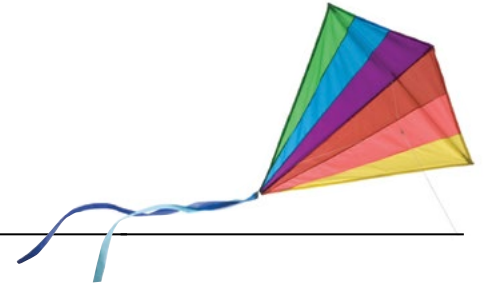




Alignment of



GOLD®

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



WITH

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

aligned to

South Carolina College- and Career-Ready Standards and Indicators for Kindergarten

English Language Arts; adopted 2015

STANDARD / COURSE	SC.K.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	K.I.1.1.	<p>Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
STANDARD / COURSE	SC.K.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.I.2.	Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
PERFORMANCE DESCRIPTOR / STANDARD	K.I.2.1.	<p>With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</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.7 Emerging to 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>
STANDARD / COURSE	SC.K.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.I.3.	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

PERFORMANCE DESCRIPTOR / STANDARD	K.I.3.1.	<p>With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
PERFORMANCE DESCRIPTOR / STANDARD	K.I.3.2.	<p>With guidance and support, select information, revise ideas, and record and communicate findings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
STANDARD / COURSE	SC.K.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.I.4.	Synthesize information to share learning and/or take action.
PERFORMANCE DESCRIPTOR / STANDARD	K.I.4.1.	<p>With guidance and support, discover relationships and patterns during the inquiry process.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
PERFORMANCE DESCRIPTOR / STANDARD	K.I.4.2.	<p>With guidance and support, use tools to communicate findings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 28 Uses tools and other technology to perform tasks
PERFORMANCE DESCRIPTOR / STANDARD	K.I.4.3.	<p>With guidance and support, reflect on findings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
STANDARD / COURSE	SC.K.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.I.5.	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

PERFORMANCE DESCRIPTOR / STANDARD	K.I.5.1.	With guidance and support, recognize the value of individual and collective thinking. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
PERFORMANCE DESCRIPTOR / STANDARD	K.I.5.2.	With guidance and support monitor and assess learning to guide inquiry. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.1.	Follow words from left to right, top to bottom, and front to back. <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
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.2.	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
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.3.	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

GRADE LEVEL EXAMPLE / STAGE	K.RL.P.1.4.	<p>Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order</p>
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.1.	<p>Recognize and produce rhyming words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.8 Generates a group of rhyming words when given a word</p>
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.2.	<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>
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.3.	<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>
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.4.	<p>Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <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>

GRADE LEVEL EXAMPLE / STAGE	K.RL.P.2.5.	<p>Add or substitute individual sounds 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>
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.1.	<p>Produce one-to-one letter-sound correspondences 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>
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.2.	<p>Associate long and short sounds of the five major vowels with their common spellings.</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>
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.3.	<p>Read regularly spelled one-syllable 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>
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.4.	<p>Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.</p> <p>No Correlations</p>

GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.5.	<p>Read common high-frequency 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 d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.3.6.	<p>Recognize grade-appropriate irregularly spelled 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 d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.4.1.	<p>Read emergent-reader texts 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 e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.4.2.	<p>Read emergent-reader texts orally with accuracy, appropriate rate, and expression.</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 e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials
GRADE LEVEL EXAMPLE / STAGE	K.RL.P.4.3.	<p>Use picture cues to confirm or self-correct word recognition 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 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)
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)

PERFORMANCE DESCRIPTOR / STANDARD	K.RL.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.5.1.	<p>With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</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.7 Emerging to 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>
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.5.2.	<p>With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</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.7 Emerging to 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>
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.6.1.	<p>Describe the relationship between illustrations and the 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>
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)

PERFORMANCE DESCRIPTOR / STANDARD	K.RL.MC.7.	Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.7.1.	<p>With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.</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>
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.7.2.	<p>Read or listen closely to compare familiar texts.</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>
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	K.RL.MC.8.1.	With guidance and support, read or listen closely to:
INDICATOR	K.RL.MC.8.1.a.	<p>Describe characters and their actions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
INDICATOR	K.RL.MC.8.1.b.	<p>Compare characters' experiences to those of the reader.</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>

