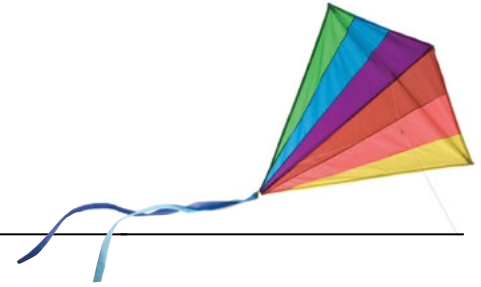




Alignment of

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*GOLD*®

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

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WITH

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

aligned to

**Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading**

**Grade: Kindergarten; adopted 2010**

<b>TEKS</b>	<b>TX.110.11.</b>	<b>English Language Arts and Reading, Kindergarten</b>
<b>STUDENT EXPECTATION</b>	<b>(K.1)</b>	<b>Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.1 (A)</b>	<p>Recognize that spoken words can be represented by print for communication.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text</li> <li>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.1 (B)</b>	<p>Identify upper- and lower-case letters.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> <li>Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.1 (C)</b>	<p>Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> <li>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</li> </ul>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.1 (D)</b>	<p>Recognize the difference between a letter and a printed word.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> <li>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</li> </ul>

GRADE LEVEL EXPECTATION	K.1 (E)	<p>Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</li> </ul>
GRADE LEVEL EXPECTATION	K.1 (F)	<p>Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow</li> </ul>
GRADE LEVEL EXPECTATION	K.1 (G)	<p>Identify different parts of a book (e.g., front and back covers, title page).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.2)	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
GRADE LEVEL EXPECTATION	K.2 (A)	<p>Identify a sentence made up of a group of words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text</li> </ul> <p>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
GRADE LEVEL EXPECTATION	K.2 (B)	<p>Identify syllables in spoken words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound</li> </ul> <p>Objective 15c.4 Shows awareness of separate syllables in words</p>
GRADE LEVEL EXPECTATION	K.2 (C)	<p>Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> </ul>

		<b>Objective 15a.8 Generates a group of rhyming words when given a word</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.2 (D)</b>	Distinguish orally presented rhyming pairs of words from non-rhyming pairs.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <b>Objective 15a.6 Decides whether two words rhyme</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.2 (E)</b>	Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball").  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <b>Objective 15b.4 Shows awareness that some words begin the same way</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.2 (F)</b>	Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <b>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.2 (G)</b>	Blend spoken phonemes to form one-syllable words (e.g., /m/ . . /a/ . . /n/ says man).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <b>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.2 (H)</b>	Isolate the initial sound in one-syllable spoken words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <b>Objective 15b.8 Isolates and identifies the beginning sound of a word</b>

GRADE LEVEL EXPECTATION	K.2 (I)	Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ . . /o/ . . /g/).  <b><u>GOLD® Objectives for Development and Learning</u></b> <ul style="list-style-type: none"> <li>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound</li> </ul> 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
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.3)	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:
GRADE LEVEL EXPECTATION	K.3 (A)	Identify the common sounds that letters represent.  <b><u>GOLD® Objectives for Development and Learning</u></b> <ul style="list-style-type: none"> <li>Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences</li> </ul> Objective 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant
GRADE LEVEL EXPECTATION	K.3 (B)	Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).  <b><u>GOLD® Objectives for Development and Learning</u></b> <ul style="list-style-type: none"> <li>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text</li> </ul> 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 EXPECTATION	K.3 (C)	Recognize that new words are created when letters are changed, added, or deleted.  <b><u>GOLD® Objectives for Development and Learning</u></b> <ul style="list-style-type: none"> <li>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound</li> </ul> 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

GRADE LEVEL EXPECTATION	K.3 (D)	Identify and read at least 25 high-frequency words from a commonly used list.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (A)	Predict what might happen next in text based on the cover, title, and illustrations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.5)	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	K.5 (A)	Identify and use words that name actions, directions, positions, sequences, and locations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns) • 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

