TeachingStrategies®

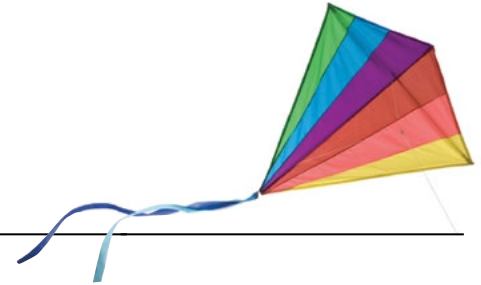**Alignment of**

GOLD®

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

WITH

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

aligned to

The New York State Prekindergarten Learning Standards

Standards adopted 2019

STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 1:	Approaches to Learning (AL)
STANDARD / CONCEPTUAL UNDERSTANDING		PLAY AND ENGAGEMENT IN LEARNING
EXPECTATION / CONTENT SPECIFICATION	PK.AL.1.	Actively engages in play as a means of exploration and learning
GRADE EXPECTATION	PK.AL.1.a.	Interacts with a variety of materials and peers through play *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
GRADE EXPECTATION	PK.AL.1.b.	Participates in multiple play activities with same material *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
GRADE EXPECTATION	PK.AL.1.c.	Engages in pretend and imaginative play – testing theories, acting out imagination *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks

GRADE EXPECTATION	PK.AL.1.d.	Self-selects play activity and demonstrates spontaneity • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
GRADE EXPECTATION	PK.AL.1.e.	Uses "trial and error" method to figure out a task, problem, etc. *GOLD® Objectives for Development and Learning* • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
GRADE EXPECTATION	PK.AL.1.f.	Demonstrates awareness of connections between prior and new knowledge *GOLD® Objectives for Development and Learning* • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 1:	Approaches to Learning (AL)
STANDARD / CONCEPTUAL UNDERSTANDING		PLAY AND ENGAGEMENT IN LEARNING
EXPECTATION / CONTENT SPECIFICATION	PK.AL.2.	Actively engages in problem solving
GRADE EXPECTATION	PK.AL.2.a.	Identifies a problem and tries to solve it independently *GOLD® Objectives for Development and Learning* • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
GRADE EXPECTATION	PK.AL.2.b.	Attempts multiple ways to solve a problem *GOLD® Objectives for Development and Learning* • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
GRADE EXPECTATION	PK.AL.2.c.	Communicates more than one solution to a problem *GOLD® Objectives for Development and Learning* • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility

GRADE EXPECTATION	PK.AL.2.d.	Engages with peers and adults to solve problems GOLD® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 1:	Approaches to Learning (AL)
STANDARD / CONCEPTUAL UNDERSTANDING		CREATIVITY AND IMAGINATION
EXPECTATION / CONTENT SPECIFICATION	PK.AL.3.	Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences
GRADE EXPECTATION	PK.AL.3.a.	Uses materials/props in novel ways to represent ideas, characters and objects GOLD® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
GRADE EXPECTATION	PK.AL.3.b.	Identifies new or additional materials to complete a task GOLD® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
GRADE EXPECTATION	PK.AL.3.c.	Experiments to further knowledge GOLD® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE EXPECTATION	PK.AL.3.d.	Seeks additional clarity to further understanding GOLD® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

GRADE EXPECTATION	PK.AL.3.e.	Demonstrates innovative thinking ***GOLD*® Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.4 Uses creativity and imagination during play and routine tasks**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 1:**	**Approaches to Learning (AL)**
STANDARD / CONCEPTUAL UNDERSTANDING		**CURIOSITY AND INITIATIVE**
EXPECTATION / CONTENT SPECIFICATION	**PK.AL.4.**	**Exhibits curiosity, interest, and willingness to learn new things and have new experiences**
GRADE EXPECTATION	PK.AL.4.a.	Asks questions using who, what, how, why, when, where, what if ***GOLD*® Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**
GRADE EXPECTATION	PK.AL.4.b.	Expresses an interest in learning about and discussing a growing range of ideas ***GOLD*® Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**
GRADE EXPECTATION	PK.AL.4.c.	Actively explores how things in the world work ***GOLD*® Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**
GRADE EXPECTATION	PK.AL.4.d.	Investigates areas of interest ***GOLD*® Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**

GRADE EXPECTATION	PK.AL.4.e.	Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts) *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE EXPECTATION	PK.AL.4.f.	Willingly engages in new experiences and activities *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 1:	Approaches to Learning (AL)
STANDARD / CONCEPTUAL UNDERSTANDING		PERSISTENCE
EXPECTATION / CONTENT SPECIFICATION	PK.AL.5.	Demonstrates persistence
GRADE EXPECTATION	PK.AL.5.a.	Maintains focus on a task *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE EXPECTATION	PK.AL.5.b.	Seeks assistance when the next step seems unclear or appears too difficult *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE EXPECTATION	PK.AL.5.c.	Modifies strategies used to complete a task *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 2:	Physical Development and Health (PDH)

STANDARD / CONCEPTUAL UNDERSTANDING		PHYSICAL DEVELOPMENT
EXPECTATION / CONTENT SPECIFICATION	PK.PDH.1.	**Uses senses to assist and guide learning**
GRADE EXPECTATION	PK.PDH.1.a.	**Identifies sights, smells, sounds, tastes and textures** *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
GRADE EXPECTATION	PK.PDH.1.b.	**Compares and contrasts different sights, smells, sounds, tastes, and textures** *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
GRADE EXPECTATION	PK.PDH.1.c.	**Communicates to discuss sights, smells, sounds, tastes, and textures** *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 2:	**Physical Development and Health (PDH)**
STANDARD / CONCEPTUAL UNDERSTANDING		PHYSICAL DEVELOPMENT
EXPECTATION / CONTENT SPECIFICATION	PK.PDH.2.	**Uses sensory information to plan and carry out movements**
GRADE EXPECTATION	PK.PDH.2.a.	**Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body)** *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
GRADE EXPECTATION	PK.PDH.2.b.	**Exhibits appropriate body movements when carrying out a task** *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**

