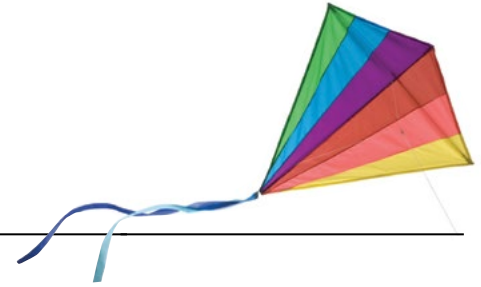




Alignment of



GOLD®

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



WITH

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

aligned to

Texas Prekindergarten Guidelines

adopted 2022

	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.A.	Self Concept
INDICATOR	I.A.1.	<p>Child is building competence in controlling own body movements.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
INDICATOR	I.A.2.	<p>Child can identify own physical attributes and indicate some likes and dislikes when prompted.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
INDICATOR	I.A.3.	<p>Child begins to show awareness of own abilities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
INDICATOR	I.A.4.	<p>Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.B.	Self-Regulation

INDICATOR	I.B.1.	Behavior Control
INDICATOR	I.B.1.a.	Child follows simple rules and routines when assisted by adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	I.B.1.b.	Child takes care of and manages classroom materials with adult assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	I.B.1.c.	Child manages own behavior with adult guidance and assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.B.	Self-Regulation Skills
INDICATOR	I.B.2.	Emotional Control
INDICATOR	I.B.2.a.	Child recognizes and expresses a range of emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
INDICATOR	I.B.2.b.	Child is familiar with basic feeling words (e.g., happy, sad, mad, scared). <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	I.B.2.c.	Child manages intensity of emotions with adult assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification

	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.B.	Self-Regulation Skills
INDICATOR	I.B.3.	Control of Attention
INDICATOR	I.B.3.a.	<p>Child focuses attention on one task at a time but may not stay with it to completion.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR	I.B.3.b.	<p>Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.C.	Relationships with Others
INDICATOR	I.C.1.	<p>Child forms positive relationships with adults and peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.4 Plays with one or two preferred playmates</p>
INDICATOR	I.C.2.	<p>Child assumes roles and responsibilities as part of the classroom community with adult assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>

INDICATOR	I.C.3.	Child shows interest in peer play but may be less skilled in initiating and joining a group. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
INDICATOR	I.C.4.	Child enjoys parallel and associative play with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
INDICATOR	I.C.5.	Child seeks adult help when experiencing conflicts with another child. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
INDICATOR	I.C.6.	Child responds with concern when a child or adult is distressed. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	I.C.7.	Child interacts with peers and may have preferred friends. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.D.	Social Awareness
INDICATOR	I.D.1.	Child shows interest in other people and their feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.II.	LANGUAGE AND COMMUNICATION DOMAIN
GRADE LEVEL EXPECTATION	II.A.	Listening Comprehension

INDICATOR	II.A.1.	<p>Child responds to situations in ways that demonstrate an understanding of what has been communicated.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	II.A.2.	<p>Child shows understanding by following two-step verbal directions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.II.	LANGUAGE AND COMMUNICATION DOMAIN
GRADE LEVEL EXPECTATION	II.B.	Speaking (Conversation)
INDICATOR	II.B.1.	<p>Child uses language to communicate basic needs and wants.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>
INDICATOR	II.B.2.	<p>Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.5 Emerging to 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
INDICATOR	II.B.3.	<p>Child is able to communicate basic information in familiar social settings.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>

