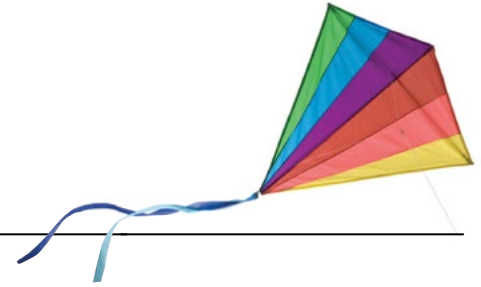




Alignment of

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*GOLD*®

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

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WITH

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

aligned to

**New Jersey Student Learning Standards**

**English Language Arts**

Grade: **K**

Adopted: **2016**

CONTENT AREA / STANDARD	NJ.RL.K.	Progress Indicators Reading Literature Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RL.K.1.	<p>With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>            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</p>
CONTENT STATEMENT	RL.K.2.	<p>With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>            Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts            Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
CONTENT STATEMENT	RL.K.3.	<p>With prompting and support, identify characters, settings, and major events in a story.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>            Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections            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</p>
CONTENT AREA / STANDARD	NJ.RL.K.	Progress Indicators Reading Literature Text
STRAND		Craft and Structure

CONTENT STATEMENT	RL.K.4.	<p>Ask and answer questions about unknown words in a text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • 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)</p>
CONTENT STATEMENT	RL.K.5.	<p>Recognize common types of texts (e.g., storybooks, poems).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts  Objective 17a.8 Uses various types of books for their intended purposes</p>
CONTENT STATEMENT	RL.K.6.	<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>  Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts  Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
CONTENT AREA / STANDARD	NJ.RL.K.	Progress Indicators Reading Literature Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RL.K.7.	<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).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  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>
CONTENT STATEMENT	RL.K.8.	<p>(Not applicable to literature)</p> <p>No Correlations</p>
CONTENT STATEMENT	RL.K.9.	<p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>No Correlations</p>
CONTENT AREA / STANDARD	NJ.RL.K.	Progress Indicators Reading Literature Text



STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	RL.K.10.	<p>Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  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>
CONTENT AREA / STANDARD	NJ.RI.K.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.K.1.	<p>With prompting and support, ask and answer questions about key details in a text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
CONTENT STATEMENT	RI.K.2.	<p>With prompting and support, identify the main topic and retell key details of a text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts  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>
CONTENT STATEMENT	RI.K.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>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  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>
CONTENT AREA / STANDARD	NJ.RI.K.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure

CONTENT STATEMENT	RI.K.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>  • 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)</p>
CONTENT STATEMENT	RI.K.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>  Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts  Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
CONTENT STATEMENT	RI.K.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>  Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts  Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
CONTENT AREA / STANDARD	NJ.RI.K.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.K.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).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  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>

CONTENT STATEMENT	RI.K.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>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  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>
CONTENT STATEMENT	RI.K.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>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  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>
CONTENT AREA / STANDARD	NJ.RI.K.	Progress Indicators for Reading Informational Text
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	RI.K.10.	<p>Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  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>
CONTENT AREA / STANDARD	NJ.RF.K.	Progress Indicators for Reading Foundation Skills
STRAND		Print Concepts
CONTENT STATEMENT	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
CUMULATIVE PROGRESS INDICATOR	RF.K.1.A.	<p>Follow words from left to right, top to bottom, and page by page.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts  Objective 17b.4 Indicates where to start reading and the direction to follow</p>

CUMULATIVE PROGRESS INDICATOR	RF.K.1.B.	<p>Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text  Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
CUMULATIVE PROGRESS INDICATOR	RF.K.1.C.	<p>Understand that words are separated by spaces in print.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts  Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
CUMULATIVE PROGRESS INDICATOR	RF.K.1.D.	<p>Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters  Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order</p>
CONTENT AREA / STANDARD	NJ.RF.K.	Progress Indicators for Reading Foundation Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	RF.K.2.A.	<p>Recognize and produce rhyming words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition  a. Notices and discriminates rhyme  Objective 15a.8 Generates a group of rhyming words when given a word</p>
CUMULATIVE PROGRESS INDICATOR	RF.K.2.B.	<p>Count, pronounce, blend, and segment syllables in spoken words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition  c. Notices and discriminates discrete units of sound  Objective 15c.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</p>

CUMULATIVE PROGRESS INDICATOR	RF.K.2.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>  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</p>
CUMULATIVE PROGRESS INDICATOR	RF.K.2.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/.)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition  c. Notices and discriminates discrete units of sound  Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
CUMULATIVE PROGRESS INDICATOR	RF.K.2.E.	<p>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition  c. Notices and discriminates discrete units of sound  Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
CONTENT AREA / STANDARD	NJ.RF.K.	Progress Indicators for Reading Foundation Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
CUMULATIVE PROGRESS INDICATOR	RF.K.3.A.	<p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences  Objective 16b.7 Emerging to 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant</p>