GRADE EXPECTATION	PK.PDH.2.c.	Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them) ***GOLD*® Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 2:**	**Physical Development and Health (PDH)**
STANDARD / CONCEPTUAL UNDERSTANDING		**PHYSICAL DEVELOPMENT**
EXPECTATION / CONTENT SPECIFICATION	**PK.PDH.3.**	**Demonstrates coordination and control of large muscles**
GRADE EXPECTATION	PK.PDH.3.a.	Displays an upright posture when standing or seated ***GOLD*® Objectives for Development and Learning** • **Objective 5 Demonstrates balancing skills** **Objective 5.6 Sustains balance during simple movement experiences**
GRADE EXPECTATION	PK.PDH.3.b.	Maintains balance during sitting, standing, and movement activities ***GOLD*® Objectives for Development and Learning** • **Objective 5 Demonstrates balancing skills** **Objective 5.6 Sustains balance during simple movement experiences**
GRADE EXPECTATION	PK.PDH.3.c.	Runs, jumps, walks in a straight line, and hops on one foot ***GOLD*® Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
GRADE EXPECTATION	PK.PDH.3.d.	Navigates stairs using alternating feet ***GOLD*® Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
GRADE EXPECTATION	PK.PDH.3.e.	Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc. ***GOLD*® Objectives for Development and Learning** • **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**

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STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 2:	Physical Development and Health (PDH)
STANDARD / CONCEPTUAL UNDERSTANDING		PHYSICAL DEVELOPMENT
EXPECTATION / CONTENT SPECIFICATION	PK.PDH.4.	**Combines a sequence of large motor skills with and without the use of equipment**
GRADE EXPECTATION	PK.PDH.4.a.	Navigates age appropriate playground equipment *GOLD®* Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
GRADE EXPECTATION	PK.PDH.4.b.	Explores, practices, and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing, etc.) *GOLD®* Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
GRADE EXPECTATION	PK.PDH.4.c.	Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports) *GOLD®* Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 2:	Physical Development and Health (PDH)
STANDARD / CONCEPTUAL UNDERSTANDING		PHYSICAL DEVELOPMENT
EXPECTATION / CONTENT SPECIFICATION	PK.PDH.5.	**Demonstrates eye-hand coordination and fine motor skills**

GRADE EXPECTATION	PK.PDH.5.a.	Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively) *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
GRADE EXPECTATION	PK.PDH.5.b.	Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.) *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
GRADE EXPECTATION	PK.PDH.5.c.	Uses buttons, zippers, snaps, hooks, and tape successfully *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 2:	Physical Development and Health (PDH)
STANDARD / CONCEPTUAL UNDERSTANDING		PHYSICAL FITNESS
EXPECTATION / CONTENT SPECIFICATION	PK.PDH.6.	Engages in a variety of physical fitness activities
GRADE EXPECTATION	PK.PDH.6.a.	Engages in rigorous large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements

GRADE EXPECTATION	PK.PDH.6.b.	Participates in activities designed to strengthen major muscle groups *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control** • **Objective 5 Demonstrates balancing skills** **Objective 5.6 Sustains balance during simple movement experiences** • **Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.6 Manipulates balls or similar objects with flexible body movements**
GRADE EXPECTATION	PK.PDH.6.c.	Participates in activities to promote balance and flexibility *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control** • **Objective 5 Demonstrates balancing skills** **Objective 5.6 Sustains balance during simple movement experiences** • **Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.6 Manipulates balls or similar objects with flexible body movements**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 2:**	**Physical Development and Health (PDH)**
STANDARD / CONCEPTUAL UNDERSTANDING		**PHYSICAL HEALTH AND WELL-BEING**
EXPECTATION / CONTENT SPECIFICATION	**PK.PDH.7.**	**Demonstrates personal care and hygiene skills**
GRADE EXPECTATION	PK.PDH.7.a.	Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.) *GOLD*® **Objectives for Development and Learning** • **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
GRADE EXPECTATION	PK.PDH.7.b.	Exhibits self-help skills when dressing, cleaning up, participating in meals, etc. *GOLD*® **Objectives for Development and Learning** • **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**

GRADE EXPECTATION	PK.PDH.7.c.	Recognizes and communicates the need to use the restroom or when experiencing symptoms of hunger or illness *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 2:	Physical Development and Health (PDH)
STANDARD / CONCEPTUAL UNDERSTANDING		PHYSICAL HEALTH AND WELL-BEING
EXPECTATION / CONTENT SPECIFICATION	PK.PDH.8.	Demonstrates awareness and understanding of healthy habits
GRADE EXPECTATION	PK.PDH.8.a.	Recognizes the importance of good nutrition, water, rest and sleep to be healthy *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE EXPECTATION	PK.PDH.8.b.	Demonstrates ways to self-soothe during times of stress *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
GRADE EXPECTATION	PK.PDH.8.c.	Talks about food choices in relationship to personal allergies and overall health *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE EXPECTATION	PK.PDH.8.d.	Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising) *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success

CATEGORY / CLUSTER / KEY IDEA	DOMAIN 2:	Physical Development and Health (PDH)
STANDARD / CONCEPTUAL UNDERSTANDING		PHYSICAL SAFETY
EXPECTATION / CONTENT SPECIFICATION	PK.PDH.9.	Demonstrates awareness and understanding of safety rules
GRADE EXPECTATION	PK.PDH.9.a.	Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult's hand when walking on sidewalks or near a street) *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE EXPECTATION	PK.PDH.9.b.	Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet) *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE EXPECTATION	PK.PDH.9.c.	Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc. *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE EXPECTATION	PK.PDH.9.d.	Explains how to get help in emergency situations (e.g., communicates their guardian's name and phone number) *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 3:	Social and Emotional Learning (SEL)
STANDARD / CONCEPTUAL UNDERSTANDING		SELF-AWARENESS AND SELF-MANAGEMENT SKILLS
EXPECTATION / CONTENT SPECIFICATION	PK.SEL.1.	Regulates responses to needs, feelings and events

