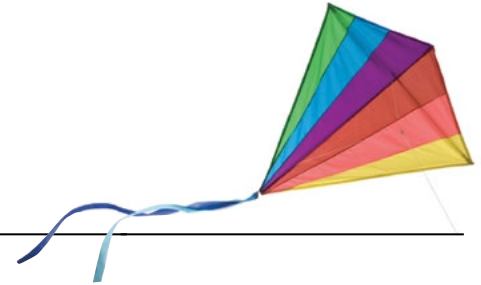**TeachingStrategies®**

**Alignment of**

*GOLD*®

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

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

## aligned to

## Mississippi College- and Career-Readiness Standards for English Language Arts

## Kindergarten, adopted 2016

| COMPETENCY | MS.RL.K. | Reading Literature |
|---|---|---|
| OBJECTIVE | | Key Ideas and Details |
| NUMBERED ITEMS | RL.K.1. | With prompting and support, ask and answer questions about key details in a text.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult** |
| GOLD®NUMBERED ITEMS | RL.K.2. | With prompting and support, retell familiar stories, including key details.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts<br>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** |
| NUMBERED ITEMS | RL.K.3. | With prompting and support, identify characters, settings, and major events in a story.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult** |
| COMPETENCY | MS.RL.K. | Reading Literature |
| OBJECTIVE | | Craft and Structure |

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| NUMBERED ITEMS | RL.K.4. | Ask and answer questions about unknown words in a text.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>**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)** |
|---|---|---|
| NUMBERED ITEMS | RL.K.5. | Recognize common types of texts (e.g., storybooks, poems).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.8 Uses various types of books for their intended purposes** |
| NUMBERED ITEMS | RL.K.6. | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors** |
| **COMPETENCY** | **MS.RL.K.** | **Reading Literature** |
| **OBJECTIVE** | | **Integration of Knowledge and Ideas** |
| NUMBERED ITEMS | RL.K.7. | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| NUMBERED ITEMS | RL.K.8. | Not applicable to literature.<br><br>**No Correlations** |

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| NUMBERED ITEMS | RL.K.9. | With prompting and support, compare and contrast the adventures and experience of characters in familiar stories.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>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** |
| --- | --- | --- |
| COMPETENCY | MS.RL.K. | Reading Literature |
| OBJECTIVE | | Range of Reading and Level of Text Complexity |
| NUMBERED ITEMS | RL.K.10. | Actively engage in group reading activities with purpose and understanding.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>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** |
| COMPETENCY | MS.RI.K. | Reading Informational Text |
| OBJECTIVE | | Key Ideas and Details |
| NUMBERED ITEMS | RI.K.1. | With prompting and support, ask and answer questions about key details in a text.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult** |
| NUMBERED ITEMS | RI.K.2. | With prompting and support, identify the main topic and retell key details of a text.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective **18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult** |

| NUMBERED ITEMS | RI.K.3. | With prompting and support, describe the connection between two individuals, events, ideas, or piece of information in a text.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>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 |
| --- | --- | --- |
| **COMPETENCY** | **MS.RI.K.** | **Reading Informational Text** |
| **OBJECTIVE** | | **Craft and Structure** |
| NUMBERED ITEMS | RI.K.4. | With prompting and support, ask and answer questions about unknown words in a text.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts<br>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) |
| NUMBERED ITEMS | RI.K.5. | Identify the front cover, back cover, and title page of a book.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors |
| NUMBERED ITEMS | RI.K.6. | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors |
| **COMPETENCY** | **MS.RI.K.** | **Reading Informational Text** |
| **OBJECTIVE** | | **Integration of Knowledge and Ideas** |