INDICATOR	K.RL.MC.8.1.c.	Describe setting. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
INDICATOR	K.RL.MC.8.1.d.	Identify the problem and solution. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
INDICATOR	K.RL.MC.8.1.e.	Identify the cause of an event. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.LCS.9.	Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.9.1.	With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.9.2.	<p>With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.1.	<p>With guidance and support, ask and answer questions about known and unknown words.</p> <p><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)</p>
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.2.	<p>With guidance and support, identify new meanings for familiar words and apply them accurately.</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.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.3.	<p>With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.</p> <p><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)</p>



GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.4.	<p>With guidance and support, identify the individual words used to form a compound word.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.5.	<p>With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.</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>
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.10.6.	<p>With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</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>
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.LCS.11.	Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.11.1.	<p>Identify the author and illustrator and define the role of each.</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>

GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.11.2.	<p>Identify who is telling the story, the narrator or characters.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.LCS.12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.12.1.	<p>Recognize and sort types of literary texts.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.8 Uses various types of books for their intended purposes</p>
GRADE LEVEL EXAMPLE / STAGE	K.RL.LCS.12.2.	<p>Recognize the crafted text structure of recurring phrases.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
STANDARD / COURSE	SC.K.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RL.RC.13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	K.RL.RC.13.1.	<p>Engage in whole and small group reading with purpose and understanding.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>



GRADE LEVEL EXAMPLE / STAGE	K.RL.RC.13.2.	<p>Read independently for sustained periods of time to build stamina.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions • 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
GRADE LEVEL EXAMPLE / STAGE	K.RL.RC.13.3.	<p>Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</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 e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.1.	<p>Follow words from left to right, top to bottom, and front to back.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.8 Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.2.	<p>Recognize that spoken words are represented in written language by specific sequences of letters.</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 Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.3.	<p>Understand that words are separated by spaces in print.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

GRADE LEVEL EXAMPLE / STAGE	K.RI.P.1.4.	<p>Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order</p>
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.2.	Demonstrate understanding of spoken words, syllables, and sounds.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.1.	<p>Recognize and produce rhyming words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.8 Generates a group of rhyming words when given a word</p>
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.2.	<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>
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.3.	<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>
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.4.	<p>Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <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>

GRADE LEVEL EXAMPLE / STAGE	K.RI.P.2.5.	<p>Add or substitute individual sounds in simple, single-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>
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.3.	Know and apply grade-level phonics and word analysis skills when decoding words.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.1.	<p>Produce one-to-one letter-sound correspondences 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>
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.2.	<p>Associate long and short sounds of the five major vowels with their common spellings.</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>
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.3.	<p>Read regularly spelled single-syllable 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>

GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.4.	<p>Distinguish between similarly spelled consonant-vowel-consonant patterned 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>
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.5.	<p>Read common high-frequency 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>
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.3.6.	<p>Recognize grade-appropriate irregularly spelled 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>
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.4.1.	<p>Read emergent-reader texts 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 e. Reads fluently <p>Objective 18e.2 Reads and comprehends emergent reader texts and other print materials</p>
GRADE LEVEL EXAMPLE / STAGE	K.RI.P.4.2.	<p>Read emergent-reader texts orally with accuracy, appropriate rate, and expression.</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 e. Reads fluently <p>Objective 18e.2 Reads and comprehends emergent reader texts and other print materials</p>

GRADE LEVEL EXAMPLE / STAGE	K.RI.P.4.3.	<p>Use picture cues to confirm or self-correct word recognition 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 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>
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.MC.5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	K.RI.MC.5.1.	<p>With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</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>
GRADE LEVEL EXAMPLE / STAGE	K.RI.MC.5.2.	<p>With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</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>
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.MC.6.	Summarize key details and ideas to support analysis of central ideas.

