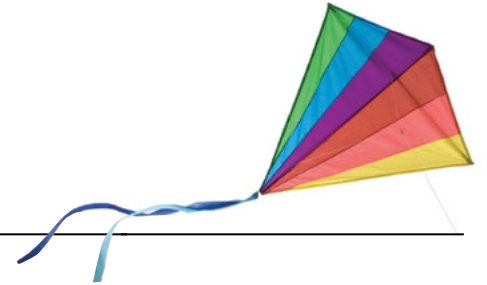




Alignment of

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*GOLD*®

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

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WITH

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

aligned to

**Maryland Early Learning Standards: Language & Literacy**

**Kindergarten, adopted 2015**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	K.RL1.	<p>With prompting and support, ask and answer questions about key details in a text. (SC, K)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	K.RL2.	<p>With prompting and support, retell familiar stories, including key details. (SC, K)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</li> </ul> <p>Objective 18c.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

OBJECTIVE	K.RL3.	With prompting and support, identify characters, settings, and major events in a story. (SC, K)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <b>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</b>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	K.RL4.	Ask and answer questions about unknown words in a text.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <b>Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</b>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	K.RL5.	Recognize common types of texts (e.g., storybooks, poems).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <b>Objective 17a.8 Uses various types of books for their intended purposes</b>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.

OBJECTIVE	K.RL6.	<p>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	K.RL7.	<p>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). (SC,K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>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>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL8.CCR.	Anchor Standard: (Not applicable to literature)
OBJECTIVE	K.RL8.	<p>(Not applicable to literature)</p> <p>No Correlations</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

OBJECTIVE	K.RL9.	<p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>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 <b>draws conclusions; identifies the author's supporting points</b></p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	K.RL10.	<p>Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>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 <b>draws conclusions; identifies the author's supporting points</b></p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	K.RI1.	<p>With prompting and support, ask and answer questions about key details in a text. (SC, K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.6 <b>Identifies story-related problems, events, and resolutions during conversations with an adult</b></p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVE	K.RI.2.	<p>With prompting and support, identify the main topic and retell key details of a text. (SC, K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	K.RI.3.	<p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>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>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	K.RI.4.	<p>With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts</li> </ul> <p>Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

OBJECTIVE	K.RI.5.	<p>Identify the front cover, back cover, and title page of a book.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	K.RI.6.	<p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	K.RI.7.	<p>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). (SC, K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>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>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

OBJECTIVE	K.RI.8.	<p>With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>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>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	K.RI.9.	<p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>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>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	K.RI.10.	<p>Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>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>
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	K.RF.1.	Demonstrate understanding of the organization and basic features of print. (SC, K)



OBJECTIVE	K.RF1.a.	Follow words from left to right, top to bottom, and page by page.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <b>Objective 17b.4 Indicates where to start reading and the direction to follow</b>
OBJECTIVE	K.RF1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. (SC, K)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <b>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</b>
OBJECTIVE	K.RF1.c.	Understand that words are separated by spaces in print. (SC, K)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <b>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</b>
OBJECTIVE	K.RF1.d.	Recognize and name all upper and lowercase letters of the alphabet. (SC, K)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <b>Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RF.</b>	<b>Standards for Reading Foundational Skills (RF)</b>
<b>TOPIC / INDICATOR</b>		<b>Phonological Awareness</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>K.RF2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, K)</b>
OBJECTIVE	K.RF2.a.	Recognize and produce rhyming words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <b>Objective 15a.8 Generates a group of rhyming words when given a word</b>
OBJECTIVE	K.RF2.b.	Count, pronounce, blend, and segment syllables in spoken words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <b>Objective 15c.7 Emerging to 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</b>



OBJECTIVE	K.RF2.c.	<p>Blend and segment onsets and rimes of single-syllable spoken words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound</li> </ul> <p>Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>
OBJECTIVE	K.RF2.d.	<p>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/.) (SC, K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound</li> </ul> <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
OBJECTIVE	K.RF2.e.	<p>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (SC, K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound</li> </ul> <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	K.RF3.	Know and apply grade- level phonics and word analysis skills in decoding words. (SC, K)
OBJECTIVE	K.RF3.a.	<p>Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences</li> </ul> <p>Objective 16b.7 Emerging to 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant</p>