CUMULATIVE PROGRESS INDICATOR	RF.K.3.B.	Associate the long and short sounds with the 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
CUMULATIVE PROGRESS INDICATOR	RF.K.3.C.	Read high-frequency and sight words with automaticity.  <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
CUMULATIVE PROGRESS INDICATOR	RF.K.3.D.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).  <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
CONTENT AREA / STANDARD	NJ.RF.K.	Progress Indicators for Reading Foundation Skills
STRAND		Fluency
CONTENT STATEMENT	RF.K.4.	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
CUMULATIVE PROGRESS INDICATOR	RF.K.4.A.	Read emergent-readers 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
CUMULATIVE PROGRESS INDICATOR	RF.K.4.B.	Read grade level text for 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
CONTENT AREA / STANDARD	NJ.W.K.	Progress Indicators for Writing
STRAND		Text Types and Purposes



CONTENT STATEMENT	W.K.1.	<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>            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</p>
CONTENT STATEMENT	W.K.2.	<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>            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</p>
CONTENT STATEMENT	W.K.3.	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><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</p>
CONTENT AREA / STANDARD	NJ.W.K.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.K.4.	<p>(Begins in grade 3)</p> <p>No Correlations</p>
CONTENT STATEMENT	W.K.5.	<p>With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p><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</p>

CONTENT STATEMENT	W.K.6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT AREA / STANDARD	NJ.W.K.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.K.7.	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
CONTENT STATEMENT	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  <u><b>GOLD® Objectives for Development and Learning</b></u> 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
CONTENT STATEMENT	W.K.9.	(Begins in grade 4)  No Correlations
CONTENT AREA / STANDARD	NJ.W.K.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.K.10.	(Begins in grade 3)  No Correlations
CONTENT AREA / STANDARD	NJ.SL.K.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CUMULATIVE PROGRESS INDICATOR	SL.K.1.A.	Follow agreed-upon norms for discussions (e.g., listening to others with care 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
CUMULATIVE PROGRESS INDICATOR	SL.K.1.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
CONTENT AREA / STANDARD	NJ.SL.K.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.K.2.	Confirm understanding of a 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
CONTENT STATEMENT	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that 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 • 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
CONTENT AREA / STANDARD	NJ.SL.K.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas

CONTENT STATEMENT	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.8 Tells elaborate stories that refer to other times and places
CONTENT STATEMENT	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols
CONTENT STATEMENT	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.  <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
CONTENT AREA / STANDARD	NJ.L.K.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.K.1.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 base
CUMULATIVE PROGRESS INDICATOR	L.K.1.B.	Use frequently occurring nouns and verbs.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)



CUMULATIVE PROGRESS INDICATOR	L.K.1.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)
CUMULATIVE PROGRESS INDICATOR	L.K.1.D.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
CUMULATIVE PROGRESS INDICATOR	L.K.1.E.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  <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
CUMULATIVE PROGRESS INDICATOR	L.K.1.F.	Produce and expand complete sentences in shared language activities.  <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)
CONTENT AREA / STANDARD	NJ.L.K.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.K.2.A.	Capitalize the first word in a sentence and the pronoun I.  <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 sound-letter relationships

CUMULATIVE PROGRESS INDICATOR	L.K.2.B.	<p>Recognize and name end punctuation.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses 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>
CUMULATIVE PROGRESS INDICATOR	L.K.2.C.	<p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <p>Objective 19 Demonstrates writing skills c. Writes using conventions</p> <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>
CUMULATIVE PROGRESS INDICATOR	L.K.2.D.	<p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <p>Objective 19 Demonstrates writing skills c. Writes using conventions</p> <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>
CONTENT AREA / STANDARD	NJ.L.K.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.K.3.	<p>(Begins in grade 2)</p> <p>No Correlations</p>
CONTENT AREA / STANDARD	NJ.L.K.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CUMULATIVE PROGRESS INDICATOR	L.K.4.A.	<p>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></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>



CUMULATIVE PROGRESS INDICATOR	L.K.4.B.	<p>Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</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><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></p>
CONTENT AREA / STANDARD	NJ.L.K.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	L.K.5.A.	<p>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p><b>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</b></p>
CUMULATIVE PROGRESS INDICATOR	L.K.5.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></p> <p>Objective 8 Listens to and understands increasingly complex language a. Comprehends language</p> <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>
CUMULATIVE PROGRESS INDICATOR	L.K.5.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></p> <p>Objective 8 Listens to and understands increasingly complex language a. Comprehends language</p> <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>



CUMULATIVE PROGRESS INDICATOR	L.K.5.D.	<p>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 8</b> Listens to and understands increasingly complex language a. Comprehends language  <b>Objective 8a.8</b> 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>
CONTENT AREA / STANDARD	NJ.L.K.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.K.6.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 9</b> Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  <b>Objective 9a.8</b> Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>

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