GRADE EXPECTATION	PK.SEL.1.a.	Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation *GOLD® Objectives for Development and Learning* • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE EXPECTATION	PK.SEL.1.b.	Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors *GOLD® Objectives for Development and Learning* • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
GRADE EXPECTATION	PK.SEL.1.c.	Demonstrates an ability to independently modify behavior in different situations *GOLD® Objectives for Development and Learning* • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 3:	Social and Emotional Learning (SEL)
STANDARD / CONCEPTUAL UNDERSTANDING		SELF-AWARENESS AND SELF-MANAGEMENT SKILLS
EXPECTATION / CONTENT SPECIFICATION	PK.SEL.2.	Recognizes self as an individual having unique abilities, characteristics, feelings and interests
GRADE EXPECTATION	PK.SEL.2.a.	Describes self, using several different characteristics *GOLD® Objectives for Development and Learning* • Objective 29 Demonstrates knowledge about self
GRADE EXPECTATION	PK.SEL.2.b.	Identifies self as being part of a family and identifies being connected to at least one significant adult *GOLD® Objectives for Development and Learning* • Objective 29 Demonstrates knowledge about self
GRADE EXPECTATION	PK.SEL.2.c.	Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.) *GOLD® Objectives for Development and Learning* • Objective 29 Demonstrates knowledge about self

GRADE EXPECTATION	PK.SEL.2.d.	Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement *GOLD®* **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE EXPECTATION	PK.SEL.2.e.	Identifies the range of feelings one experiences over time and that feelings can change *GOLD®* **Objectives for Development and Learning** • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
GRADE EXPECTATION	PK.SEL.2.f.	Identifies likes and dislikes, needs and wants, strengths and challenges *GOLD®* **Objectives for Development and Learning** • Objective 29 Demonstrates knowledge about self
GRADE EXPECTATION	PK.SEL.2.g.	Exhibits confidence and pride in home language and culture *GOLD®* **Objectives for Development and Learning** • Objective 29 Demonstrates knowledge about self
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 3:	Social and Emotional Learning (SEL)
STANDARD / CONCEPTUAL UNDERSTANDING		SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS
EXPECTATION / CONTENT SPECIFICATION	PK.SEL.3.	Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)
GRADE EXPECTATION	PK.SEL.3.a.	Interacts with significant adults *GOLD®* **Objectives for Development and Learning** • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
GRADE EXPECTATION	PK.SEL.3.b.	Seeks guidance from primary caregivers, teachers and other familiar adults *GOLD®* **Objectives for Development and Learning** • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests

GRADE EXPECTATION	PK.SEL.3.c.	Transitions into unfamiliar setting with the assistance of familiar adults *GOLD*® **Objectives for Development and Learning** • **Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 3:**	**Social and Emotional Learning (SEL)**
STANDARD / CONCEPTUAL UNDERSTANDING		**SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS**
EXPECTATION / CONTENT SPECIFICATION	**PK.SEL.4.**	**Develops positive relationships with their peers**
GRADE EXPECTATION	PK.SEL.4.a.	Approaches children already engaged in play *GOLD*® **Objectives for Development and Learning** • **Objective 02 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.4 Uses successful strategies for entering groups**
GRADE EXPECTATION	PK.SEL.4.b.	Interacts with other children (e.g., in play, conversation, etc.) *GOLD*® **Objectives for Development and Learning** • **Objective 02 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.4 Uses successful strategies for entering groups**
GRADE EXPECTATION	PK.SEL.4.c.	Shares materials and toys with other children *GOLD*® **Objectives for Development and Learning** • **Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**
GRADE EXPECTATION	PK.SEL.4.d.	Sustains interactions by cooperating, helping, and suggesting new ideas for play *GOLD*® **Objectives for Development and Learning** • **Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children**
GRADE EXPECTATION	PK.SEL.4.e.	Develops friendship with one or more peers *GOLD*® **Objectives for Development and Learning** • **Objective 2 Establishes and sustains positive relationships d. Makes friends**

		Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
GRADE EXPECTATION	PK.SEL.4.f.	Offers support to another child or shows concern when a peer appears distressed *GOLD® Objectives for Development and Learning* • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 3:	Social and Emotional Learning (SEL)
STANDARD / CONCEPTUAL UNDERSTANDING		SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS
EXPECTATION / CONTENT SPECIFICATION	PK.SEL.5.	Demonstrates pro-social problem-solving skills in social interactions
GRADE EXPECTATION	PK.SEL.5.a.	Seeks input from others about a problem *GOLD® Objectives for Development and Learning* • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
GRADE EXPECTATION	PK.SEL.5.b.	Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves) *GOLD® Objectives for Development and Learning* • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
GRADE EXPECTATION	PK.SEL.5.c.	Uses and accepts compromise; with assistance *GOLD® Objectives for Development and Learning* • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 3:	Social and Emotional Learning (SEL)
STANDARD / CONCEPTUAL UNDERSTANDING		DECISION-MAKING SKILLS

EXPECTATION / CONTENT SPECIFICATION	PK.SEL.6.	Understands and follows routines and rules
GRADE EXPECTATION	PK.SEL.6.a.	Displays an understanding of the purpose of rules *GOLD®* Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE EXPECTATION	PK.SEL.6.b.	Engages easily in routine activities (e.g., story time, snack time, circle time) *GOLD®* Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE EXPECTATION	PK.SEL.6.c.	Uses materials purposefully, safely and respectfully as set by group rules *GOLD®* Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE EXPECTATION	PK.SEL.6.d.	With assistance, understands that breaking rules has a consequence *GOLD®* Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE EXPECTATION	PK.SEL.6.e.	Applies rules in new, but similar situations *GOLD®* Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.8 Applies basic rules in new but similar situations
GRADE EXPECTATION	PK.SEL.6.f.	Demonstrates the ability to create new rules for different situations *GOLD®* Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.8 Applies basic rules in new but similar situations
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 3:	Social and Emotional Learning (SEL)

