massachusetts Department of Elementary and Secondary Education. (2011). *Massachusetts curriculum framework for mathematics*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/frameworks/math/0311.pdf>

<b>Mathematics</b>	
<b>Prekindergarten</b>	
<b>PK.CC. Counting and Cardinality</b>	
<b>Know number names and the counting sequence.</b>	
MA.1. Listen to and say the names of numbers in meaningful contexts.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts
MA.2. Recognize and name written numerals 0–10.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
<b>Count to tell the number of objects.</b>	
MA.3. Understand the relationships between numerals and quantities up to ten.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
<b>Compare numbers.</b>	
MA.4. Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
MA.5. Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.	20. Uses number concepts and operations 20b. Quantifies 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

<b>PK.OA. Operations and Algebraic Thinking</b>	
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
MA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.	20. Uses number concepts and operations 20b. Quantifies 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
<b>PK.MD. Measurement and Data</b>	
<b>Describe and compare measurable attributes.</b>	
MA.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
MA.2. Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
<b>Classify objects and count the number of objects in each category.</b>	
MA.3. Sort, categorize, and classify objects by more than one attribute.	13. Uses classification skills 7 emerging to 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons
<b>Work with money.</b>	
MA.4. Recognize that certain objects are coins and that dollars and coins represent money.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

<b>PK.G. Geometry</b>	
<b>Identify and describe shapes (squares, circles, triangles, rectangles).</b>	
MA.1. Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
MA.2. Identify various two-dimensional shapes using appropriate language.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
<b>Analyze, compare, create, and compose shapes.</b>	
MA.3. Create and represent three-dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials (such as popsicle sticks, blocks, pipe cleaners, pattern blocks).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 7 emerging to 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

<b>Kindergarten</b>	
<b>K.CC. Counting and Cardinality</b>	
<b>Know number names and the count sequence.</b>	
1. Count to 100 by ones and by tens.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects
<b>Count to tell the number of objects.</b>	
<b>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</b>	
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	20. Uses number concepts and operations 20a. Counts 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
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	20. Uses number concepts and operations 20a. Counts 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>c. Understand that each successive number name refers to a quantity that is one larger.</p>	<p>20. Uses number concepts and operations                  20a. Counts                      8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p> <p>23. Demonstrates knowledge of patterns                      8. Recognizes, creates, and explains more complex repeating and simple</p>
<p>5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>	<p>20. Uses number concepts and operations                  20b. Quantifies                      8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>
<p><b>Compare numbers.</b></p>	
<p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>	<p>20. Uses number concepts and operations                  20b. Quantifies                      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>
<p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>20. Uses number concepts and operations                  20b. Quantifies                      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> <p>20. Uses number concepts and operations                  20c. Connects numerals with their quantities                      6. Identifies numerals to 10 by name and connects each to counted objects</p>

<b>K.OA. Operations and Algebraic Thinking</b>	
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	20. Uses number concepts and operations 20b. Quantifies 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
5. Fluently add and subtract within 5.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
<b>K.NBT. Number and Operations in Base Ten</b>	
<b>Work with numbers 11–19 to gain foundations for place value.</b>	
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects

<b>K.MD. Measurement and Data</b>	
<b>Describe and compare measurable attributes.</b>	
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
<b>Classify objects and count the number of objects in each category.</b>	
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
<b>K.G. Geometry</b>	
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance  21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
2. Correctly name shapes regardless of their orientations or overall size.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 7 emerging to 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

<b>Analyze, compare, create, and compose shapes.</b>	
<p>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>	<p>21. Explores and describes spatial relationships and shapes                      21b. Understands shapes                      8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
<p>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>21. Explores and describes spatial relationships and shapes                      21b. Understands shapes                      8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
<p>6. Compose simple shapes to form larger shapes.</p>	<p>21. Explores and describes spatial relationships and shapes                      21b. Understands shapes                      8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>

<b>English Language Arts and Literacy</b>	
<b>Prekindergarten</b>	
<b>Reading</b>	
<b>RL. Literature</b>	
<b>Key Ideas and Details</b>	
MA.1. With prompting and support, ask and answer questions about a story or poem read aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
MA.2. With prompting and support, retell a sequence of events from a story read aloud.	18. Comprehends and responds to books and other texts 18c. Retells stories 5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters
MA.3. With prompting and support, act out characters and events from a story or poem read aloud.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else  18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as

Craft and Structure	
<p>MA.4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.</p>	<p>8. Listens to and understands increasingly complex language                      8a. Comprehends language                      5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                      3 emerging to 4. Asks and answers questions about the text; refers to pictures</p>
<p>MA.6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.</p>	<p>18. Comprehends and responds to books and other texts                      18b. Uses emergent reading skills                      3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>
Integration of Knowledge and Ideas	
<p>MA.7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                      7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p> <p>18. Comprehends and responds to books and other texts                      18b. Uses emergent reading skills                      3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>

