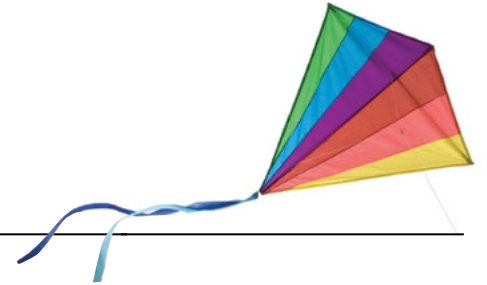




Alignment of



GOLD®

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



WITH

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

aligned to

Tennessee's State English Language Arts Standards

Grade: Kindergarten, Adopted 2010

STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.1.	<p>With prompting and support, ask and answer questions about key details in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.2.	<p>With prompting and support, retell familiar stories, including key details.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.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>
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.3.	<p>With prompting and support, identify characters, settings, and major events in a story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure

GUIDING QUESTION / LEARNING EXPECTATION	RL.K.4.	<p>Ask and answer questions about unknown words in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <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>
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.5.	<p>Recognize common types of texts (e.g., storybooks, poems).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
GUIDING QUESTION / LEARNING EXPECTATION	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><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <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 / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	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><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.8.	<p>(Not applicable to literature)</p> <p>No Correlations</p>

GUIDING QUESTION / LEARNING EXPECTATION	RL.K.9.	<p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.10.	<p>Actively engage in group reading activities with purpose and understanding.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.1.	<p>With prompting and support, ask and answer questions about key details in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.2.	<p>With prompting and support, identify the main topic and retell key details of a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>

GUIDING QUESTION / LEARNING EXPECTATION	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><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.4.	<p>With prompting and support, ask and answer questions about unknown words in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <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>
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.5.	<p>Identify the front cover, back cover, and title page of a book.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <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>
GUIDING QUESTION / LEARNING EXPECTATION	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><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <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 / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas

GUIDING QUESTION / LEARNING EXPECTATION	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><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.8.	<p>With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
GUIDING QUESTION / LEARNING EXPECTATION	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><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.10.	<p>Actively engage in group reading activities with purpose and understanding.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>



STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Print Concepts
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
LEARNING EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
LEARNING EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
LEARNING EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words. <u>GOLD® Objectives for Development and Learning</u> • 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

LEARNING EXPECTATION	RF.K.2(b)	<p>Count, pronounce, blend, and segment syllables in spoken words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.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>
LEARNING EXPECTATION	RF.K.2(c)	<p>Blend and segment onsets and rimes of single-syllable spoken words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>
LEARNING EXPECTATION	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><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
LEARNING EXPECTATION	RF.K.2(e)	<p>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.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 / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

LEARNING EXPECTATION	RF.K.3(a)	<p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences <p>Objective 16b.7 Emerging to 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant</p>
LEARNING EXPECTATION	RF.K.3(b)	<p>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>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</p>
LEARNING EXPECTATION	RF.K.3(c)	<p>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
LEARNING EXPECTATION	RF.K.3(d)	<p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>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</p>
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency

GUIDING QUESTION / LEARNING EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding. <u>GOLD® Objectives for Development and Learning</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 / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). <u>GOLD® Objectives for Development and Learning</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
GUIDING QUESTION / LEARNING EXPECTATION	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>GOLD® Objectives for Development and Learning</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
GUIDING QUESTION / LEARNING EXPECTATION	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <u>GOLD® Objectives for Development and Learning</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 / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.K.4.	(Begins in grade 3) No Correlations

GUIDING QUESTION / LEARNING EXPECTATION	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <u>GOLD® Objectives for Development and Learning</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
GUIDING QUESTION / LEARNING EXPECTATION	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>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STRAND / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	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>GOLD® Objectives for Development and Learning</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
GUIDING QUESTION / LEARNING EXPECTATION	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>GOLD® Objectives for Development and Learning</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
GUIDING QUESTION / LEARNING EXPECTATION	W.K.9.	(Begins in grade 4) No Correlations
STRAND / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.K.10.	(Begins in grade 3) No Correlations
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards

CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	SL.K.1(a)	<p>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others</p>
LEARNING EXPECTATION	SL.K.1(b)	<p>Continue a conversation through multiple exchanges.</p> <p><u>GOLD® Objectives for Development and Learning</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</p>
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.2.	<p>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.</p> <p><u>GOLD® Objectives for Development and Learning</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</p>

GUIDING QUESTION / LEARNING EXPECTATION	SL.K.3.	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.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"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.4.	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.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"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.8 Tells elaborate stories that refer to other times and places</p>
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.5.	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols</p>
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.6.	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly</p>
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards

CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.K.1(a)	<p>Print many upper- and lowercase letters.</p> <p><u>GOLD® Objectives for Development and Learning</u> 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>
LEARNING EXPECTATION	L.K.1(b)	<p>Use frequently occurring nouns and verbs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
LEARNING EXPECTATION	L.K.1(c)	<p>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
LEARNING EXPECTATION	L.K.1(d)	<p>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.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>
LEARNING EXPECTATION	L.K.1(e)	<p>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><u>GOLD® Objectives for Development and Learning</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</p>



LEARNING EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I. <u>GOLD® Objectives for Development and Learning</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
LEARNING EXPECTATION	L.K.2(b)	Recognize and name end punctuation. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
LEARNING EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes). <u>GOLD® Objectives for Development and Learning</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
LEARNING EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <u>GOLD® Objectives for Development and Learning</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



STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Knowledge of Language
GUIDING QUESTION / LEARNING EXPECTATION	L.K.3.	(Begins in grade 2) No Correlations
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LEARNING EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
LEARNING EXPECTATION	L.K.4(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>GOLD® Objectives for Development and Learning</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 / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroup them using a different characteristic and indicates the reason

LEARNING EXPECTATION	L.K.5(b)	<p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.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>
LEARNING EXPECTATION	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><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.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>
LEARNING EXPECTATION	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><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.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 / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.6.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>

Tennessee's State Mathematics Standards

Grade: Kindergarten, Adopted 2010

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

CONCEPTUAL STRAND / GUIDING QUESTION	MP.6.	Attend to precision. <u>GOLD® Objectives for Development and Learning</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
CONCEPTUAL STRAND / GUIDING QUESTION	MP.7.	Look for and make use of structure. <u>GOLD® Objectives for Development and Learning</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
CONCEPTUAL STRAND / GUIDING QUESTION	MP.8.	Look for and express regularity in repeated reasoning. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STRAND / STANDARD / COURSE	TN.K.CC.	Counting and Cardinality (CC)
CONCEPTUAL STRAND / GUIDING QUESTION	K.CC.A.	Know number names and the counting sequence.
GUIDING QUESTION / LEARNING EXPECTATION	K.CC.A.1.	Count to 100 by ones, fives, and tens. Count backward from 10. <u>GOLD® Objectives for Development and Learning</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
GUIDING QUESTION / LEARNING EXPECTATION	K.CC.A.2.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <u>GOLD® Objectives for Development and Learning</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
GUIDING QUESTION / LEARNING EXPECTATION	K.CC.A.3.	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. <u>GOLD® Objectives for Development and Learning</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 / STANDARD / COURSE	TN.K.CC.	Counting and Cardinality (CC)



CONCEPTUAL STRAND / GUIDING QUESTION	K.CC.B.	Count to tell the number of objects.
GUIDING QUESTION / LEARNING EXPECTATION	K.CC.B.4.	Understand the relationship between numbers and quantities; connect counting to cardinality.
LEARNING EXPECTATION	K.CC.B.4.a.	<p>When counting objects, say the number names in the standard order, using one-to-one correspondence.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>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</p>
LEARNING EXPECTATION	K.CC.B.4.b.	<p>Recognize 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.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
LEARNING EXPECTATION	K.CC.B.4.c.	<p>Recognize that each successive number name refers to a quantity that is one greater.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>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</p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns</p>
STRAND / STANDARD / COURSE	TN.K.CC.	Counting and Cardinality (CC)
CONCEPTUAL STRAND / GUIDING QUESTION	K.CC.B.	Count to tell the number of objects.