GRADE LEVEL EXAMPLE / STAGE	K.RI.MC.6.1.	<p>With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.</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>
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.MC.7.	Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.
GRADE LEVEL EXAMPLE / STAGE	K.RI.MC.7.1.	<p>With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.</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>
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.LCS.8.	Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.8.1.	<p>With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.</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>

GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.8.2.	<p>With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.9 Emerging to 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</p>
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.1.	<p>With guidance and support, ask and answer questions about known and unknown words.</p> <p><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)</p>
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.2.	<p>With guidance and support, identify new meanings for familiar words and apply them accurately.</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.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.3.	<p>With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.</p> <p><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)</p>



GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.4.	<p>With guidance and support, use print and multimedia resources to explore word relationships and meanings.</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>
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.9.5.	<p>With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</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>
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.LCS.10.	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.10.1.	<p>Identify the author and illustrator and define the role of each.</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>
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.LCS.11.	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.11.1.	<p>With guidance and support, explore informational text structures within texts heard or read.</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>
GRADE LEVEL EXAMPLE / STAGE	K.RI.LCS.11.2.	<p>With guidance and support, identify the reasons an author gives to support a position.</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>
STANDARD / COURSE	SC.K.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	K.RI.RC.12.1.	<p>Engage in whole and small group reading 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>
GRADE LEVEL EXAMPLE / STAGE	K.RI.RC.12.2.	<p>Read independently for sustained periods of time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions • 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

GRADE LEVEL EXAMPLE / STAGE	K.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers. <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
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.MCC.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXAMPLE / STAGE	K.W.MCC.1.1.	Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it. <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
GRADE LEVEL EXAMPLE / STAGE	K.W.MCC.1.2.	With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. <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
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.MCC.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXAMPLE / STAGE	K.W.MCC.2.1.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply 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



GRADE LEVEL EXAMPLE / STAGE	K.W.MCC.2.2.	<p>With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	K.W.MCC.3.1.	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
GRADE LEVEL EXAMPLE / STAGE	K.W.MCC.3.2.	<p>With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.1.	<p>With guidance and support, use nouns.</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 c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>



GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.2.	<p>With guidance and support, form regular plural nouns orally by adding /s/ or /es/.</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 c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.3.	<p>With guidance and support, understand and use interrogatives.</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.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>
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.4.	<p>With guidance and support, use verbs.</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 c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.5.	<p>With guidance and support, use adjectives.</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 c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.6.	<p>With guidance and support, use prepositional phrases.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.7.	<p>With guidance and support, use conjunctions.</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 c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>



GRADE LEVEL EXAMPLE / STAGE	K.W.L.4.8.	Produce and expand complete sentences. <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)
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.1.	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
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.2.	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
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.3.	Write letter(s) for familiar consonant and vowel sounds. <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
GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.4.	Spell simple words phonetically. <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



GRADE LEVEL EXAMPLE / STAGE	K.W.L.5.5.	Consult print and multimedia resources to check and correct spellings. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.8 Uses various types of books for their intended purposes
STANDARD / COURSE	SC.K.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	K.W.RC.6.	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6.1.	With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences. <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
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6.2.	Print upper-and lower-case letters. <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
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6.3.	Recognize that print moves from left to right and that there are spaces between words. <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
GRADE LEVEL EXAMPLE / STAGE	K.W.RC.6.4.	Locate letter keys on an electronic device. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)

PERFORMANCE DESCRIPTOR / STANDARD	K.C.MC.1.	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1.1.	Explore and create meaning through play, conversation, drama, and story-telling. <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
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1.2.	Practice the skills of taking turns, listening to others, and speaking clearly. <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
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1.3.	Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture. <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
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1.4.	Participate in conversations with varied partners about focused grade level topics and texts in small and large groups. <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
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made. <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
STANDARD / COURSE	SC.K.C.	Communication (C)



KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.C.MC.2.	Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.2.1.	With guidance and support, recall information from experiences or gather information from sources to ask and answer questions. <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
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.2.2.	With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings. <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
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	K.C.MC.3.	Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.3.1.	Explore how ideas and topics are depicted in a variety of media and formats. <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
GRADE LEVEL EXAMPLE / STAGE	K.C.MC.3.2.	Use appropriate props, images, or illustrations to support verbal communication. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.LCS.	Language, Craft and Structure (LCS)

PERFORMANCE DESCRIPTOR / STANDARD	K.C.LCS.4.	Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.
GRADE LEVEL EXAMPLE / STAGE	K.C.LCS.4.1.	<p>Identify speaker's purpose.</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>
GRADE LEVEL EXAMPLE / STAGE	K.C.LCS.4.2.	<p>Identify the introduction and conclusion of a presentation.</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>
GRADE LEVEL EXAMPLE / STAGE	K.C.LCS.4.3.	<p>Identify when the speaker uses intonation and word stress.</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>
STANDARD / COURSE	SC.K.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.C.LCS.	Language, Craft and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	K.C.LCS.5.	Incorporate craft techniques to engage and impact audience and convey messages.
GRADE LEVEL EXAMPLE / STAGE	K.C.LCS.5.1.	<p>Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.</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>
GRADE LEVEL EXAMPLE / STAGE	K.C.LCS.5.2.	<p>Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.</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>