INDICATOR	II.B.4.	Child begins to use appropriate language for different situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.II.	LANGUAGE AND COMMUNICATION DOMAIN
GRADE LEVEL EXPECTATION	II.C.	Articulation
INDICATOR	II.C.1.	Child’s speech is understood by familiar adults and peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
INDICATOR	II.C.2.	Child begins to mimic intonation of language through songs and fingerplay. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.II.	LANGUAGE AND COMMUNICATION DOMAIN
GRADE LEVEL EXPECTATION	II.D.	Vocabulary
INDICATOR	II.D.1.	Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events. <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	II.D.2.	Child understands (receptive) the instructional language of the classroom. <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	II.D.3.	Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play. <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
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.II.	LANGUAGE AND COMMUNICATION DOMAIN
GRADE LEVEL EXPECTATION	II.E.	Sentences and Structure
INDICATOR	II.E.1.	Child typically uses simple sentences of three to four words, usually in correct word order. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
INDICATOR	II.E.2.	Child begins to use regular plurals and regular past tense correctly. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
INDICATOR	II.E.3.	Child uses simple sentence structures with at least one idea. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
INDICATOR	II.E.4.	Child understands increasingly longer sentences that combine two ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences

	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.III.	EMERGENT LITERACY – READING DOMAIN
GRADE LEVEL EXPECTATION	III.A.	Motivation to Read
INDICATOR	III.A.1.	<p>Child demonstrates an interest in pictures, text, and stories read aloud.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.2 Contributes particular language from the book at the appropriate time</p>
INDICATOR	III.A.2.	<p>Child tells a story by looking at pictures or from memory.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
INDICATOR	III.A.3.	<p>Child notices and connects meaning to environmental print.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.III.	EMERGENT LITERACY – READING DOMAIN
GRADE LEVEL EXPECTATION	III.B.	Phonological Awareness
INDICATOR	III.B.1.	<p>Child recognizes when a word in a spoken sentence is changed.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>15c.2 Shows awareness of separate words in sentences</p>
INDICATOR	III.B.2.	<p>Child begins to distinguish differences between similar-sounding words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>
INDICATOR	III.B.3.	<p>Child recognizes the individual words in a compound word.</p>

		<p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound 15c.3 emerging to 4 Shows awareness of separate syllables in words
INDICATOR	III.B.4.	<p><i>*Three-year olds do not typically develop word manipulation skills, so no outcome is included*</i></p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • No correlations
INDICATOR	III.B.5.	<p>Child participates in oral syllabication activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound 15c.3 emerging to 4 Shows awareness of separate syllables in words
INDICATOR	III.B.6.	<p>Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme
INDICATOR	III.B.7.	<p>Child uses alliteration through playful activities such as songs and read alouds.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.4 Shows awareness that some words begin the same way
INDICATOR	III.B.8.	<p>Child participates in onset-rime blending activities (in English only).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously
INDICATOR	III.B.9.	<p><i>*Three-year olds do not typically develop phonemic awareness, so no outcome is included*</i></p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • No correlations

	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.III.	EMERGENT LITERACY – READING DOMAIN
GRADE LEVEL EXPECTATION	III.C.	Alphabet Knowledge
INDICATOR	III.C.1.	Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print). <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
INDICATOR	III.C.2.	Child identifies the letter associated with the sound of the first letters of his name. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.2 Identifies the sounds of a few letters
INDICATOR	III.C.3.	Child produces the correct sound for the first letter of his name. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective <u>Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.2 Identifies the sounds of a few letters
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.III.	EMERGENT LITERACY – READING DOMAIN
GRADE LEVEL EXPECTATION	III.D.	Comprehension of Text
INDICATOR	III.D.1.	Child re-enacts a story after it has been read aloud. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
INDICATOR	III.D.2.	Child makes personal connections to books read aloud. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	III.D.3.	Child asks and answers age-appropriate questions about a book.

		<p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	III.D.4.	<p>Child attempts to make predictions by looking at the cover of a book or the pictures within a story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>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</p>
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.III.	EMERGENT LITERACY – READING DOMAIN
GRADE LEVEL EXPECTATION	III.E.	Concepts of Print
INDICATOR	III.E.1.	<p>Child can distinguish between pictures and print.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
INDICATOR	III.E.2.	<p>Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>
INDICATOR	III.E.3.	<p>Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.5 emerging to 6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.IV.	EMERGENT LITERACY – WRITING DOMAIN
GRADE LEVEL EXPECTATION	IV.A.	Motivation to Write
INDICATOR	IV.A.1.	<p>Child engages in free-choice drawing and writing activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p>