OBJECTIVE	K.RF3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
OBJECTIVE	K.RF3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (SC, K)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
OBJECTIVE	K.RF3.d.	Distinguish between similarly spelled words by identifying the sounds of the letter that differ.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	K.RF4.	Read emergent-reader texts with purpose and understanding.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE	K.W1.	<p>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.....)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 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>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	K.W2.	<p>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.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 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>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	K.W3.	<p>Use combination of drawing, dictating, or 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><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 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>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W4.CCR.	Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	K.W4.	(Begins in grade 3)  No Correlations
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	K.W5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	K.W6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	K.W7.	Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	K.W8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  <b><i>GOLD</i></b> <sup>®</sup> Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	K.W9.	(Begins in grade 4)  No Correlations
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W10.CCR.	Anchor Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	K.W10.	(Begins in grade 3)  No Correlations
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	K.SL1.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

EXPECTATION	K.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others
EXPECTATION	K.SL1.b.	Continue a conversation through multiple exchanges.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	K.SL2.	Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.



OBJECTIVE	K.SL3.	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	K.SL4.	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs d. Tells about another time or place</li> </ul> <p>Objective 9d.8 Tells elaborate stories that refer to other times and places</p>
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	K.SL5.	<p>Add drawings or visual displays to descriptions as desired to provide additional detail. (SC, K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols</p>
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)





TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	K.SL6.	Speak audibly and express thoughts, feelings, and ideas clearly. (SC, K)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	K.L1.a.	Print many upper and lowercase letters.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 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 letter-sound relationships
EXPECTATION	K.L1.b.	Use frequently occurring nouns and verbs. (SC, K)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
EXPECTATION	K.L1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

EXPECTATION	K.L1.d.	<p>Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
EXPECTATION	K.L1.e.	<p>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</li> </ul> <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
EXPECTATION	K.L1.f.	<p>Produce and expand complete sentences in shared language activities. (SC, K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	K.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, K)
EXPECTATION	K.L2.a.	<p>Capitalize the first word in a sentence and the pronoun I.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills c. Writes using conventions</li> </ul> <p>Objective 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 letter-sound relationships</p>

EXPECTATION	K.L2.b.	<p>Recognize and name end punctuation.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
EXPECTATION	K.L2.c.	<p>Write a letter or letters for most consonant and short-vowel sounds (phonemes). (SC,K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills c. Writes using conventions</li> </ul> <p>Objective 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</p>
EXPECTATION	K.L2.d.	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (SC, K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills c. Writes using conventions</li> </ul> <p>Objective 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</p>
EXPECTATION	K.L2.e.	<p>Produce handwriting that is legible to the audience.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills c. Writes using conventions</li> </ul> <p>Objective 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</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	K.L3.	<p>(Begins in grade 2)</p> <p>No Correlations</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	K.L4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.
EXPECTATION	K.L4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck). (SC, K)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
EXPECTATION	K.L4.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.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	K.L5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (SC, K)  <u><b>GOLD® Objectives for Development and Learning</b></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

EXPECTATION	K.L5.b.	<p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
EXPECTATION	K.L5.c.	<p>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
EXPECTATION	K.L5.d.	<p>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	K.L6.	<p>Use words and phrases acquired through conversation, reading and being read to, and responding to text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>



## Maryland Early Learning Standards: Mathematics

### Kindergarten, adopted 2015

STRAND / TOPIC / STANDARD	MD.MP.	Mathematical Practices
TOPIC / INDICATOR	MP.1.	<p>Make sense of problems and persevere in solving them.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p><b>Objective 11c.6 Solves problems without having to try every possibility</b></p>
TOPIC / INDICATOR	MP.2.	<p>Reason abstractly and quantitatively.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p><b>Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges</b></p>
TOPIC / INDICATOR	MP.3.	<p>Construct viable arguments and critique the reasoning of others.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p><b>Objective 11c.6 Solves problems without having to try every possibility</b></p>
TOPIC / INDICATOR	MP.4.	<p>Model with mathematics.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p><b>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</b></p>
TOPIC / INDICATOR	MP.5.	<p>Use appropriate tools strategically.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p><b>Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges</b></p>

TOPIC / INDICATOR	MP.6.	Attend to precision.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
TOPIC / INDICATOR	MP.7.	Look for and make use of structure.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
TOPIC / INDICATOR	MP.8.	Look for and express regularity in repeated reasoning.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STRAND / TOPIC / STANDARD	MD.CC.	Counting and Cardinality
TOPIC / INDICATOR		Know number names and the count sequence.
INDICATOR / PROFICIENCY LEVEL	K.CC.1.	Count to 100 by ones and by tens.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations a. Counts Objective 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 / PROFICIENCY LEVEL	K.CC.2.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations a. Counts Objective 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 / PROFICIENCY LEVEL	K.CC.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).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals
STRAND / TOPIC / STANDARD	MD.CC.	Counting and Cardinality