South Carolina College- and Career-Ready Standards and Indicators for Kindergarten

Mathematics; adopted 2015

STANDARD / COURSE	SC.PS.	South Carolina College- and Career-Ready Mathematical Process Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	PS.1.	Make sense of problems and persevere in solving them.
PERFORMANCE DESCRIPTOR / STANDARD	PS.1a.	<p>Relate a problem to prior knowledge.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
PERFORMANCE DESCRIPTOR / STANDARD	PS.1b.	<p>Recognize there may be multiple entry points to a problem and more than one path to a solution.</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.8 Thinks problems through, considering several possibilities and analyzing results</p>
PERFORMANCE DESCRIPTOR / STANDARD	PS.1c.	<p>Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.</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.8 Thinks problems through, considering several possibilities and analyzing results</p>
PERFORMANCE DESCRIPTOR / STANDARD	PS.1d.	<p>Evaluate the success of an approach to solve a problem and refine it if necessary.</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.8 Thinks problems through, considering several possibilities and analyzing results</p>
STANDARD / COURSE	SC.PS.	South Carolina College- and Career-Ready Mathematical Process Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	PS.2.	Reason both contextually and abstractly.

PERFORMANCE DESCRIPTOR / STANDARD	PS.2a.	<p>Make sense of quantities and their relationships in mathematical and real-world situations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
PERFORMANCE DESCRIPTOR / STANDARD	PS.2b.	<p>Describe a given situation using multiple mathematical representations.</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>
PERFORMANCE DESCRIPTOR / STANDARD	PS.2c.	<p>Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.</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>
PERFORMANCE DESCRIPTOR / STANDARD	PS.2d.	<p>Connect the meaning of mathematical operations to the context of a given situation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
STANDARD / COURSE	SC.PS.	South Carolina College- and Career-Ready Mathematical Process Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	PS.3.	Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.
PERFORMANCE DESCRIPTOR / STANDARD	PS.3a.	<p>Construct and justify a solution to a problem.</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.8 Thinks problems through, considering several possibilities and analyzing results</p>

PERFORMANCE DESCRIPTOR / STANDARD	PS.3b.	<p>Compare and discuss the validity of various reasoning strategies.</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.8 Thinks problems through, considering several possibilities and analyzing results</p>
PERFORMANCE DESCRIPTOR / STANDARD	PS.3c.	<p>Make conjectures and explore their validity.</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.8 Thinks problems through, considering several possibilities and analyzing results</p>
PERFORMANCE DESCRIPTOR / STANDARD	PS.3d.	<p>Reflect on and provide thoughtful responses to 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 e. Shows flexibility and inventiveness in thinking <p>Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
STANDARD / COURSE	SC.PS.	South Carolina College- and Career-Ready Mathematical Process Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	PS.4.	Connect mathematical ideas and real-world situations through modeling.
PERFORMANCE DESCRIPTOR / STANDARD	PS.4a.	<p>Identify relevant quantities and develop a model to describe their relationships.</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>
PERFORMANCE DESCRIPTOR / STANDARD	PS.4b.	<p>Interpret mathematical models in the context of the situation.</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>
PERFORMANCE DESCRIPTOR / STANDARD	PS.4c.	<p>Make assumptions and estimates to simplify complicated situations.</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>

PERFORMANCE DESCRIPTOR / STANDARD	PS.4d.	Evaluate the reasonableness of a model and refine if necessary. <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
STANDARD / COURSE	SC.PS.	South Carolina College- and Career-Ready Mathematical Process Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	PS.5.	Use a variety of mathematical tools effectively and strategically.
PERFORMANCE DESCRIPTOR / STANDARD	PS.5a.	Select and use appropriate tools when solving a mathematical problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
PERFORMANCE DESCRIPTOR / STANDARD	PS.5b.	Use technological tools and other external mathematical resources to explore and deepen understanding of concepts. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STANDARD / COURSE	SC.PS.	South Carolina College- and Career-Ready Mathematical Process Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	PS.6.	Communicate mathematically and approach mathematical situations with precision.
PERFORMANCE DESCRIPTOR / STANDARD	PS.6a.	Express numerical answers with the degree of precision appropriate for the context of a situation. <u>GOLD® Objectives for Development and Learning</u> 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 • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five
PERFORMANCE DESCRIPTOR / STANDARD	PS.6b.	Represent numbers in an appropriate form according to the context of the situation. <u>GOLD® Objectives for Development and Learning</u> 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 • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five