		<ul style="list-style-type: none"> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	IV.A.2.	<p>Child attempts to draw and write for many purposes and begins to explore different writing tools.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.IV.	EMERGENT LITERACY – WRITING DOMAIN
GRADE LEVEL EXPECTATION	IV.B.	Writing as a Process
INDICATOR	IV.B.1.	<p>Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	IV.B.2.	<p>Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	IV.B.3.	<p>Child shares written products with others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.IV.	EMERGENT LITERACY – WRITING DOMAIN
GRADE LEVEL EXPECTATION	IV.C.	Conventions in Writing
INDICATOR	IV.C.1.	<p>Child attempts to write some letters of own name (usually beginning with the first letter).</p> <p><u>GOLD® Objectives for Development and Learning</u></p>

		<ul style="list-style-type: none"> Objective 19 Demonstrates writing skills a. Writes name Objective 19a.8 Writes letter strings
INDICATOR	IV.C.2.	<p>Child uses drawings, scribbles, and mock letters to communicate ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	IV.C.3.	<p>Child begins to write using letter-like forms.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	IV.C.4.	<p>Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	IV.C.5.	<p><i>*There is not enough research to support the inclusion of a PK3 outcome*</i></p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> No correlations
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.V.	MATHEMATICS DOMAIN
GRADE LEVEL EXPECTATION	V.A.	Number Sense
INDICATOR	V.A.1.	<p>Child rote counts from 1 to 10.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR	V.A.2.	<p>Child counts up to 5 objects with one-to-one correspondence.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> Objective 20 Uses number concepts and operations a. Counts

		Objective 20a. 4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR	V.A.3.	Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.5 emerging to 20a.6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
INDICATOR	V.A.4.	Child instantly recognizes the quantity of up to 3 objects without counting (subitizes). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
INDICATOR	V.A.5.	Child recognizes numerals 0-5. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.3 Emerging to 20c.4 Identifies numerals to 5 by name and connects each to counted objects
INDICATOR	V.A.6.	Child represents quantities up to 5. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
INDICATOR	V.A.7.	<i>*There is not enough research to support the inclusion of a PK3 outcome*</i> <u>GOLD® Objectives for Development and Learning</u> No correlations
INDICATOR	V.A.8.	Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies

		Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.V.	MATHEMATICS DOMAIN
GRADE LEVEL EXPECTATION	V.B.	Joining and Separating
INDICATOR	V.B.1.	Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
INDICATOR	V.B.2.	Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.V.	MATHEMATICS DOMAIN
GRADE LEVEL EXPECTATION	V.C.	Geometry and Spatial Sense
INDICATOR	V.C.1.	Child names and describes common 2D shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
INDICATOR	V.C.2.	Child attempts to create shapes using materials and/or manipulatives. <u>GOLD® Objectives for Development and Learning</u> • 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
INDICATOR	V.C.3.	Child begins to use language to describe position of objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands

		spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
INDICATOR	V.C.4.	Child recognizes common shapes, regardless of size. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.V.	MATHEMATICS DOMAIN
GRADE LEVEL EXPECTATION	V.D.	Measurement
INDICATOR	V.D.1.	Child understands that lengths of objects can vary and be compared. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
INDICATOR	V.D.2.	Child begins to recognize capacity based on how much space exists within an object. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
INDICATOR	V.D.3.	Child understands that weights of objects can vary and be compared. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
INDICATOR	V.D.4.	Child shows awareness of the passage of time within a day. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.V.	MATHEMATICS DOMAIN
GRADE LEVEL EXPECTATION	V.E.	Classification and Patterns

INDICATOR	V.E.1.	Child sorts objects that are the same and different. <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	V.E.2.	Child participates in group activities of collecting data and organizing it into graphic representations. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
INDICATOR	V.E.3.	Child recognizes and duplicates patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.IX.	PHYSICAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	IX.A.	Gross Motor Development
INDICATOR	IX.A.1.	Child masters basic skills of running, jumping, climbing, and pedaling. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
INDICATOR	IX.A.2.	Child engages in movement sequences with adult support. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
	TX.1.	Texas Prekindergarten Guidelines (PK3: by around 48 months of age)
STUDENT EXPECTATION	1.IX.	PHYSICAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	IX.B.	Fine-Motor Development