TOPIC / INDICATOR		Count to tell the number of objects.
INDICATOR / PROFICIENCY LEVEL	K.CC.4.	Understand the relationship between numbers and quantities; connect counting to cardinality.
OBJECTIVE	K.CC.4a.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</li> </ul>
OBJECTIVE	K.CC.4b.	<p>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. (SC K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
OBJECTIVE	K.CC.4c.	<p>Understand that each successive number name refers to a quantity that is one larger.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts Objective 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</li> <li>• Objective 23 Demonstrates knowledge of patterns Objective 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns</li> </ul>
STRAND / TOPIC / STANDARD	MD.CC.	Counting and Cardinality
TOPIC / INDICATOR		Count to tell the number of objects.
INDICATOR / PROFICIENCY LEVEL	K.CC.5.	<p>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><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</li> </ul>



STRAND / TOPIC / STANDARD	MD.CC.	Counting and Cardinality
TOPIC / INDICATOR		Compare numbers.
INDICATOR / PROFICIENCY LEVEL	K.CC.6.	<p>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 (Include groups with up to ten objects). (SC K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>            • Objective 20 Uses number concepts and operations b. Quantifies            Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
INDICATOR / PROFICIENCY LEVEL	K.CC.7.	<p>Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>            • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities            Objective 20c.7 Emerging to 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</p>
STRAND / TOPIC / STANDARD	MD.OA.	Operations & Algebraic Thinking
TOPIC / INDICATOR		Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
INDICATOR / PROFICIENCY LEVEL	K.OA.1.	<p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations, expressions, or equations.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>            • Objective 20 Uses number concepts and operations b. Quantifies            Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</p>
INDICATOR / PROFICIENCY LEVEL	K.OA.2.	<p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (SC K)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>            • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships            Objective 20e.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 / PROFICIENCY LEVEL	K.OA.3.	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawing, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). (SC K)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 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
INDICATOR / PROFICIENCY LEVEL	K.OA.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.  <u><b>GOLD® Objectives for Development and Learning</b></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
INDICATOR / PROFICIENCY LEVEL	K.OA.5.	Fluently add and subtract within 5.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five
STRAND / TOPIC / STANDARD	MD.NBT.	Number and Operations in Base Ten
TOPIC / INDICATOR		Work with numbers 11-19 to gain foundations for place value.
INDICATOR / PROFICIENCY LEVEL	K.NBT.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 (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.2 Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations
STRAND / TOPIC / STANDARD	MD.MD.	Measurement & Data
TOPIC / INDICATOR		Describe and compare measureable attributes.

INDICATOR / PROFICIENCY LEVEL	K.MD.1.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (SC K)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
INDICATOR / PROFICIENCY LEVEL	K.MD.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. For example, directly compare the heights of two children and describe one child as taller/shorter. (SC K)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
STRAND / TOPIC / STANDARD	MD.MD.	Measurement & Data
TOPIC / INDICATOR		Classify objects and count the number of objects in each category.
INDICATOR / PROFICIENCY LEVEL	K.MD.3.	Classify objects into given categories; count the number of objects in each category and sort the categories by count (Limit category counts to be less than or equal to 10.). (SC K)  <u><b>GOLD® Objectives for Development and Learning</b></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
STRAND / TOPIC / STANDARD	MD.G.	Geometry
TOPIC / INDICATOR		Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
INDICATOR / PROFICIENCY LEVEL	K.G.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.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

INDICATOR / PROFICIENCY LEVEL	K.G.2.	<p>Correctly name shapes regardless of their orientations or overall size.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
INDICATOR / PROFICIENCY LEVEL	K.G.3.	<p>Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.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>
STRAND / TOPIC / STANDARD	MD.G.	Geometry
TOPIC / INDICATOR		Analyze, compare, create, and compose shape
INDICATOR / PROFICIENCY LEVEL	K.G.4.	<p>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><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.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 / PROFICIENCY LEVEL	K.G.5.	<p>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.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 / PROFICIENCY LEVEL	K.G.6.	<p>Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p><b>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</b></p>
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