PERFORMANCE DESCRIPTOR / STANDARD	PS.6c.	<p>Use appropriate and precise mathematical language.</p> <p><u>GOLD® Objectives for Development and Learning</u> 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 • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five</p>
PERFORMANCE DESCRIPTOR / STANDARD	PS.6d.	<p>Use appropriate units, scales, and labels.</p> <p><u>GOLD® Objectives for Development and Learning</u> 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 • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five</p>
STANDARD / COURSE	SC.PS.	South Carolina College- and Career-Ready Mathematical Process Standards
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	PS.7.	Identify and utilize structure and patterns.
PERFORMANCE DESCRIPTOR / STANDARD	PS.7a.	<p>Recognize complex mathematical objects as being composed of more than one simple object.</p> <p><u>GOLD® Objectives for Development and Learning</u> 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 • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five</p>
PERFORMANCE DESCRIPTOR / STANDARD	PS.7b.	<p>Recognize mathematical repetition in order to make generalizations.</p> <p><u>GOLD® Objectives for Development and Learning</u> 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 • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five</p>

PERFORMANCE DESCRIPTOR / STANDARD	PS.7c.	<p>Look for structures to interpret meaning and develop solution strategies.</p> <p><u>GOLD® Objectives for Development and Learning</u> 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 • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five</p>
STANDARD / COURSE	SC.K.NS.	Number Sense
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.NS.1.	<p>Count forward by ones and tens to 100.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20d.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>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.NS.2.	<p>Count forward by ones beginning from any number less than 100.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20d.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>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.NS.3.	<p>Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.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>
STANDARD / COURSE	SC.K.NS.	Number Sense
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.NS.4.	Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:
PERFORMANCE DESCRIPTOR / STANDARD	K.NS.4a.	<p>The last number said tells the number of objects in the set (cardinality).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>

PERFORMANCE DESCRIPTOR / STANDARD	K.NS.4b.	<p>The number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number).</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>
PERFORMANCE DESCRIPTOR / STANDARD	K.NS.4c.	<p>Each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.</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>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.NS.5.	<p>Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.</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.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</p>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.NS.6.	<p>Recognize a quantity of up to ten objects in an organized arrangement (subitizing).</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>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.NS.7.	<p>Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting 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 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>

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.NS.8.	<p>Compare two written numerals up to 10 using more than, less than or equal to.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.7 Emerging to 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</p>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.NS.9.	<p>Identify first through fifth and last positions in a line of objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p>
STANDARD / COURSE	SC.K.NSBT.	Number Sense and Base Ten
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.NSBT.1.	<p>Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.</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>
STANDARD / COURSE	SC.K.ATO.	Algebraic Thinking and Operations
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.ATO.1.	<p>Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.</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>

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.ATO.2.	<p>Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations 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>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.ATO.3.	<p>Compose and decompose numbers up to 10 using objects, drawings, and equations.</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>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.ATO.4.	<p>Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.</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>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.ATO.5.	<p>Add and subtract fluently within 5.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <p>Objective 20f.2 Adds and subtracts whole numbers fluently within five</p>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.ATO.6.	<p>Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.6 Extends and creates simple repeating patterns</p>
STANDARD / COURSE	SC.K.G.	Geometry

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.G.1.	Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind. <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
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.G.2.	Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere). <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
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.G.3.	Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used. <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
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.G.4.	Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes 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
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.G.5.	Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes 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
STANDARD / COURSE	SC.K.MDA.	Measurement and Data Analysis



KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.MDA.1.	<p>Identify measureable attributes (length, weight) of an object.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.8 Uses measurement words and some standard measurement tools accurately</p>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.MDA.2.	<p>Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier.</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>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.MDA.3.	<p>Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p>
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	K.MDA.4.	<p>Represent data using object and picture graphs and draw conclusions from the graphs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p>

© 2017 EdGate Correlation Services, LLC. All Rights reserved.
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)