STANDARD / CONCEPTUAL UNDERSTANDING		ADAPTABILITY
EXPECTATION / CONTENT SPECIFICATION	PK.SEL.7.	**Adapts to change**
GRADE EXPECTATION	PK.SEL.7.a.	**Easily separates themselves from parent or caregiver** **_GOLD_® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**
GRADE EXPECTATION	PK.SEL.7.b.	**Transitions, with minimal support, between routine activities and new/unexpected occurrences** **_GOLD_® Objectives for Development and Learning** **• Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
GRADE EXPECTATION	PK.SEL.7.c.	**When appropriate, adjusts behavior for different settings and/or events** **_GOLD_® Objectives for Development and Learning** **• Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
GRADE EXPECTATION	PK.SEL.7.d.	**Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity)** **_GOLD_® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4A:	**Communication, Language and Literacy – Part A: APPROACHES TO COMMUNICATION (AC)**
STANDARD / CONCEPTUAL UNDERSTANDING		MOTIVATION
EXPECTATION / CONTENT SPECIFICATION	PK.AC.1.	**Demonstrates motivation to communicate**
GRADE EXPECTATION	PK.AC.1.a.	**Participates in small or large group activities for story-telling, singing or finger plays** **_GOLD_® Objectives for Development and Learning**

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		• Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE EXPECTATION	PK.AC.1.b.	**Asks questions** *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
GRADE EXPECTATION	PK.AC.1.c.	**Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)** *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
GRADE EXPECTATION	PK.AC.1.d.	**Initiates and extends conversations, both verbally and nonverbally** *GOLD*® **Objectives for Development and Learning** • **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.6 Engages in conversations of at least three exchanges**
GRADE EXPECTATION	PK.AC.1.e.	**Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)** *GOLD*® **Objectives for Development and Learning** • **Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 4A:**	**Communication, Language and Literacy – Part A: APPROACHES TO COMMUNICATION (AC)**
STANDARD / CONCEPTUAL UNDERSTANDING		**BACKGROUND KNOWLEDGE**
EXPECTATION / CONTENT SPECIFICATION	**PK.AC.2.**	**Demonstrates they are building background knowledge**

GRADE EXPECTATION	PK.AC.2.a.	Asks questions related to an item, event or experience _GOLD®_ **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
GRADE EXPECTATION	PK.AC.2.b.	Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them _GOLD®_ **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
GRADE EXPECTATION	PK.AC.2.c.	Attempts to use new vocabulary correctly _GOLD®_ **Objectives for Development and Learning** • **Objective 09 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**
GRADE EXPECTATION	PK.AC.2.d.	Makes comparisons to words and concepts _GOLD®_ **Objectives for Development and Learning** • **Objective 09 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**
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4A:	Communication, Language and Literacy – Part A: APPROACHES TO COMMUNICATION (AC)
STANDARD / CONCEPTUAL UNDERSTANDING		VIEWING
EXPECTATION / CONTENT SPECIFICATION	PK.AC.3.	Demonstrates understanding of what is observed

GRADE EXPECTATION	PK.AC.3.a.	Uses vocabulary relevant to observations _GOLD® Objectives for Development and Learning_ • Objective 09 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
GRADE EXPECTATION	PK.AC.3.b.	Asks questions related to visual text and observations _GOLD® Objectives for Development and Learning_ • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE EXPECTATION	PK.AC.3.c.	Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, "he is sad") _GOLD® Objectives for Development and Learning_ • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4A:	Communication, Language and Literacy – Part A: APPROACHES TO COMMUNICATION (AC)
STANDARD / CONCEPTUAL UNDERSTANDING		VOCABULARY
EXPECTATION / CONTENT SPECIFICATION	PK.AC.4.	Demonstrates a growing receptive vocabulary
GRADE EXPECTATION	PK.AC.4.a.	Understands and follows spoken directions _GOLD® Objectives for Development and Learning_ • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

GRADE EXPECTATION	PK.AC.4.b.	Identifies pictures related to words (e.g., points to the correct picture in book if prompted) *GOLD®* Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE EXPECTATION	PK.AC.4.c.	Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) *GOLD®* Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE EXPECTATION	PK.AC.4.d.	Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world *GOLD®* Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4A:	Communication, Language and Literacy – Part A: APPROACHES TO COMMUNICATION (AC)
STANDARD / CONCEPTUAL UNDERSTANDING		VOCABULARY
EXPECTATION / CONTENT SPECIFICATION	PK.AC.5.	Demonstrates a growing expressive vocabulary
GRADE EXPECTATION	PK.AC.5.a.	Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations *GOLD®* Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges

GRADE EXPECTATION	PK.AC.5.b.	Increasingly uses more complex words in conversations *GOLD*® Objectives for Development and Learning • Objective 09 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
GRADE EXPECTATION	PK.AC.5.c.	Uses new and rare words introduced by adults or peers *GOLD*® Objectives for Development and Learning • Objective 09 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
GRADE EXPECTATION	PK.AC.5.d.	Begins to use appropriate volume and speed so that the spoken message is understood *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
GRADE EXPECTATION	PK.AC.5.e.	Initiates conversations about a book, situation, event or print in the environment *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4A:	Communication, Language and Literacy – Part A: APPROACHES TO COMMUNICATION (AC)
STANDARD / CONCEPTUAL UNDERSTANDING		REPRESENTING
EXPECTATION / CONTENT SPECIFICATION	PK.AC.6.	Demonstrates their ability to represent ideas using a variety of methods

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GRADE EXPECTATION	PK.AC.6.a.	Uses facial expressions, body language, gestures, or sign language to express ideas *GOLD*® **Objectives for Development and Learning** • **Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders**
GRADE EXPECTATION	PK.AC.6.b.	Uses existing objects to represent desired or imagined objects in play or other purposeful way *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.4 Uses creativity and imagination during play and routine tasks**
GRADE EXPECTATION	PK.AC.6.c.	Uses visual media to represent an actual experience *GOLD*® **Objectives for Development and Learning** • **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas**
GRADE EXPECTATION	PK.AC.6.d.	Reviews and reflects on their own representations *GOLD*® **Objectives for Development and Learning** • **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas**
GRADE EXPECTATION	PK.AC.6.e.	Writes and/or draws to communicate meaning with peers and adults during play *GOLD*® **Objectives for Development and Learning** • **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 4B:**	**Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)**
STANDARD / CONCEPTUAL UNDERSTANDING		**READING FOUNDATIONS - Print Concepts**