GRADE LEVEL EXPECTATION	K.5 (B)	Recognize that compound words are made up of shorter words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
GRADE LEVEL EXPECTATION	K.5 (C)	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
GRADE LEVEL EXPECTATION	K.5 (D)	Use a picture dictionary to find words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.8 Uses various types of books for their intended purposes
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.6)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	K.6 (A)	Identify elements of a story including setting, character, and key events.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
GRADE LEVEL EXPECTATION	K.6 (B)	Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections 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

		<b>conclusions; identifies the author’s supporting points</b>
GRADE LEVEL EXPECTATION	K.6 (C)	<p>Recognize sensory details.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and <b>draws conclusions; identifies the author’s supporting points</b></p>
GRADE LEVEL EXPECTATION	K.6 (D)	<p>Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and <b>draws conclusions; identifies the author’s supporting points</b></p>
STUDENT EXPECTATION	(K.7)	<p>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and <b>draws conclusions; identifies the author’s supporting points</b></p>
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.8)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	K.8 (A)	<p>Retell a main event from a story read aloud.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts  <b>Objective 18c.6 Retells a familiar story and recounts an informational text in proper</b></p>



		sequence, including major events and characters, as appropriate
GRADE LEVEL EXPECTATION	K.8 (B)	Describe characters in a story and the reasons for their actions.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and <b>draws conclusions; identifies the author’s supporting points</b>
STUDENT EXPECTATION	(K.9)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and <b>draws conclusions; identifies the author’s supporting points</b>
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.10)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	K.10 (A)	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and <b>draws conclusions; identifies the author’s supporting points</b>
GRADE LEVEL EXPECTATION	K.10 (B)	Retell important facts in a text, heard or read.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.8 Retells stories and recounts informational texts with many details about

		characters, events, ideas, and story lines
GRADE LEVEL EXPECTATION	K.10 (C)	Discuss the ways authors group information in text.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and <b>draws conclusions; identifies the author’s supporting points</b>
GRADE LEVEL EXPECTATION	K.10 (D)	Use titles and illustrations to make predictions about text.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and <b>draws conclusions; identifies the author’s supporting points</b>
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	K.11 (A)	Follow pictorial directions (e.g., recipes, science experiments).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
GRADE LEVEL EXPECTATION	K.11 (B)	Identify the meaning of specific signs (e.g., traffic signs, warning signs).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

		Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:
GRADE LEVEL EXPECTATION	K.12 (A)	Identify different forms of media (e.g., advertisements, newspapers, radio programs).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.8 Uses various types of books for their intended purposes
GRADE LEVEL EXPECTATION	K.12 (B)	Identify techniques used in media (e.g., sound, movement).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:
GRADE LEVEL EXPECTATION	K.13 (A)	Plan a first draft by generating ideas for writing through class discussion.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
GRADE LEVEL EXPECTATION	K.13 (B)	Develop drafts by sequencing the action or details in the story.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
GRADE LEVEL EXPECTATION	K.13 (C)	Revise drafts by adding details or sentences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

GRADE LEVEL EXPECTATION	K.13 (D)	<p>Edit drafts by leaving spaces between letters and words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
GRADE LEVEL EXPECTATION	K.13 (E)	<p>Share writing with others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.14)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
GRADE LEVEL EXPECTATION	K.14 (A)	<p>Dictate or write sentences to tell a story and put the sentences in chronological sequence.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
GRADE LEVEL EXPECTATION	K.14 (B)	<p>Write short poems.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
STUDENT EXPECTATION	(K.15)	<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten

STUDENT EXPECTATION	(K.16)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
GRADE LEVEL EXPECTATION	K.16 (A)	Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
INDICATOR	K.16 (A) (i)	Past and future tenses when speaking  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	K.16 (A) (ii)	Nouns (singular/plural)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	K.16 (A) (iii)	Descriptive words  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR	K.16 (A) (iv)	Prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance
INDICATOR	K.16 (A) (v)	Pronouns (e.g., I, me)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten

STUDENT EXPECTATION	(K.16)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
GRADE LEVEL EXPECTATION	K.16 (B)	Speak in complete sentences to communicate.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <b>Objective 9c.6 Uses complete, four- to six-word sentences</b>
GRADE LEVEL EXPECTATION	K.16 (C)	Use complete simple sentences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <b>Objective 9c.6 Uses complete, four- to six-word sentences</b>
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.17)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
GRADE LEVEL EXPECTATION	K.17 (A)	Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions <b>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</b>
GRADE LEVEL EXPECTATION	K.17 (B)	Capitalize the first letter in a sentence.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions <b>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</b>
GRADE LEVEL EXPECTATION	K.17 (C)	Use punctuation at the end of a sentence.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions <b>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</b>



		in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of letter-sound relationships
<b>TEKS</b>	<b>TX.110.11.</b>	<b>English Language Arts and Reading, Kindergarten</b>
<b>STUDENT EXPECTATION</b>	<b>(K.18)</b>	<b>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.18 (A)</b>	Use phonological knowledge to match sounds to letters.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
<b>GRADE LEVEL EXPECTATION</b>	<b>K.18 (B)</b>	Use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
<b>GRADE LEVEL EXPECTATION</b>	<b>K.18 (C)</b>	Write one's own name.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.12 Writes accurate first name
<b>TEKS</b>	<b>TX.110.11.</b>	<b>English Language Arts and Reading, Kindergarten</b>
<b>STUDENT EXPECTATION</b>	<b>(K.19)</b>	<b>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.19 (A)</b>	Ask questions about topics of class-wide interest.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
<b>GRADE LEVEL EXPECTATION</b>	<b>K.19 (B)</b>	Decide what sources or people in the classroom, school, library, or home can answer these questions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and

		<p>motivation</p> <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
<b>TEKS</b>	<b>TX.110.11.</b>	<b>English Language Arts and Reading, Kindergarten</b>
<b>STUDENT EXPECTATION</b>	<b>(K.20)</b>	<b>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.20 (A)</b>	<p>Gather evidence from provided text sources.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.20 (B)</b>	<p>Use pictures in conjunction with writing when documenting research.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
<b>TEKS</b>	<b>TX.110.11.</b>	<b>English Language Arts and Reading, Kindergarten</b>
<b>STUDENT EXPECTATION</b>	<b>(K.21)</b>	<b>Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.21 (A)</b>	<p>Listen attentively by facing speakers and asking questions to clarify information.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.21 (B)</b>	<p>Follow oral directions that involve a short related sequence of actions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language b. Follows directions</li> </ul> <p>Objective 8b.8 Follows detailed, instructional, multistep directions</p>
<b>STUDENT EXPECTATION</b>	<b>(K.22)</b>	<b>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater</b>



		<p>complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> </ul> <p><b>Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly</b></p>
STUDENT EXPECTATION	(K.23)	<p>Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p><b>Objective 10b.8 Uses acceptable language and basic social rules during communication with others</b></p>
TEKS	TX.110.10(b)	<b>Figure 19 TAC, Reading/Comprehension Skills Kindergarten</b>
STUDENT EXPECTATION	(110.11)	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p>
GRADE LEVEL EXPECTATION	110.11 (A)	<p>Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>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</b></p>
GRADE LEVEL EXPECTATION	110.11 (B)	<p>Ask and respond to questions about text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p>
GRADE LEVEL EXPECTATION	110.11 (C)	<p>Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts d. Uses context</li> </ul>

		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)
GRADE LEVEL EXPECTATION	110.11 (D)	Make inferences based on the cover, title, illustrations, and plot.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
GRADE LEVEL EXPECTATION	110.11 (E)	Retell or act out important events in stories.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.8 Retells stories and recounts informational texts with many details about characters, events, ideas, and story lines
GRADE LEVEL EXPECTATION	110.11 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections 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
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.1)	Reading/Beginning Reading Skills/Print Awareness. Students understand how Spanish is written and printed. Students are expected to:
GRADE LEVEL EXPECTATION	K.1 (A)	Recognize that spoken words can be represented by print for communication.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
GRADE LEVEL EXPECTATION	K.1 (B)	Identify upper- and lower-case letters.  <u><b>GOLD® Objectives for Development and Learning</b></u>

		<ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <b>Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order</b>
GRADE LEVEL EXPECTATION	K.1 (C)	<p>Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <b>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</b>
GRADE LEVEL EXPECTATION	K.1 (D)	<p>Recognize the difference between a letter and a printed word.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <b>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</b>
GRADE LEVEL EXPECTATION	K.1 (E)	<p>Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <b>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</b>
GRADE LEVEL EXPECTATION	K.1 (F)	<p>Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <b>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</b>
GRADE LEVEL EXPECTATION	K.1 (G)	<p>Identify different parts of a book (e.g., front and back covers, title page).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <b>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</b>
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.2)	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:

GRADE LEVEL EXPECTATION	K.2 (A)	<p>Identify a sentence made up of a group of words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts  Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
GRADE LEVEL EXPECTATION	K.2 (B)	<p>Identify syllables in spoken words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound  Objective 15c.4 Shows awareness of separate syllables in words</p>
GRADE LEVEL EXPECTATION	K.2 (C)	<p>Orally generate rhymes in response to spoken words (e.g., "Que rima con mesa?").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme  Objective 15a.8 Generates a group of rhyming words when given a word</p>
GRADE LEVEL EXPECTATION	K.2 (D)	<p>Distinguish orally presented rhyming pairs of words from non-rhyming pairs.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme  Objective 15a.6 Decides whether two words rhyme</p>
GRADE LEVEL EXPECTATION	K.2 (E)	<p>Recognize spoken alliteration or groups of words that begin with the same initial sound (e.g., "Pepe Pecas pica papas").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration  Objective 15b.4 Shows awareness that some words begin the same way</p>
GRADE LEVEL EXPECTATION	K.2 (F)	<p>Blend spoken phonemes to form syllables and words (e.g., /m/ .../a/ says ma, ma-pa says "mapa").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound  Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>

GRADE LEVEL EXPECTATION	K.2 (G)	<p>Isolate the initial syllabic sound in spoken words (e.g., /pa/ta, /la/ta, /ra/ta).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration  Objective 15b.8 Isolates and identifies the beginning sound of a word</p>
GRADE LEVEL EXPECTATION	K.2 (H)	<p>Separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound  Objective 15c.4 Shows awareness of separate syllables in words</p>
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.3)	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:
GRADE LEVEL EXPECTATION	K.3 (A)	<p>Decode the five vowel sounds.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text  Objective 15d.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 EXPECTATION	K.3 (B)	<p>Decode syllables.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text  Objective 15d.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 EXPECTATION	K.3 (C)	<p>Use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g".</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text  Objective 15d.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 EXPECTATION	K.3 (D)	<p>Decode the written "y" when used as a conjunction, as in "mama y papa".</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 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</li> </ul>
GRADE LEVEL EXPECTATION	K.3 (E)	<p>Become familiar with the concept that "h" is silent.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 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</li> </ul>
GRADE LEVEL EXPECTATION	K.3 (F)	<p>Become familiar with the digraphs /ch/, /rr/.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 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</li> </ul>
GRADE LEVEL EXPECTATION	K.3 (G)	<p>Become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 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</li> </ul>
GRADE LEVEL EXPECTATION	K.3 (H)	<p>Use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content (e.g., CV, VC, CVC, CVCV words).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 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</li> </ul>

GRADE LEVEL EXPECTATION	K.3 (I)	Recognize that new words are created when syllables are changed, added, or deleted.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (A)	Predict what might happen next in text based on the cover, title, and illustrations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.5)	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	K.5 (A)	Identify and use words that name actions, directions, positions, sequences, and locations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns) • 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



GRADE LEVEL EXPECTATION	K.5 (B)	<p>Become familiar with grade appropriate vocabulary including content and function words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
GRADE LEVEL EXPECTATION	K.5 (C)	<p>Recognize that compound words are made by putting two words together (e.g., saca + puntas = sacapuntas).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
GRADE LEVEL EXPECTATION	K.5 (D)	<p>Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 13 Uses classification skills  Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
GRADE LEVEL EXPECTATION	K.5 (E)	<p>Use a picture dictionary to find words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts  Objective 17a.8 Uses various types of books for their intended purposes</p>
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.6)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	K.6 (A)	<p>Identify elements of a story including setting, character, and key events.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>



GRADE LEVEL EXPECTATION	K.6 (B)	<p>Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
GRADE LEVEL EXPECTATION	K.6 (C)	<p>Recognize sensory details.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
GRADE LEVEL EXPECTATION	K.6 (D)	<p>Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
STUDENT EXPECTATION	(K.7)	<p>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten

STUDENT EXPECTATION	(K.8)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	K.8 (A)	Retell a main event from a story read aloud.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <b>Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</b>
GRADE LEVEL EXPECTATION	K.8 (B)	Describe characters in a story and the reasons for their actions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <b>Objective 18a.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</b>
STUDENT EXPECTATION	(K.9)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <b>Objective 18a.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</b>
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.10)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:

GRADE LEVEL EXPECTATION	K.10 (A)	<p>Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
GRADE LEVEL EXPECTATION	K.10 (B)	<p>Retell important facts in a text, heard or read.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts  Objective 18c.8 Retells stories and recounts informational texts with many details about characters, events, ideas, and story lines</p>
GRADE LEVEL EXPECTATION	K.10 (C)	<p>Discuss the ways authors group information in text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
GRADE LEVEL EXPECTATION	K.10 (D)	<p>Use titles and illustrations to make predictions about text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

GRADE LEVEL EXPECTATION	K.11 (A)	Follow pictorial directions (e.g., recipes, science experiments).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <b>Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</b>
GRADE LEVEL EXPECTATION	K.11 (B)	Identify the meaning of specific signs (e.g., traffic signs, warning signs).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <b>Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</b>
<b>TEKS</b>	<b>TX.128.11.</b>	<b>Spanish Language Arts and Reading, Kindergarten</b>
<b>STUDENT EXPECTATION</b>	<b>(K.12)</b>	<b>Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:</b>
GRADE LEVEL EXPECTATION	K.12 (A)	Identify different forms of media (e.g., advertisements, newspapers, radio programs).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <b>Objective 17a.8 Uses various types of books for their intended purposes</b>
GRADE LEVEL EXPECTATION	K.12 (B)	Identify techniques used in media (e.g., sound, movement).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>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</b>
<b>TEKS</b>	<b>TX.128.11.</b>	<b>Spanish Language Arts and Reading, Kindergarten</b>
<b>STUDENT EXPECTATION</b>	<b>(K.13)</b>	<b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</b>

GRADE LEVEL EXPECTATION	K.13 (A)	Plan a first draft by generating ideas for writing through class discussion.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
GRADE LEVEL EXPECTATION	K.13 (B)	Develop drafts by sequencing the action or details in the story.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
GRADE LEVEL EXPECTATION	K.13 (C)	Revise drafts by adding details or sentences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
GRADE LEVEL EXPECTATION	K.13 (D)	Edit drafts by leaving spaces between letters and words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
GRADE LEVEL EXPECTATION	K.13 (E)	Share writing with others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.14)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

GRADE LEVEL EXPECTATION	K.14 (A)	Dictate or write sentences to tell a story and put the sentences in chronological sequence.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
GRADE LEVEL EXPECTATION	K.14 (B)	Write short poems.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
STUDENT EXPECTATION	(K.15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.16)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
GRADE LEVEL EXPECTATION	K.16 (A)	Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
INDICATOR	K.16 (A) (i)	Verbs, including commands and past and future tenses when speaking  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	K.16 (A) (ii)	Nouns (singular/plural)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar

		<b>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</b>
INDICATOR	K.16 (A) (iii)	Descriptive words  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</b> <b>Objective 9a.6 Describes and tells the use of many familiar items</b>
INDICATOR	K.16 (A) (iv)	Prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., en, de, por la tarde, en la mañana)  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</b> <b>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</b>
INDICATOR	K.16 (A) (v)	Personal pronouns (e.g., yo, ellos)  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</b> <b>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</b>
TEKS	TX.128.11.	<b>Spanish Language Arts and Reading, Kindergarten</b>
STUDENT EXPECTATION	(K.16)	<b>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>
GRADE LEVEL EXPECTATION	K.16 (B)	Speak in complete sentences to communicate.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</b> <b>Objective 9c.6 Uses complete, four- to six-word sentences</b>
GRADE LEVEL EXPECTATION	K.16 (C)	Use complete simple sentences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</b> <b>Objective 9c.6 Uses complete, four- to six-word sentences</b>
TEKS	TX.128.11.	<b>Spanish Language Arts and Reading, Kindergarten</b>
STUDENT EXPECTATION	(K.17)	<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students</b>