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| NUMBERED ITEMS | RI.K.7. | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
|---|---|---|
| NUMBERED ITEMS | RI.K.8. | With prompting and support, identify the reasons an author gives to support points in a text.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| NUMBERED ITEMS | RI.K.9. | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| COMPETENCY | MS.RI.K. | Reading Informational Text |
| OBJECTIVE | | Range of Reading and Level of Text Complexity |
| NUMBERED ITEMS | RI.K.10. | Actively engage in group reading activities with purpose and understanding.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| COMPETENCY | MS.RF.K. | Reading Foundational Skills |

| OBJECTIVE | | Print Concepts |
|---|---|---|
| NUMBERED ITEMS | RF.K.1. | Demonstrate understanding of the organization and basic features of print. |
| INDICATOR | RF.K.1a. | Follow words from left to right, top to bottom, and page by page.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts<br>Objective 17b.4 Indicates where to start reading and the direction to follow |
| INDICATOR | RF.K.1b. | Recognize that spoken words are represented in written language by specific sequences of letters.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text<br>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word |
| INDICATOR | RF.K.1c. | Understand that words are separated by spaces in print.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts<br>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation |
| INDICATOR | RF.K.1d. | Recognize and name all upper- and lowercase letters of the alphabet.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters<br>Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order |
| COMPETENCY | MS.RF.K. | Reading Foundational Skills |
| OBJECTIVE | | Phonological Awareness |
| NUMBERED ITEMS | RF.K.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| INDICATOR | RF.K.2a. | Recognize and produce rhyming words.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme<br>Objective 15a.8 Generates a group of rhyming words when given a word |

| INDICATOR | RF.K.2b. | Count, pronounce, blend, and segment syllables in spoken words.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound<br>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 |
|---|---|---|
| INDICATOR | RF.K.2c. | Blend and segment onsets and rimes of single-syllable spoken words.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words |
| INDICATOR | RF.K.2d. | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (constant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound<br>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 |
| INDICATOR | RF.K.2e. | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>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 |
| COMPETENCY | MS.RF.K. | Reading Foundational Skills |
| OBJECTIVE | | Phonics and Word Recognition |
| NUMBERED ITEMS | RF.K.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |

| INDICATOR | RF.K.3a. | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences<br>Objective 16b.7 Emerging to 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant |
|---|---|---|
| INDICATOR | RF.K.3b. | Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text<br>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 |
| INDICATOR | RF.K.3c. | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>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 |
| INDICATOR | RF.K.3d. | Distinguish between similarly spelled words by identifying the sounds of the letters that differ.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text<br>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 |
| COMPETENCY | MS.RF.K. | **Reading Foundational Skills** |
| OBJECTIVE | | **Fluency** |
| NUMBERED ITEMS | RF.K.4. | Read emergent-reader texts with purpose and understanding.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently<br>Objective 18e.2 Reads and comprehends emergent reader texts and other print materials |

| COMPETENCY | MS.K.W. | Writing |
|---|---|---|
| OBJECTIVE | | **Text Types and Purposes** |
| NUMBERED ITEMS | 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...).<br><br>*GOLD*® Objectives for Development and Learning<br>• 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 |
| NUMBERED ITEMS | 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.<br><br>*GOLD*® Objectives for Development and Learning<br>• 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 |
| NUMBERED ITEMS | 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.<br><br>*GOLD*® Objectives for Development and Learning<br>• 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 |
| COMPETENCY | MS.K.W. | Writing |
| OBJECTIVE | | **Production and Distribution of Writing** |
| NUMBERED ITEMS | W.K.4. | Begins in grade 3.<br><br>**No Correlations** |
| NUMBERED ITEMS | W.K.5. | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.<br><br>*GOLD*® Objectives for Development and Learning<br>• 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 |

| NUMBERED ITEMS | 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.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **28 Uses tools and other technology to perform tasks** |
|---|---|---|
| **COMPETENCY** | **MS.K.W.** | **Writing** |
| **OBJECTIVE** | | **Research to Build and Present Knowledge** |
| NUMBERED ITEMS | 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).<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects |
| NUMBERED ITEMS | W.K.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **12 Remembers and connects experiences b. Makes connections**<br>Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context |
| NUMBERED ITEMS | W.K.9. | Begins in grade 4.<br><br>No Correlations |
| **COMPETENCY** | **MS.K.W.** | **Writing** |
| **OBJECTIVE** | | **Range of Writing** |
| NUMBERED ITEMS | W.K.10. | Begins in grade 3.<br><br>No Correlations |
| **COMPETENCY** | **MS.SL.K.** | **Speaking and Listening** |
| **OBJECTIVE** | | **Comprehension and Collaboration** |
| NUMBERED ITEMS | SL.K.1. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |

| INDICATOR | SL.K.1a. | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 10 Uses appropriate conversational and other communication skills **b. Uses social rules of language**<br>**Objective 10b.8 Uses acceptable language and basic social rules during communication with others** |
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| INDICATOR | SL.K.1b. | Continue a conversation through multiple exchanges.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 10 Uses appropriate conversational and other communication skills **a. Engages in conversations**<br>**Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges** |
| **COMPETENCY** | **MS.SL.K.** | **Speaking and Listening** |
| **OBJECTIVE** | | **Comprehension and Collaboration** |
| NUMBERED ITEMS | 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.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language **a. Comprehends language**<br>**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** |
| NUMBERED ITEMS | SL.K.3. | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language **a. Comprehends language**<br>**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**<br> • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**<br>**Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects** |
| **COMPETENCY** | **MS.SL.K.** | **Speaking and Listening** |
| **OBJECTIVE** | | **Presentation of Knowledge and Ideas** |

| NUMBERED ITEMS | SL.K.4. | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**<br>**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**<br>• **Objective 9 Uses language to express thoughts and needs d. Tells about another time or place**<br>**Objective 9d.8 Tells elaborate stories that refer to other times and places** |
| --- | --- | --- |
| NUMBERED ITEMS | SL.K.5. | Add drawings or other visual displays to descriptions as desired to provide additional detail.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**<br>**Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols** |
| NUMBERED ITEMS | SL.K.6. | Speak audibly and express thoughts, feelings, and ideas clearly.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• **Objective 9 Uses language to express thoughts and needs b. Speaks clearly**<br>**Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly** |
| COMPETENCY | MS.L.K. | Language |
| OBJECTIVE | | Conventions of Standard English |
| NUMBERED ITEMS | L.K.1. | Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. |
| INDICATOR | L.K.1a. | Print many upper- and lowercase letters.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• **Objective 19 Demonstrates writing skills c. Writes using conventions**<br>**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** |

| INDICATOR | L.K.1b. | Use frequently occurring nouns and verbs.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns) |
|---|---|---|
| INDICATOR | L.K.1c. | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns) |
| INDICATOR | L.K.1d. | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>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 |
| INDICATOR | L.K.1e. | Use the most frequently occurring prepositions (e.g., to, from, in, out, on, of, for, of, by, with).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships<br>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance |
| INDICATOR | L.K.1f. | Produce and expand complete sentences in shared language activities.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns) |
| COMPETENCY | MS.L.K. | Language |
| OBJECTIVE | | Conventions of Standard English |
| NUMBERED ITEMS | L.K.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| INDICATOR | L.K.2a. | Capitalize the first word in a sentence and the pronoun I.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **19 Demonstrates writing skills c. Writes using conventions**<br>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** |
|---|---|---|
| INDICATOR | L.K.2b. | Recognize and name end punctuation.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts**<br>Objective **17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation** |
| INDICATOR | L.K.2c. | Write a letter or letters for most consonant and short-vowel sounds (phonemes).<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **19 Demonstrates writing skills c. Writes using conventions**<br>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** |
| INDICATOR | L.K.2d. | Spell simple words phonetically, drawing on knowledge of sound-letter relationships.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **19 Demonstrates writing skills c. Writes using conventions**<br>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** |
| **COMPETENCY** | **MS.L.K.** | **Language** |
| **OBJECTIVE** | | **Knowledge of Language** |
| NUMBERED ITEMS | L.K.3. | **Begins in grade 2.**<br><br>**No Correlations** |
| **COMPETENCY** | **MS.L.K.** | **Language** |
| **OBJECTIVE** | | **Vocabulary Acquisition and Use** |
| **NUMBERED ITEMS** | **L.K.4.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.** |