<p>MA.8.A. Respond to a regular beat in poetry and song by movement or clapping.</p>	<p>34. Explores musical concepts and expression</p>
<p>MA.9. With prompting and support, make connections between a story or poem and one’s own experiences.</p>	<p>12. Remembers and connects experiences                      12b. Makes connections                      5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>MA.10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.</p>	<p>8. Listens to and understands increasingly complex language                      8a. Comprehends language                      6. Responds appropriately to specific vocabulary and simple statements, questions, and stories                       11. Demonstrates positive approaches to learning                      11a. Attends and engages                      6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
<p><b>RI. Informational Text</b></p>	
<p><b>Key Ideas and Details</b></p>	
<p>MA.1. With prompting and support, ask and answer questions about an informational text read aloud.</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                      3 emerging to 4. Asks and answers questions about the text; refers to pictures</p>
<p>MA.2. With prompting and support, recall important facts from an informational text after hearing it read aloud.</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                      3 emerging to 4. Asks and answers questions about the text; refers to pictures</p>

<p>MA.3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop).</p>	<p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
<p><b>Craft and Structure</b></p>	
<p>MA.4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.</p>	<p>8. Listens to and understands increasingly complex language                      8a. Comprehends language                      5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                      3 emerging to 4. Asks and answers questions about the text; refers to pictures</p>
<p>MA.6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).</p>	<p>18. Comprehends and responds to books and other texts                      18b. Uses emergent reading skills                      3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p> <p>18. Comprehends and responds to books and other texts                      18c. Retells stories                      3 emerging to 4. Retells familiar stories using pictures or props as prompts</p>

<b>Integration of Knowledge and Ideas</b>	
MA.7. With prompting and support, describe important details from an illustration or photograph.	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p> <p>18. Comprehends and responds to books and other texts</p> <p>18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as prompts</p>
MA.9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
<b>Range of Reading and Level of Text Complexity</b>	
MA.10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
<b>RF. Foundational Skills</b>	
<b>Print Concepts</b>	
<b>MA.1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.</b>	
MA.1.a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>

<p>MA.1.d. Recognize and name some uppercase letters of the alphabet and the lowercase letters in one’s own name.</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name</p>
<p><b>Phonological Awareness</b></p>	
<p><b>MA.2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p>	
<p>MA.2.a. With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 5 emerging to 6. Decides whether two words rhyme</p>
<p>MA.2.b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 1 emerging to 2. Hears and shows awareness of separate words in sentences</p>
<p>MA.2.c. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 5 emerging to 6. Matches beginning sounds of some words</p>
<p><b>Phonics and Word Recognition</b></p>	
<p><b>MA.3. Demonstrate beginning understanding of phonics and word analysis skills.</b></p>	
<p>MA.3.a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B”).</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 5 emerging to 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p>
<p>MA.3.c. Recognize one’s own name and familiar common signs and labels (e.g., STOP).</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>

<b>Writing</b>	
<b>Text Types and Purposes</b>	
MA.1. Dictate words to express a preference or opinion about a topic (e.g., “ I would like to go to the fire station to see the truck and meet the firemen.”).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
MA.2. Use a combination of dictating and drawing to explain information about a topic.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
MA.3. Use a combination of dictating and drawing to tell a real or imagined story.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
<b>Production and Distribution of Writing</b>	
MA.6. Recognize that digital tools (e.g., computers, cell phones, cameras, and other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words	28. Uses tools and other technology to perform tasks
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<b>MA.1. Participate in collaborative conversations with diverse partners during daily routines and play.</b>	
MA.1.a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders

<p>MA.1.b. Continue a conversation through multiple exchanges.</p>	<p>10. Uses appropriate conversational and other communication skills                      10a. Engages in conversations                      6. Engages in conversations of at least three exchanges</p>
<p>MA.2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).</p>	<p>12. Remembers and connects experiences                      12a. Recognizes and recalls                      4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p> <p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<p>MA.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                      6. Shows eagerness to learn about a variety of topics and ideas</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p>MA.4. Describe personal experiences; tell real or imagined stories.</p>	<p>9. Uses language to express thoughts and needs                      9d. Tells about another time or place                      6. Tells stories about other times and places that have a logical order and that include major details</p>
<p>MA.5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.</p>	<p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<p>MA.6. Speak audibly and express thoughts, feelings, and ideas.</p>	<p>9. Uses language to express thoughts and needs                      9b. Speaks clearly                      6. Is understood by most people; may mispronounce new, long, or unusual words</p>

<b>Language</b>	
<b>Conventions of Standard English</b>	
<b>MA.1. Demonstrate use of oral language in informal everyday activities.</b>	
MA.1.b. Use frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
MA.1.c. Form regular plural nouns.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
MA.1.d. Understand and use question words (e.g., who, what, where, when, why, how).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
MA.1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
MA.1.f. Demonstrate the ability to speak in complete sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
MA.1.g. Use vocabulary in the Massachusetts Curriculum Framework for Mathematics pre-kindergarten standards to express concepts related to length, area, weight, capacity, and volume.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