EXPECTATION / CONTENT SPECIFICATION	PK.ELAL.1.	[PKRF.1.] Demonstrates understanding of the organization and basic features of print
GRADE EXPECTATION	PK.ELAL.1.a.	Recognizes that words are read from left to right, top to bottom, and page to page *GOLD®* Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
GRADE EXPECTATION	PK.ELAL.1.b.	Recognizes that spoken words are represented in written language *GOLD®* Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
GRADE EXPECTATION	PK.ELAL.1.c.	Understands that words are separated by spaces in print *GOLD®* Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
GRADE EXPECTATION	PK.ELAL.1.d.	Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name *GOLD®* Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
GRADE EXPECTATION	PK.ELAL.1.e.	Recognizes that letters are grouped to form words *GOLD®* Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
GRADE EXPECTATION	PK.ELAL.1.f.	Differentiates letters from numerals *GOLD®* Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

GRADE EXPECTATION	PK.ELAL.1.g.	Identifies front cover and back cover **_GOLD_® Objectives for Development and Learning** • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)
STANDARD / CONCEPTUAL UNDERSTANDING		READING FOUNDATIONS - Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	PK.ELAL.2.	[PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)
GRADE EXPECTATION	PK.ELAL.2.a.	Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays) **_GOLD_® Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme
GRADE EXPECTATION	PK.ELAL.2.b.	Begins to recognize individual syllables within spoken words (e.g., cup-cake, base-ball) **_GOLD_® Objectives for Development and Learning** • 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
GRADE EXPECTATION	PK.ELAL.2.c.	Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map) **_GOLD_® Objectives for Development and Learning** • 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
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)

STANDARD / CONCEPTUAL UNDERSTANDING		READING FOUNDATIONS - Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	PK.ELAL.3.	[PKRF.3.] Demonstrates emergent phonics and word analysis skills
GRADE EXPECTATION	PK.ELAL.3.a.	Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants *GOLD*® **Objectives for Development and Learning** • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)
STANDARD / CONCEPTUAL UNDERSTANDING		READING FOUNDATIONS
EXPECTATION / CONTENT SPECIFICATION		Fluency
GRADE EXPECTATION	PK.ELAL.4.	[PKRF.4.] Displays emergent reading behaviors with purpose and understanding *GOLD*® **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)
STANDARD / CONCEPTUAL UNDERSTANDING		READING
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	PK.ELAL.5.	[PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios) *GOLD*® **Objectives for Development and Learning**

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		• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE EXPECTATION	PK.ELAL.6.	[PKR.2.] Retells stories or share information from a text ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
GRADE EXPECTATION	PK.ELAL.7.	[PKR.3.] Develops and answers questions about characters, major events, and pieces of information in a text ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)
STANDARD / CONCEPTUAL UNDERSTANDING		READING
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION	PK.ELAL.8.	[PKR.4.] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words) ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE EXPECTATION	PK.ELAL.9.	[PKR.5.] Interacts with a variety of genres (e.g., storybooks, poems, songs) ***GOLD*® Objectives for Development and Learning** • 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 EXPECTATION	PK.ELAL.10.	[PKR.6.] Describes the role of an author and illustrator *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)
STANDARD / CONCEPTUAL UNDERSTANDING		READING
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	PK.ELAL.11.	[PKR.7.] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts) *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE EXPECTATION	PK.ELAL.12.	[PKR.9.] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember) *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)
STANDARD / CONCEPTUAL UNDERSTANDING		WRITING
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	PK.ELAL.13.	[PKW.1.] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
GRADE EXPECTATION	PK.ELAL.14.	[PKW.2.] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
GRADE EXPECTATION	PK.ELAL.15.	[PKW.3.] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
GRADE EXPECTATION	PK.ELAL.16.	[PKW.4.] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem) *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)
STANDARD / CONCEPTUAL UNDERSTANDING		WRITING
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	PK.ELAL.17.	[PKW.6.] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink) **GOLD® Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE EXPECTATION	PK.ELAL.18.	[PKW.7.] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are) **GOLD® Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)
STANDARD / CONCEPTUAL UNDERSTANDING		SPEAKING AND LISTENING - Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	PK.ELAL.19.	[PKSL.1.] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play
GRADE EXPECTATION	PK.ELAL.19.a.	Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic **GOLD® Objectives for Development and Learning** • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
GRADE EXPECTATION	PK.ELAL.19.b.	Participates in conversations through multiple exchanges **GOLD® Objectives for Development and Learning** • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges

GRADE EXPECTATION	PK.ELAL.19.c.	Considers individual differences when communicating with others ***GOLD®* Objectives for Development and Learning** • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)
STANDARD / CONCEPTUAL UNDERSTANDING		SPEAKING AND LISTENING
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	PK.ELAL.20.	[PKSL.2.] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling) ***GOLD®* Objectives for Development and Learning** • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE EXPECTATION	PK.ELAL.21.	[PKSL.3.] Identifies the speaker ***GOLD®* Objectives for Development and Learning** • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)
STANDARD / CONCEPTUAL UNDERSTANDING		SPEAKING AND LISTENING
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE EXPECTATION	PK.ELAL.22.	[PKSL.4.] Describes familiar people, places, things and events **GOLD® Objectives for Development and Learning** • **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**
GRADE EXPECTATION	PK.ELAL.23.	[PKSL.5.] Creates a visual display (e.g., drawing, art work, building, writing) **GOLD® Objectives for Development and Learning** • **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas**
GRADE EXPECTATION	PK.ELAL.24.	[PKSL.6.] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing) **GOLD® Objectives for Development and Learning** • **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 4B:**	**Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)**
STANDARD / CONCEPTUAL UNDERSTANDING		**SPEAKING AND LISTENING**
EXPECTATION / CONTENT SPECIFICATION		**Language**
GRADE EXPECTATION	PK.ELAL.25.	[PKL.1.] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking **GOLD® Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.6 Uses complete, four- to six-word sentences**