| INDICATOR | L.K.4a. | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**<br>**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** |
|---|---|---|
| INDICATOR | L.K.4b. | 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.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>**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)** |
| COMPETENCY | MS.L.K. | Language |
| OBJECTIVE | | Vocabulary Acquisition and Use |
| NUMBERED ITEMS | L.K.5. | With guidance and support from adults, explore word relationships and nuances in word meanings. |
| INDICATOR | L.K.5a. | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **13 Uses classification skills**<br>**Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason** |
| INDICATOR | L.K.5b. | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **8 Listens to and understands increasingly complex language a. Comprehends language**<br>**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** |

| INDICATOR | L.K.5c. | Identify real-life connections between words and their use (e.g., note places at school that are colorful).<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>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 |
|---|---|---|
| INDICATOR | L.K.5d. | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>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 |
| COMPETENCY | MS.L.K. | Language |
| OBJECTIVE | | Vocabulary Acquisition and Use |
| NUMBERED ITEMS | L.K.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>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 |

# Mississippi College- and Career-Readiness Standards for Mathematics

## Kindergarten, adopted 2016

| COMPETENCY | MS.MP. | Standards for Mathematical Practice |
|---|---|---|
| OBJECTIVE | MP.1. | Make sense of problems and persevere in solving them.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **11** Demonstrates positive approaches to learning c. Solves problems<br>Objective **11c.6** Solves problems without having to try every possibility |
| OBJECTIVE | MP.2. | Reason abstractly and quantitatively.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **11** Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br>Objective **11e.8** Thinks through possible long-term solutions and takes on more abstract challenges |
| OBJECTIVE | MP.3. | Construct viable arguments and critique the reasoning of others.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **11** Demonstrates positive approaches to learning c. Solves problems<br>Objective **11c.6** Solves problems without having to try every possibility |
| OBJECTIVE | MP.4. | Model with mathematics.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **14** Uses symbols and images to represent something not present a. Thinks symbolically<br>Objective **14a.6** Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas |
| OBJECTIVE | MP.5. | Use appropriate tools strategically.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **11** Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br>Objective **11e.8** Thinks through possible long-term solutions and takes on more abstract challenges |

| OBJECTIVE | MP.6. | Attend to precision.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **11** Demonstrates positive approaches to learning a. Attends and engages<br>Objective **11a.8** Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions |
|---|---|---|
| OBJECTIVE | MP.7. | Look for and make use of structure.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **14** Uses symbols and images to represent something not present a. Thinks symbolically<br>Objective **14a.6** Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas |
| OBJECTIVE | MP.8. | Look for and express regularity in repeated reasoning.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **11** Demonstrates positive approaches to learning c. Solves problems<br>Objective **11c.6** Solves problems without having to try every possibility |
| **COMPETENCY** | **MS.K.CC.** | **Counting and Cardinality (CC)** |
| **OBJECTIVE** | | **Know number names and the count sequence** |
| NUMBERED ITEMS | K.CC.1. | Count to 100 by ones and by tens.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **20** Uses number concepts and operations a. Counts<br>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 |
| NUMBERED ITEMS | K.CC.2. | Count forward beginning from a given number within the known sequence (instead of having to begin at 1).<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **20** Uses number concepts and operations a. Counts<br>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 |
| NUMBERED ITEMS | K.CC.3. | Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **20** Uses number concepts and operations c. Connects numerals with their quantities<br>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 |
| **COMPETENCY** | **MS.K.CC.** | **Counting and Cardinality (CC)** |

| OBJECTIVE | | Count to tell the number of objects |
|---|---|---|
| NUMBERED ITEMS | K.CC.4. | Understand the relationship between numbers and quantities; connect counting to cardinality. |
| INDICATOR | K.CC.4.a. | When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 20 Uses number concepts and operations a. Counts<br>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<br>• Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships<br>Objective 20 Uses number concepts and operations c. Connects numerals with their quantities<br>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 |
| INDICATOR | K.CC.4.b. | Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 20 Uses number concepts and operations a. Counts<br>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 |
| INDICATOR | K.CC.4.c. | Understand that each successive number name refers to a quantity that is one larger.<br><br>_GOLD® Objectives for Development and Learning_<br>• Objective 20 Uses number concepts and operations a. Counts<br>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<br>• Objective **23 Demonstrates knowledge of patterns**<br>Objective **23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns** |
| COMPETENCY | MS.K.CC. | Counting and Cardinality (CC) |
| OBJECTIVE | | Count to tell the number of objects |