		write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
GRADE LEVEL EXPECTATION	K.17 (A)	Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships
GRADE LEVEL EXPECTATION	K.17 (B)	Capitalize the first letter in a sentence.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships
GRADE LEVEL EXPECTATION	K.17 (C)	Use punctuation at the beginning (when appropriate) and at the end of a sentence.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships
TEKS	TX.128.11.	Spanish Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.18)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	K.18 (A)	Use phonological knowledge to match sounds to individual letters or syllables.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
GRADE LEVEL EXPECTATION	K.18 (B)	Use letter-sound correspondences to spell mono- and multi-syllabic words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text



		Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
GRADE LEVEL EXPECTATION	K.18 (C)	Use knowledge of consonant/vowel sound relationships to spell syllables and words in text and independent of content (e.g., CV, ma; VC, un; VCV, oso; CVC, sol; CVCV, mesa).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
GRADE LEVEL EXPECTATION	K.18 (D)	Use "y" to represent /i/ when used as a conjunction (e.g. mama y papa).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
GRADE LEVEL EXPECTATION	K.18 (E)	Write one's own name.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.12 Writes accurate first name
<b>TEKS</b>	<b>TX.128.11.</b>	<b>Spanish Language Arts and Reading, Kindergarten</b>
<b>STUDENT EXPECTATION</b>	<b>(K.19)</b>	<b>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</b>
GRADE LEVEL EXPECTATION	K.19 (A)	Ask questions about topics of class-wide interest.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
GRADE LEVEL EXPECTATION	K.19 (B)	Decide what sources or people in the classroom, school, library, or home can answer these questions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in

		<b>grade-appropriate research projects</b>
<b>TEKS</b>	<b>TX.128.11.</b>	<b>Spanish Language Arts and Reading, Kindergarten</b>
<b>STUDENT EXPECTATION</b>	<b>(K.20)</b>	<b>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.20 (A)</b>	Gather evidence from provided text sources.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</b> <b>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.20 (B)</b>	Use pictures in conjunction with writing when documenting research.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</b> <b>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</b>
<b>TEKS</b>	<b>TX.128.11.</b>	<b>Spanish Language Arts and Reading, Kindergarten</b>
<b>STUDENT EXPECTATION</b>	<b>(K.21)</b>	<b>Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.21 (A)</b>	Listen attentively by facing speakers and asking questions to clarify information.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 8 Listens to and understands increasingly complex language a. Comprehends language</b> <b>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</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>K.21 (B)</b>	Follow oral directions that involve a short related sequence of actions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 8 Listens to and understands increasingly complex language b. Follows directions</b> <b>Objective 8b.8 Follows detailed, instructional, multistep directions</b>
<b>STUDENT EXPECTATION</b>	<b>(K.22)</b>	<b>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.</b>

		<p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> </ul> <p><b>Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly</b></p>
STUDENT EXPECTATION	(K.23)	<p>Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p><b>Objective 10b.8 Uses acceptable language and basic social rules during communication with others</b></p>

## Texas Essential Knowledge and Skills (TEKS) for Mathematics

### Grade: Kindergarten; adopted 2012

TEKS	TX.111.2.	Kindergarten, Adopted 2012
STUDENT EXPECTATION	(K.1)	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
GRADE LEVEL EXPECTATION	K.1 (A)	<p>Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p><b>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</b></p>
GRADE LEVEL EXPECTATION	K.1 (B)	<p>Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p><b>Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results</b></p>
GRADE LEVEL EXPECTATION	K.1 (C)	<p>Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p>

		<p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p>Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges</p>
GRADE LEVEL EXPECTATION	K.1 (D)	<p>Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
GRADE LEVEL EXPECTATION	K.1 (E)	<p>Create and use representations to organize, record, and communicate mathematical ideas.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
GRADE LEVEL EXPECTATION	K.1 (F)	<p>Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p>Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results</p>
GRADE LEVEL EXPECTATION	K.1 (G)	<p>Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p>Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results</p>
TEKS	TX.111.2.	Kindergarten, Adopted 2012
STUDENT EXPECTATION	(K.2)	Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:
GRADE LEVEL EXPECTATION	K.2 (A)	Count forward and backward to at least 20 with and without objects.