INDICATOR	IX.B.1.	Child experiments with a variety of fine-motor tasks but may lack strength and control. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATOR	IX.B.2.	Child shows emerging proficiency in tasks requiring eye-hand coordination. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.A.	Self Concept
INDICATOR	I.A.1.	Child is aware of where own body is in space and respects personal boundaries. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	I.A.2.	Child shows self-awareness of physical attributes, personal preferences, and own abilities. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	I.A.3.	Child shows reasonable opinion of his own abilities and limitations. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	I.A.4.	Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.B.	Self-Regulation
INDICATOR	I.B.1.	Behavior Control

INDICATOR	I.B.1.a.	Child follows classroom rules and routines with occasional reminders from adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	I.B.1.b.	Child takes care of and manages classroom materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	I.B.1.c.	Child regulates own behavior with occasional reminders or assistance from adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.B.	Self-Regulation
INDICATOR	I.B.2.	Emotional Control
INDICATOR	I.B.2.a.	Child begins to understand the connection between emotions and behaviors. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	I.B.2.b.	Child uses verbal and nonverbal communication to communicate basic emotions and feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	I.B.2.c.	Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)

STUDENT EXPECTATION	2.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.B.	Self-Regulation
INDICATOR	I.B.3.	Control of Attention
INDICATOR	I.B.3.a.	<p>Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
INDICATOR	I.B.3.b.	<p>Child remains focused on engaging, teacher-led group activities for up to 20 minutes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.C.	Relationships with Others
INDICATOR	I.C.1.	<p>Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
INDICATOR	I.C.2.	<p>Child assumes various roles and responsibilities as part of a classroom community.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR	I.C.3.	<p>Child shows competence in initiating social interactions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>

INDICATOR	I.C.4.	Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	I.C.5.	Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
INDICATOR	I.C.6.	Child demonstrates empathy and caring for others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	I.C.7.	Child interacts with peers and has preferred friends. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.D.	Social Awareness
INDICATOR	I.D.1.	Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.II.	LANGUAGE AND COMMUNICATION DOMAIN

GRADE LEVEL EXPECTATION	II.A.	Listening Comprehension
INDICATOR	II.A.1.	<p>Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	II.A.2.	<p>Child shows understanding by following three-step verbal directions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.II.	LANGUAGE AND COMMUNICATION DOMAIN
GRADE LEVEL EXPECTATION	II.B.	Speaking (Conversation)
INDICATOR	II.B.1.	<p>Child uses language for multiple purposes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>
INDICATOR	II.B.2.	<p>Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>
INDICATOR	II.B.3.	<p>Child provides appropriate information for various situations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>

INDICATOR	II.B.4.	<p>Child matches language to social contexts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.II.	LANGUAGE AND COMMUNICATION DOMAIN
GRADE LEVEL EXPECTATION	II.C.	Articulation
INDICATOR	II.C.1.	<p>Child’s speech is understood by both familiar and unfamiliar adults and peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
INDICATOR	II.C.2.	<p>Child demonstrates growing understanding of the intonation of language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.II.	LANGUAGE AND COMMUNICATION DOMAIN
GRADE LEVEL EXPECTATION	II.D.	Vocabulary
INDICATOR	II.D.1.	<p>Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>

INDICATOR	II.D.2.	<p>Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	II.D.3.	<p>Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.II.	LANGUAGE AND COMMUNICATION DOMAIN
GRADE LEVEL EXPECTATION	II.E.	Sentences and Structure
INDICATOR	II.E.1.	<p>Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences</p>
INDICATOR	II.E.2.	<p>Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
INDICATOR	II.E.3.	<p>Child uses sentences that combine multiple phrases or ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>