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| NUMBERED ITEMS | K.CC.5. | Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 20 Uses number concepts and operations **b. Quantifies**<br>**Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts** |
| **COMPETENCY** | **MS.K.CC.** | **Counting and Cardinality (CC)** |
| **OBJECTIVE** | | **Compare numbers** |
| NUMBERED ITEMS | K.CC.6. | Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 20 Uses number concepts and operations **b. Quantifies**<br>**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** |
| NUMBERED ITEMS | K.CC.7. | Compare two numbers between 1 and 20 presented as written numerals.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities**<br>**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** |
| **COMPETENCY** | **MS.K.OA.** | **Operations and Algebraic Thinking (OA)** |
| **OBJECTIVE** | | **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from** |
| NUMBERED ITEMS | K.OA.1. | Represent addition and subtraction, in which all parts and whole of the problem are within 10, with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective 20 Uses number concepts and operations **b. Quantifies**<br>**Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts** |

| NUMBERED ITEMS | K.OA.2. | Solve addition and subtraction word problems within 10 involving situations of adding to, taking from, putting together and taking apart with unknowns in all positions by using objects or drawings to represent the problem.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships<br>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 |
|---|---|---|
| NUMBERED ITEMS | K.OA.3. | Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships<br>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 |
| NUMBERED ITEMS | K.OA.4. | For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations b. Quantifies**<br>**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** |
| NUMBERED ITEMS | K.OA.5. | Fluently add and subtract within 5.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations<br>Objective 20f.2 Adds and subtracts whole numbers fluently within five |
| COMPETENCY | MS.K.NBT. | Number and Operations in Base Ten (NBT) |
| OBJECTIVE |  | Work with numbers 11-19 to gain foundations for place value |

| NUMBERED ITEMS | K.NBT.1. | Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8).<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **20 Uses number concepts and operations d. Understands and uses place value and base ten**<br>Objective 20d.2 Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations |
|---|---|---|
| **COMPETENCY** | **MS.K.MD.** | **Measurement and Data (MD)** |
| **OBJECTIVE** | | **Describe and compare measurable attributes** |
| NUMBERED ITEMS | K.MD.1. | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **22 Compares and measures a. Measures objects**<br>Objective 22a.8 Uses measurement words and some standard measurement tools accurately |
| NUMBERED ITEMS | K.MD.2. | Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **22 Compares and measures a. Measures objects**<br>Objective 22a.8 Uses measurement words and some standard measurement tools accurately |
| **COMPETENCY** | **MS.K.MD.** | **Measurement and Data (MD)** |
| **OBJECTIVE** | | **Classify objects and count the number of objects in each category** |
| NUMBERED ITEMS | K.MD.3. | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **22 Compares and measures c. Represents and analyzes data**<br>Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings |
| **COMPETENCY** | **MS.K.G.** | **Geometry (G)** |
| **OBJECTIVE** | | **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)** |

| NUMBERED ITEMS | K.G.1. | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships<br>Objective **21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance**<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>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 |
| NUMBERED ITEMS | K.G.2. | Correctly name shapes regardless of their orientations or overall size.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>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 |
| NUMBERED ITEMS | K.G.3. | Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>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 |
| **COMPETENCY** | **MS.K.G.** | **Geometry (G)** |
| **OBJECTIVE** | | **Analyze, compare, create, and compose shapes** |
| NUMBERED ITEMS | K.G.4. | Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>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 |

| NUMBERED ITEMS | K.G.5. | Model objects in the world by drawing two-dimensional shapes and building three-dimensional shapes.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**<br>**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** |
|---|---|---|
| NUMBERED ITEMS | K.G.6. | Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**<br>**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** |