		<p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <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>
GRADE LEVEL EXPECTATION	K.2 (B)	<p>Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</p>
GRADE LEVEL EXPECTATION	K.2 (C)	<p>Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <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>
GRADE LEVEL EXPECTATION	K.2 (D)	<p>Recognize instantly the quantity of a small group of objects in organized and random arrangements.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
GRADE LEVEL EXPECTATION	K.2 (E)	<p>Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</p>
GRADE LEVEL EXPECTATION	K.2 (F)	<p>Generate a number that is one more than or one less than another number up to at least 20.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <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>
GRADE LEVEL EXPECTATION	K.2 (G)	<p>Compare sets of objects up to at least 20 in each set using comparative language.</p>

		<p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations b. Quantifies  Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</p>
GRADE LEVEL EXPECTATION	K.2 (H)	<p>Use comparative language to describe two numbers up to 20 presented as written numerals.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities  Objective 20c.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>
GRADE LEVEL EXPECTATION	K.2 (I)	<p>Compose and decompose numbers up to 10 with objects and pictures.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations b. Quantifies  Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
TEKS	TX.111.2.	Kindergarten, Adopted 2012
STUDENT EXPECTATION	(K.3)	Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:
GRADE LEVEL EXPECTATION	K.3 (A)	<p>Model the action of joining to represent addition and the action of separating to represent subtraction.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships  Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
GRADE LEVEL EXPECTATION	K.3 (B)	<p>Solve word problems using objects and drawings to find sums up to 10 and differences within 10.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships  Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>

GRADE LEVEL EXPECTATION	K.3 (C)	<p>Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships</li> </ul> <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>
STUDENT EXPECTATION	(K.4)	<p>Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures b. Measures time and money</li> </ul> <p>Objective 22b.7 Emerging to 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)</p>
STUDENT EXPECTATION	(K.5)	<p>Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <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>
TEKS	TX.111.2.	Kindergarten, Adopted 2012
STUDENT EXPECTATION	(K.6)	<p>Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:</p>
GRADE LEVEL EXPECTATION	K.6 (A)	<p>Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>



GRADE LEVEL EXPECTATION	K.6 (B)	Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world.  <u><b>GOLD® Objectives for Development and Learning</b></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
GRADE LEVEL EXPECTATION	K.6 (C)	Identify two-dimensional components of three-dimensional objects.  <u><b>GOLD® Objectives for Development and Learning</b></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
GRADE LEVEL EXPECTATION	K.6 (D)	Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.  <u><b>GOLD® Objectives for Development and Learning</b></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
GRADE LEVEL EXPECTATION	K.6 (E)	Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.  <u><b>GOLD® Objectives for Development and Learning</b></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
GRADE LEVEL EXPECTATION	K.6 (F)	Create two-dimensional shapes using a variety of materials and drawings.  <u><b>GOLD® Objectives for Development and Learning</b></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
TEKS	TX.111.2.	Kindergarten, Adopted 2012
STUDENT EXPECTATION	(K.7)	Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:



GRADE LEVEL EXPECTATION	K.7 (A)	Give an example of a measurable attribute of a given object, including length, capacity, and weight.  <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXPECTATION	K.7 (B)	Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.  <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
TEKS	TX.111.2.	Kindergarten, Adopted 2012
STUDENT EXPECTATION	(K.8)	Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:
GRADE LEVEL EXPECTATION	K.8 (A)	Collect, sort, and organize data into two or three categories.  <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
GRADE LEVEL EXPECTATION	K.8 (B)	Use data to create real-object and picture graphs.  <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
GRADE LEVEL EXPECTATION	K.8 (C)	Draw conclusions from real-object and picture graphs.  <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
TEKS	TX.111.2.	Kindergarten, Adopted 2012
STUDENT EXPECTATION	(K.9)	Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

GRADE LEVEL EXPECTATION	K.9 (A)	Identify ways to earn income.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.9 (B)	Differentiate between money received as income and money received as gifts.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.9 (C)	List simple skills required for jobs.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.9 (D)	Distinguish between wants and needs and identify income as a source to meet one's wants and needs.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 30 Shows basic understanding of people and how they live

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