GRADE EXPECTATION	PK.ELAL.26.	[PKL.2.] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing **_GOLD_® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 4B:**	**Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)**
STANDARD / CONCEPTUAL UNDERSTANDING		**SPEAKING AND LISTENING**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	PK.ELAL.27.	[PKL.4.] Explores and uses new vocabulary in child-centered, authentic, play-based experiences **_GOLD_® Objectives for Development and Learning** • 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
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 4B:**	**Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)**
STANDARD / CONCEPTUAL UNDERSTANDING		**SPEAKING AND LISTENING - Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**PK.ELAL.28.**	**[PKL.5.] Explores and discusses word relationships and word meanings**
GRADE EXPECTATION	PK.ELAL.28.a.	Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent **_GOLD_® Objectives for Development and Learning** • **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 EXPECTATION	PK.ELAL.28.b.	Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold) *GOLD*® Objectives for Development and Learning • Objective 08 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
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 4B:	Communication, Language and Literacy – Part B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)
STANDARD / CONCEPTUAL UNDERSTANDING		SPEAKING AND LISTENING
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	PK.ELAL.29.	[PKL.6.] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences *GOLD*® Objectives for Development and Learning • Objective 09 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
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5A:	Cognition and Knowledge of the World: Mathematics (MATH)
STANDARD / CONCEPTUAL UNDERSTANDING		COUNTING AND CARDINALITY
EXPECTATION / CONTENT SPECIFICATION		Know number names and the count sequence
GRADE EXPECTATION	PK.MATH.1.	[NY-PK.CC.1.] Counts to 20 *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts

		Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
GRADE EXPECTATION	PK.MATH.2.	[NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) **GOLD® Objectives for Development and Learning** • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 5A:**	**Cognition and Knowledge of the World: Mathematics (MATH)**
STANDARD / CONCEPTUAL UNDERSTANDING		**COUNTING AND CARDINALITY**
EXPECTATION / CONTENT SPECIFICATION		**Counts to tell the number of objects**
GRADE EXPECTATION	PK.MATH.3.	[NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality **GOLD® Objectives for Development and Learning** • 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
GRADE EXPECTATION	PK.MATH.3a.	[NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence) **GOLD® Objectives for Development and Learning** • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
GRADE EXPECTATION	PK.MATH.3b.	[NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. **GOLD® Objectives for Development and Learning** • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

GRADE EXPECTATION	PK.MATH.4a.	[NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many _____ are there?") ***GOLD*® Objectives for Development and Learning** • 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
GRADE EXPECTATION	PK.MATH.4b.	[NY-PK.CC.3b.] Given a number from 1-10, counts out that many objects ***GOLD*® Objectives for Development and Learning** • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5A:	Cognition and Knowledge of the World: Mathematics (MATH)
STANDARD / CONCEPTUAL UNDERSTANDING		COUNTING AND CARDINALITY
EXPECTATION / CONTENT SPECIFICATION		Compares numbers
GRADE EXPECTATION	PK.MATH.6.	[NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies ***GOLD*® Objectives for Development and Learning** • 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
GRADE EXPECTATION	PK.MATH.7.	[NY-PK.CC.6.] Identifies first and last related to order or position ***GOLD*® Objectives for Development and Learning** • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5A:	Cognition and Knowledge of the World: Mathematics (MATH)
STANDARD / CONCEPTUAL UNDERSTANDING		OPERATIONS AND ALGEBRAIC THINKING

EXPECTATION / CONTENT SPECIFICATION		Understands addition as adding to, and understand subtraction as taking from
GRADE EXPECTATION	PK.MATH.8.	[NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?) *GOLD*® **Objectives for Development and Learning** • **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**
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5A:	Cognition and Knowledge of the World: Mathematics (MATH)
STANDARD / CONCEPTUAL UNDERSTANDING		OPERATIONS AND ALGEBRAIC THINKING
EXPECTATION / CONTENT SPECIFICATION		Understands simple patterns
GRADE EXPECTATION	PK.MATH.9.	[NY-PK.OA.2.] Duplicates and extends simple patterns using concrete objects (e.g., what comes next?) *GOLD*® **Objectives for Development and Learning** • **Objective 23 Demonstrates knowledge of patterns** **Objective 23.6 Extends and creates simple repeating patterns**
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5A:	Cognition and Knowledge of the World: Mathematics (MATH)
STANDARD / CONCEPTUAL UNDERSTANDING		MEASUREMENT AND DATA
EXPECTATION / CONTENT SPECIFICATION		Describes and compares measurable attributes
GRADE EXPECTATION	PK.MATH.10.	[NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light) *GOLD*® **Objectives for Development and Learning** • **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**
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success

CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5A:	Cognition and Knowledge of the World: Mathematics (MATH)
STANDARD / CONCEPTUAL UNDERSTANDING		MEASUREMENT AND DATA
EXPECTATION / CONTENT SPECIFICATION		Sorts objects and counts the number of objects in each category
GRADE EXPECTATION	PK.MATH.11.	[NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category *GOLD®* Objectives for Development and Learning • 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
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5A:	Cognition and Knowledge of the World: Mathematics (MATH)
STANDARD / CONCEPTUAL UNDERSTANDING		GEOMETRY
EXPECTATION / CONTENT SPECIFICATION		Identifies and describes shapes (squares, circles, triangles and rectangles)
GRADE EXPECTATION	PK.MATH.12.	[NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to *GOLD®* Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
GRADE EXPECTATION	PK.MATH.13.	[NY-PK.G.2.] Names shapes regardless of size *GOLD®* Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5A:	Cognition and Knowledge of the World: Mathematics (MATH)

STANDARD / CONCEPTUAL UNDERSTANDING		GEOMETRY
EXPECTATION / CONTENT SPECIFICATION		Explores and creates two and three-dimensional objects
GRADE EXPECTATION	PK.MATH.14.	[NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes *GOLD*® **Objectives for Development and Learning** • 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 EXPECTATION	PK.MATH.15.	[NY-PK.G.4.] Creates and builds shapes from components (e.g., sticks, blocks, clay *GOLD*® **Objectives for Development and Learning** • 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
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5B:	Cognition and Knowledge of the World: Science (SCI)
STANDARD / CONCEPTUAL UNDERSTANDING		PHYSICAL SCIENCE
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.1.	[P-PS1-1.] Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid
GRADE EXPECTATION	PK.SCI.1.a.	Observes and describes similarities and differences between solids and liquids based on their physical properties *GOLD*® **Objectives for Development and Learning** • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE EXPECTATION	PK.SCI.1.b.	Compares and categorizes solids and liquids based on their physical properties *GOLD*® **Objectives for Development and Learning** • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5B:	Cognition and Knowledge of the World: Science (SCI)