INDICATOR	II.E.4.	Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.III.	EMERGENT LITERACY – READING DOMAIN
GRADE LEVEL EXPECTATION	III.A.	Motivation to Read
INDICATOR	III.A.1.	Child engages in story-related pre-reading activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
INDICATOR	III.A.2.	Child self-selects books and other written materials to engage in pre-reading behaviors. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
INDICATOR	III.A.3.	Child recognizes that all print carries meaning and serves as a means for communication. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.III.	EMERGENT LITERACY – READING DOMAIN
GRADE LEVEL EXPECTATION	III.B.	Phonological Awareness
INDICATOR	III.B.1.	Child identifies the individual words in a spoken sentence. <u>GOLD® Objectives for Development and Learning</u>

		<ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
INDICATOR	III.B.2.	<p>Child distinguishes differences between similar-sounding words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.6 Decides whether two words rhyme</p>
INDICATOR	III.B.3.	<p>Child uses two familiar base words to form a compound word with pictorial or gestural supports.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.4 Shows awareness of separate syllables in words</p>
INDICATOR	III.B.4.	<p>Child manipulates compound words with pictorial or gestural support.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.4 Shows awareness of separate syllables in words</p>
INDICATOR	III.B.5.	<p>Child begins to blend and segment syllables in multisyllabic words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.4 Shows awareness of separate syllables in words</p>
INDICATOR	III.B.6.	<p>Child identifies rhyming words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.6 Decides whether two words rhyme</p>
INDICATOR	III.B.7.	<p>Child identifies alliterative words with pictorial support.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.6 Matches beginning sounds of some words</p>

INDICATOR	III.B.8.	Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only). <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
INDICATOR	III.B.9.	Child blends and segments one-syllable words by phonemes with visual or gestural support. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.III.	EMERGENT LITERACY – READING DOMAIN
GRADE LEVEL EXPECTATION	III.C.	Alphabet Knowledge
INDICATOR	III.C.1.	Child recognizes and names at least 20 letters (upper- or lower-case letters). <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.7 Emerging to 16a.8 Identifies and names all upper- and lowercase letters when presented in random order
INDICATOR	III.C.2.	Child recognizes at least 20 distinct letter-sound correspondences. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.5 Emerging to 16b.6 Produces at least one correct sound for each letter in the alphabet
INDICATOR	III.C.3.	Child produces at least 20 distinct letter-sound correspondences. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.5 Emerging to 16b.6 Produces at least one correct sound for each letter in the alphabet
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.III.	EMERGENT LITERACY – READING DOMAIN

GRADE LEVEL EXPECTATION	III.D.	Comprehension of Text
INDICATOR	III.D.1.	<p>Child retells or re-enacts a story with a clear beginning, middle, and end.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
INDICATOR	III.D.2.	<p>Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
INDICATOR	III.D.3.	<p>Child asks and responds to questions relevant to the text read aloud.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
INDICATOR	III.D.4.	<p>Child makes inferences and predictions about a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.III.	EMERGENT LITERACY – READING DOMAIN
GRADE LEVEL EXPECTATION	III.E.	Concepts of Print

INDICATOR	III.E.1.	Child can distinguish between elements of print including letters, words, and pictures. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
INDICATOR	III.E.2.	Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
INDICATOR	III.E.3.	Child can identify some conventional features of print that communicate meaning including end punctuation and case. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.IV.	EMERGENT LITERACY – WRITING DOMAIN
GRADE LEVEL EXPECTATION	IV.A.	Motivation to Write
INDICATOR	IV.A.1.	Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	IV.A.2.	Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools. <u>GOLD® Objectives for Development and Learning</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
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.IV.	EMERGENT LITERACY – WRITING DOMAIN

GRADE LEVEL EXPECTATION	IV.B.	Writing as a Process
INDICATOR	IV.B.1.	<p>Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
INDICATOR	IV.B.2.	<p>Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.11 Emerging to 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
INDICATOR	IV.B.3.	<p>Child shares and celebrates class-made and individual written products.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.IV.	EMERGENT LITERACY – WRITING DOMAIN
GRADE LEVEL EXPECTATION	IV.C.	Conventions in Writing
INDICATOR	IV.C.1.	<p>Child writes first name (or nickname) using legible letters in the proper sequence.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills a. Writes name <p>Objective 19a.10 Writes partially accurate first name</p>
INDICATOR	IV.C.2.	<p>Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message</p>