GUIDING QUESTION / LEARNING EXPECTATION	K.CC.B.5.	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.K.CC.	Counting and Cardinality (CC)
CONCEPTUAL STRAND / GUIDING QUESTION	K.CC.C.	Compare numbers.
GUIDING QUESTION / LEARNING EXPECTATION	K.CC.C.6.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
GUIDING QUESTION / LEARNING EXPECTATION	K.CC.C.7.	Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to. <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD / COURSE	TN.K.OA.	Operations and Algebraic Thinking (OA)
CONCEPTUAL STRAND / GUIDING QUESTION	K.OA.A.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
GUIDING QUESTION / LEARNING EXPECTATION	K.OA.A.1.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. <u>GOLD® Objectives for Development and Learning</u> • 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

GUIDING QUESTION / LEARNING EXPECTATION	K.OA.A.2.	<p>Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.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>
GUIDING QUESTION / LEARNING EXPECTATION	K.OA.A.3.	<p>Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.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>
GUIDING QUESTION / LEARNING EXPECTATION	K.OA.A.4.	<p>Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>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>
GUIDING QUESTION / LEARNING EXPECTATION	K.OA.A.5.	<p>Fluently add and subtract within 10 using mental strategies.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <p>Objective 20f.2 Adds and subtracts whole numbers fluently within five</p>
STRAND / STANDARD / COURSE	TN.K.NBT.	Number and Operations in Base Ten (NBT)
CONCEPTUAL STRAND / GUIDING QUESTION	K.NBT.A.	Work with numbers 11–19 to gain foundations for place value.

GUIDING QUESTION / LEARNING EXPECTATION	K.NBT.A.1.	<p>Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <p>Objective 20d.2 Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations</p>
STRAND / STANDARD / COURSE	TN.K.MD.	Measurement and Data (MD)
CONCEPTUAL STRAND / GUIDING QUESTION	K.MD.A.	Describe and compare measurable attributes.
GUIDING QUESTION / LEARNING EXPECTATION	K.MD.A.1.	<p>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.8 Uses measurement words and some standard measurement tools accurately</p>
GUIDING QUESTION / LEARNING EXPECTATION	K.MD.A.2.	<p>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.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.8 Uses measurement words and some standard measurement tools accurately</p>
STRAND / STANDARD / COURSE	TN.K.MD.	Measurement and Data (MD)
CONCEPTUAL STRAND / GUIDING QUESTION	K.MD.B.	Work with money.
GUIDING QUESTION / LEARNING EXPECTATION	K.MD.B.3.	<p>Identify the penny, nickel, dime, and quarter and recognize the value of each.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.7 Emerging to 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)</p>
STRAND / STANDARD / COURSE	TN.K.MD.	Measurement and Data (MD)
CONCEPTUAL STRAND / GUIDING QUESTION	K.MD.C.	Classify objects and count the number of objects in each category.

GUIDING QUESTION / LEARNING EXPECTATION	K.MD.C.4.	Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STRAND / STANDARD / COURSE	TN.K.G.	Geometry (G)
CONCEPTUAL STRAND / GUIDING QUESTION	K.G.A.	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
GUIDING QUESTION / LEARNING EXPECTATION	K.G.A.1.	Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to. <u>GOLD® Objectives for Development and Learning</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
GUIDING QUESTION / LEARNING EXPECTATION	K.G.A.2.	Correctly name shapes regardless of their orientations or overall size. <u>GOLD® Objectives for Development and Learning</u> • 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
GUIDING QUESTION / LEARNING EXPECTATION	K.G.A.3.	Identify shapes as two-dimensional or three-dimensional. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes 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
STRAND / STANDARD / COURSE	TN.K.G.	Geometry (G)
CONCEPTUAL STRAND / GUIDING QUESTION	K.G.B.	Analyze, compare, create, and compose shapes.

GUIDING QUESTION / LEARNING EXPECTATION	K.G.B.4.	<p>Describe similarities and differences between two- and three-dimensional shapes, in different sizes and orientations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
GUIDING QUESTION / LEARNING EXPECTATION	K.G.B.5.	<p>Model shapes in the world by building and drawing shapes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
GUIDING QUESTION / LEARNING EXPECTATION	K.G.B.6.	<p>Compose larger shapes using simple shapes and identify smaller shapes within a larger shape.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.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>

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