<b>Vocabulary Acquisition and Use</b>	
<b>MA.4. Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.</b>	
MA.4.a. With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
<b>MA.5. With guidance and support from adults, explore word relationships and nuances of word meanings.</b>	
MA.5.a. Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
MA.5.c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
MA.6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

<b>Kindergarten</b>	
<b>Reading</b>	
<b>RL. Literature</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
2. With prompting and support, retell familiar stories, including key details.	18. Comprehends and responds to books and other texts 18c. Retells stories 5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters
3. With prompting and support, identify characters, settings, and major events in a story.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 5 emerging to 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
<b>Craft and Structure</b>	
4. Ask and answer questions about unknown words in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
5. Recognize common types of texts (e.g., storybooks, poems).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

<p>MA.8.A. Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.</p>	<p>15. Demonstrates phonological awareness                      15a. Notices and discriminates rhyme                          4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>23. Demonstrates knowledge of patterns                          6. Extends and creates simple repeating patterns</p> <p>34. Explores musical concepts and expression</p>
<p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p><b>RI. Informational Text</b></p>	
<p><b>Key Ideas and Details</b></p>	
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>

<b>Craft and Structure</b>	
4. With prompting and support, ask and answer questions about unknown words in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
5. Identify the front cover, back cover, and title page of a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
8. With prompting and support, identify the reasons an author gives to support points in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in group reading activities with purpose and understanding.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult

<b>RF. Foundational Skills</b>	
<b>Print Concepts</b>	
<b>1. Demonstrate understanding of the organization and basic features of print.</b>	
a. Follow words from left to right, top to bottom, and page by page.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
b. Recognize that spoken words are represented in written language by specific sequences of letters.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
c. Understand that words are separated by spaces in print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
d. Recognize and name all upper- and lowercase letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order
<b>Phonological Awareness</b>	
<b>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>	
a. Recognize and produce rhyming words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word
b. Count, pronounce, blend, and segment syllables in spoken words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
c. Blend and segment onsets and rimes of single-syllable spoken words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime

<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words</p>
<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word</p> <p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words</p>
<p><b>Phonics and Word Recognition</b></p>	
<p><b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b></p>	
<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p>
<p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write</p>
<p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write</p> <p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print</p>
<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write</p>

<b>Fluency</b>	
4. Read emergent-reader texts with purpose and understanding.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
<b>Writing</b>	
<b>Text Types and Purposes</b>	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling

<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>9. Uses language to express thoughts and needs                      9d. Tells about another time or place                      8. Tells elaborate stories that refer to other times and places</p> <p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                      6. Late invented spelling</p>
<p>MA.3.A. With prompting and support, write or dictate poems with rhyme and repetition.</p>	<p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                      5 emerging to 6. Late invented spelling</p>
<b>Production and Distribution of Writing</b>	
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>11. Demonstrates positive approaches to learning                      11b. Persists                      7 emerging to 8. Plans and pursues own goal until it is reached</p> <p>11. Demonstrates positive approaches to learning                      11c. Solves problems                      7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results</p>
<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>28. Uses tools and other technology to perform tasks</p>
<b>Research to Build and Present Knowledge</b>	
<p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                      8. Uses a variety of resources to find answers to questions</p>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>12. Remembers and connects experiences                      12b. Makes connections                      6. Draws on everyday experiences and applies this knowledge to a similar situation</p>

<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<b>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
b. Continue a conversation through multiple exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)
2. Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories.  18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions

<b>Presentation of Knowledge and Ideas</b>	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations  12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
6. Speak audibly and express thoughts, feelings, and ideas clearly.	9. Uses language to express thoughts and needs 9b. Speaks clearly 8. Pronounces multisyllabic or unusual words correctly
<b>Language</b>	
<b>Conventions of Standard English</b>	
<b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
a. Print many upper- and lowercase letters.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
b. Use frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
f. Produce and expand complete sentences in shared language activities.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
a. Capitalize the first word in a sentence and the pronoun I.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
b. Recognize and name end punctuation.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
<b>Vocabulary Acquisition and Use</b>	
<b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b>	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations

<p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                      8. Incorporates new, less familiar or technical words in everyday conversations</p>
<p><b>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</b></p>	
<p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>13. Uses classification skills                      6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>
<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>8. Listens to and understands increasingly complex language                      8a. Comprehends language                      7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>8. Listens to and understands increasingly complex language                      8a. Comprehends language                      7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories                       12. Remembers and connects experiences                      12b. Makes connections                      7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                      7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                      8. Incorporates new, less familiar or technical words in everyday conversations</p>