INDICATOR	IV.C.3.	Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words. <u>GOLD® Objectives for Development and Learning</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
INDICATOR	IV.C.4.	Child uses appropriate directionality when writing (top to bottom, left to right). <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 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	IV.C.5.	Child begins to experiment with punctuation when writing. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 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
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.V.	MATHEMATICS DOMAIN
GRADE LEVEL EXPECTATION	V.A.	Number Sense
INDICATOR	V.A.1.	Child rote counts from 1 to 30. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.7 Emerging to 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
INDICATOR	V.A.2.	Child counts up to 10 objects with one-to-one correspondence. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.5 Emerging to 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

INDICATOR	V.A.3.	<p>Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
INDICATOR	V.A.4.	<p>Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
INDICATOR	V.A.5.	<p>Child recognizes numerals 0-10.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.5 Emerging to 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
INDICATOR	V.A.6.	<p>Child represents quantities up to 10.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
INDICATOR	V.A.7.	<p>Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
INDICATOR	V.A.8	<p>Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>

	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.V.	MATHEMATICS DOMAIN
GRADE LEVEL EXPECTATION	V.B.	Joining and Separating
INDICATOR	V.B.1.	<p>Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>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</p>
INDICATOR	V.B.2.	<p>Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>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</p>
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.V.	MATHEMATICS DOMAIN
GRADE LEVEL EXPECTATION	V.C.	Geometry and Spatial Sense
INDICATOR	V.C.1.	<p>Child names and describes common 2D shapes and names at least 1 solid 3D shape.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.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>
INDICATOR	V.C.2.	<p>Child creates shapes using materials and/or manipulatives.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.7 Emerging to 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>

INDICATOR	V.C.3.	<p>Child demonstrates use of position words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
INDICATOR	V.C.4.	<p>Child recognizes common shapes, regardless of orientation and size.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.V.	MATHEMATICS DOMAIN
GRADE LEVEL EXPECTATION	V.D.	Measurement
INDICATOR	V.D.1.	<p>Child recognizes and compares heights or lengths of people or objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
INDICATOR	V.D.2.	<p>Child recognizes and compares capacity based on how much space exists within an object.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
INDICATOR	V.D.3.	<p>Child recognizes and compares weights of objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>

INDICATOR	V.D.4.	Child uses language to describe concepts associated with the passing of time within a day. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.4 Relates time to daily routines and schedule
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.V.	MATHEMATICS DOMAIN
GRADE LEVEL EXPECTATION	V.E.	Classification and Patterns
INDICATOR	V.E.1.	Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
INDICATOR	V.E.2.	Child collects data and organizes it in a graphic representation. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
INDICATOR	V.E.3.	Child recognizes, duplicates, extends, and creates patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.VI.	SCIENCE DOMAIN
GRADE LEVEL EXPECTATION	VI.A.	Physical Science
INDICATOR	VI.A.1.	Child observes, investigates, describes, and discusses characteristics of common objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

INDICATOR	VI.A.2.	Child observes, investigates, describes and discusses position and motion of objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	VI.A.3.	Child uses simple scientific tools to learn about objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	VI.A.4.	Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.VI.	SCIENCE DOMAIN
GRADE LEVEL EXPECTATION	VI.B.	Life Sciences
INDICATOR	VI.B.1.	Child observes, investigates, describes, and discusses the characteristics of organisms. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	VI.B.2.	Child observes, describes, and discusses the life cycles of organisms. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	VI.B.3.	Child observes, investigates, describes, and discusses the relationship of organisms in their environments. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.VI.	SCIENCE DOMAIN
GRADE LEVEL EXPECTATION	VI.C.	Earth and Space Science
INDICATOR	VI.C.1.	Child observes, investigates, describes, and discusses earth materials, and their properties and uses. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment

INDICATOR	VI.C.2.	Child identifies, observes, describes, and discusses objects in the sky. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATOR	VI.C.3.	Child observes and describes what happens during changes in the earth and sky. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATOR	VI.C.4.	Child demonstrates an understanding of the importance of caring for our environment and our planet. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.VII.	SOCIAL STUDIES DOMAIN
GRADE LEVEL EXPECTATION	VII.A.	People, Past and Present
INDICATOR	VII.A.1.	Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	VII.A.2.	Child identifies similarities and differences in characteristics of families. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	VII.A.3.	Child connects his life to events, time, and routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.VII.	SOCIAL STUDIES DOMAIN
GRADE LEVEL EXPECTATION	VII.B.	Economics
INDICATOR	VII.B.1.	Child demonstrates an understanding that all people need food, clothing, and shelter. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

INDICATOR	VII.B.2.	Child demonstrates an understanding of what it means to be a consumer. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	VII.B.3.	Child discusses the roles and responsibilities of family, school, and community helpers. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.VII.	SOCIAL STUDIES DOMAIN
GRADE LEVEL EXPECTATION	VII.C.	Geography
INDICATOR	VII.C.1.	Child identifies and creates common geographic features. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	VII.C.2.	Child explores geography tools and resources. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.VII.	SOCIAL STUDIES DOMAIN
GRADE LEVEL EXPECTATION	VII.D.	Citizenship
INDICATOR	VII.D.1.	Child identifies the United States and Texas flag. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	VII.D.2.	Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	VII.D.3.	Child engages in voting as a method for group decision-making. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.VIII.	FINE ARTS DOMAIN
GRADE LEVEL EXPECTATION	VIII.A.	Art

INDICATOR	VIII.A.1.	Child uses a variety of art materials and activities for sensory experiences and exploration. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	VIII.A.2.	Child uses art as a form of creative self-expression and representation. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	VIII.A.3.	Child demonstrates interest in and shows appreciation for the creative work of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.VIII.	FINE ARTS DOMAIN
GRADE LEVEL EXPECTATION	VIII.B.	Music
INDICATOR	VIII.B.1.	Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	VIII.B.2.	Child responds to different musical styles through movement and play. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.VIII.	FINE ARTS DOMAIN
GRADE LEVEL EXPECTATION	VIII.C.	Dramatic Expression
INDICATOR	VIII.C.1.	Child creates or recreates stories, moods, or experiences through dramatic representations. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.IX.	PHYSICAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	IX.A.	Gross Motor Development

INDICATOR	IX.A.1.	<p>Child demonstrates coordination and balance in isolation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p>
INDICATOR	IX.A.2.	<p>Child coordinates sequence of movements to perform tasks.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p>
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.IX.	PHYSICAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	IX.B.	Fine–Motor Development
INDICATOR	IX.B.1.	<p>Child shows control of tasks that require small-muscle strength and control.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.8 Uses small, precise finger and hand movements</p>
INDICATOR	IX.B.2.	<p>Child shows increasing control of tasks that require eye-hand coordination.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.8 Uses small, precise finger and hand movements</p>
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.IX.	PHYSICAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	IX.C.	Personal Safety and Health
INDICATOR	IX.C.1.	<p>Child practices good habits of personal safety.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>

INDICATOR	IX.C.2.	Child practices good habits of personal health and hygiene. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	IX.C.3.	Child identifies good habits of nutrition and exercise. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
	TX.2.	Texas Prekindergarten Guidelines (PK4: by around 60 months of age)
STUDENT EXPECTATION	2.X.	TECHNOLOGY APPLICATIONS DOMAIN
GRADE LEVEL EXPECTATION	X.A.	Technology and Devices
INDICATOR	X.A.1.	Child opens and navigates through digital learning applications and programs, when appropriate. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	X.A.2.	Child uses and names a variety of digital tools that support and enhance learning. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	X.A.3.	Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	X.A.4.	Child uses technology to access appropriate information, with adult assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	X.A.5.	Child practices safe behavior while using digital tools and resources. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks

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