STANDARD / CONCEPTUAL UNDERSTANDING		PHYSICAL SCIENCE
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.2.	[P-PS2-1.] Uses tools and materials to design and build a device that causes an object to move faster with a push or a pull
GRADE EXPECTATION	PK.SCI.2.a.	Explores forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces (e.g., a string attached to an object being pulled or a ramp to increase the speed of an object) *GOLD*® Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5B:	Cognition and Knowledge of the World: Science (SCI)
STANDARD / CONCEPTUAL UNDERSTANDING		PHYSICAL SCIENCE
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.3.	[P-PS4-1.] Plans and conducts investigations to provide evidence that sound is produced by vibrating materials
GRADE EXPECTATION	PK.SCI.3.a.	Investigates vibrating materials such as percussion instruments (e.g., drum, triangle), string instruments (e.g., guitar, piano), wind instruments (e.g., recorder, whistle), and audio speakers *GOLD*® Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5B:	Cognition and Knowledge of the World: Science (SCI)
STANDARD / CONCEPTUAL UNDERSTANDING		LIFE SCIENCES
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.4.	[P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive
GRADE EXPECTATION	PK.SCI.4.a.	Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment) *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success

CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5B:	Cognition and Knowledge of the World: Science (SCI)
STANDARD / CONCEPTUAL UNDERSTANDING		LIFE SCIENCES
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.5.	[P-LS1-2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment
GRADE EXPECTATION	PK.SCI.5.a.	Observes the relationships between the physical and living environment (e.g. views habitats of plants and animals) *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE EXPECTATION	PK.SCI.5.b.	Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals) *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5B:	Cognition and Knowledge of the World: Science (SCI)
STANDARD / CONCEPTUAL UNDERSTANDING		LIFE SCIENCES
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.6.	[P-LS3-1.] Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents
GRADE EXPECTATION	PK.SCI.6.a.	Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats) *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE EXPECTATION	PK.SCI.6.b.	Compares baby and adult animals and recognizes similarities (e.g., matches adult stuffed animals with their baby in a play setting) *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5B:	Cognition and Knowledge of the World: Science (SCI)
STANDARD / CONCEPTUAL UNDERSTANDING		EARTH AND SPACE SCIENCES
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.7.	[P-ESS1-1.] Observes and describes the apparent motions of the sun, moon, and stars to recognize predictable patterns

GRADE EXPECTATION	PK.SCI.7.a.	Explores characteristics and movements of the sun, moon, stars and clouds (e.g., the sun and moon appear to move across the sky in a predictable pathway, day and night follow predictable patterns, seasons change in a cyclical pattern, the moon's shape appears to change in a cyclical pattern, and stars other than our Sun can be visible at night depending on local weather conditions) *GOLD®* **Objectives for Development and Learning** • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5B:	Cognition and Knowledge of the World: Science (SCI)
STANDARD / CONCEPTUAL UNDERSTANDING		EARTH AND SPACE SCIENCES
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.8.	[P-ESS2-1.] Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally
GRADE EXPECTATION	PK.SCI.8.a.	Discusses daily weather conditions and the impact of weather (e.g., recorded over time and how those conditions impact student activities and what clothes they wear) *GOLD®* **Objectives for Development and Learning** • Objective 27 Demonstrates knowledge of Earth's environment
GRADE EXPECTATION	PK.SCI.8.b.	Uses vocabulary to describe weather conditions (e.g., cloud cover (sunny, partly cloudy, cloudy, foggy), precipitation (no precipitation, snow, hail, rain), wind (no wind, some wind, strong wind), and temperature (cold, cool, warm, hot)) *GOLD®* **Objectives for Development and Learning** • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5B:	Cognition and Knowledge of the World: Science (SCI)
STANDARD / CONCEPTUAL UNDERSTANDING		EARTH AND SPACE SCIENCES
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.9.	[P-PS3-1.] Plans and conducts an investigation to determine the effect of sunlight on Earth's surface
GRADE EXPECTATION	PK.SCI.9.a.	Discusses the effects of the sun (e.g., provides light, creates shadows, and the warming effect on living organisms and nonliving things.) *GOLD®* **Objectives for Development and Learning** • Objective 27 Demonstrates knowledge of Earth's environment

STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5B:	Cognition and Knowledge of the World: Science (SCI)
STANDARD / CONCEPTUAL UNDERSTANDING		ENGINEERING DESIGN
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.10.	[K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool *GOLD®* **Objectives for Development and Learning** • **Objective 24 Uses scientific inquiry skills**
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.11.	[K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem *GOLD®* **Objectives for Development and Learning** • **Objective 24 Uses scientific inquiry skills**
EXPECTATION / CONTENT SPECIFICATION	PK.SCI.12.	[K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs *GOLD®* **Objectives for Development and Learning** • **Objective 24 Uses scientific inquiry skills**
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5C:	Cognition and Knowledge of the World: Social Studies (SOC)
STANDARD / CONCEPTUAL UNDERSTANDING		INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY
EXPECTATION / CONTENT SPECIFICATION	PK.SOC.1.	Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community
GRADE EXPECTATION	PK.SOC.1.a.	Identifies self by using characteristics such as eye color, hair color, age *GOLD®* **Objectives for Development and Learning** • **Objective 29 Demonstrates knowledge about self**
GRADE EXPECTATION	PK.SOC.1.b.	Describes how each person is unique and important *GOLD®* **Objectives for Development and Learning** • **Objective 29 Demonstrates knowledge about self**
GRADE EXPECTATION	PK.SOC.1.c.	Identifies as a member of a group

		GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 5C:**	**Cognition and Knowledge of the World: Social Studies (SOC)**
STANDARD / CONCEPTUAL UNDERSTANDING		**INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY**
EXPECTATION / CONTENT SPECIFICATION	**PK.SOC.2.**	**Demonstrates awareness and appreciation of their own culture and other cultures**
GRADE EXPECTATION	PK.SOC.2.a.	**Talks about and/or shows items related to cultural traditions. [E.g. Describes some of the dances, foods, and special events related to culture]** *GOLD*® **Objectives for Development and Learning** • **Objective 30 Shows basic understanding of people and how they live**
GRADE EXPECTATION	PK.SOC.2.b.	**Describes own community and/or cultural group** *GOLD*® **Objectives for Development and Learning** • **Objective 30 Shows basic understanding of people and how they live**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 5C:**	**Cognition and Knowledge of the World: Social Studies (SOC)**
STANDARD / CONCEPTUAL UNDERSTANDING		**CIVIC IDEALS AND PRACTICES**
EXPECTATION / CONTENT SPECIFICATION	**PK.SOC.3.**	**Demonstrates an understanding of roles, rights, and responsibilities**
GRADE EXPECTATION	PK.SOC.3.a.	**Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs)** *GOLD*® **Objectives for Development and Learning** • **Objective 30 Shows basic understanding of people and how they live**
GRADE EXPECTATION	PK.SOC.3.b.	**Recognizes that people depend on community helpers to provide goods and services** *GOLD*® **Objectives for Development and Learning** • **Objective 30 Shows basic understanding of people and how they live**
GRADE EXPECTATION	PK.SOC.3.c.	**Identifies the tools and equipment that correspond to various roles and jobs** *GOLD*® **Objectives for Development and Learning** • **Objective 30 Shows basic understanding of people and how they live**

GRADE EXPECTATION	PK.SOC.3.d.	Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 5C:**	**Cognition and Knowledge of the World: Social Studies (SOC)**
STANDARD / CONCEPTUAL UNDERSTANDING		**CIVIC IDEALS AND PRACTICES**
EXPECTATION / CONTENT SPECIFICATION	**PK.SOC.4.**	**Begins to learn basic civic and democratic principles**
GRADE EXPECTATION	PK.SOC.4.a.	Expresses that rules are for everyone *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
GRADE EXPECTATION	PK.SOC.4.b.	Identifies rules that protect themselves and others *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
GRADE EXPECTATION	PK.SOC.4.c.	Describes possible consequences when rules are not followed *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
GRADE EXPECTATION	PK.SOC.4.d.	Participates in making group rules and/or rules for daily routines and transitions *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
GRADE EXPECTATION	PK.SOC.4.e.	Follows rules and may remind others of the rules *GOLD*® Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE EXPECTATION	PK.SOC.4.f.	Demonstrates preferences and choices by participating when the class votes to make simple decisions *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live

STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5C:	Cognition and Knowledge of the World: Social Studies (SOC)
STANDARD / CONCEPTUAL UNDERSTANDING		GEOGRAPHY, HUMANS AND THE ENVIRONMENT
EXPECTATION / CONTENT SPECIFICATION	PK.SOC.5.	Demonstrates knowledge of the relationship between people, places, and regions
GRADE EXPECTATION	PK.SOC.5.a.	Identifies features of own home and familiar places *GOLD*® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
GRADE EXPECTATION	PK.SOC.5.b.	Names the street, neighborhood, city and/or town where they live *GOLD*® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
GRADE EXPECTATION	PK.SOC.5.c.	Uses words that indicate direction, position and relative distance *GOLD*® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
GRADE EXPECTATION	PK.SOC.5.d.	Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials *GOLD*® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5C:	Cognition and Knowledge of the World: Social Studies (SOC)
STANDARD / CONCEPTUAL UNDERSTANDING		TIME, CONTINUITY AND CHANGE
EXPECTATION / CONTENT SPECIFICATION	PK.SOC.6.	Develops an understanding of how people and things change over time and how to relate past events to their present and future activities
GRADE EXPECTATION	PK.SOC.6.a.	Identifies routines and common occurrences in own life *GOLD*® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
GRADE EXPECTATION	PK.SOC.6.b.	Identifies changes over time in themselves, their families, and in the wider community *GOLD*® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places

GRADE EXPECTATION	PK.SOC.6.c.	Retells important events in sequential order **GOLD® Objectives for Development and Learning** • Objective 31 Explores change related to familiar people or places
GRADE EXPECTATION	PK.SOC.6.d.	Demonstrates interest in current events that relate to family, culture, and community **GOLD® Objectives for Development and Learning** • Objective 31 Explores change related to familiar people or places
GRADE EXPECTATION	PK.SOC.6.e.	Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like "when I was a baby" or "before I moved to my new house" **GOLD® Objectives for Development and Learning** • Objective 31 Explores change related to familiar people or places
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5C:	Cognition and Knowledge of the World: Social Studies (SOC)
STANDARD / CONCEPTUAL UNDERSTANDING		ECONOMIC SYSTEMS
EXPECTATION / CONTENT SPECIFICATION	PK.SOC.7.	Develops a basic understanding of economic concepts within a community
GRADE EXPECTATION	PK.SOC.7.a.	Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards, vouchers, food assistance programs) **GOLD® Objectives for Development and Learning** • Objective 30 Shows basic understanding of people and how they live
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		DANCE
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.1.	[DA:Cr1-3.PK] Creates Dance
GRADE EXPECTATION	PK.ARTS.1.a.	Expresses and engages using movement elements and skills (locomotor and non-locomotor) to a series of sensory stimuli (e.g., music, visual cues) **GOLD® Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts

GRADE EXPECTATION	PK.ARTS.1.b.	Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence *GOLD*® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		DANCE
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.2.	[DA:Pr4-6.PK] Performs Dance
GRADE EXPECTATION	PK.ARTS.2.a.	Demonstrates basic full-body locomotor movements (crawl, walk, run), non-locomotor movements (bend, twist, reach) and spatial relationships (over, under, around) while moving in general space *GOLD*® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
GRADE EXPECTATION	PK.ARTS.2.b.	Identifies the speed of a dance (for example fast vs. slow) and move to varied rhythmic sounds at different tempo *GOLD*® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
GRADE EXPECTATION	PK.ARTS.2.c.	Moves with opposing qualities (loose/tight, light/heavy, shaky/smooth) and explores movement with simple props in response to verbal cues or expressive music *GOLD*® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		DANCE
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.3.	[DA:Re7-9.PK] Responds to Dance
GRADE EXPECTATION	PK.ARTS.3.a.	Identifies a movement in a dance by repeating it *GOLD*® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts

GRADE EXPECTATION	PK.ARTS.3.b.	Demonstrates observed or performed movements originating from diverse dance genres (e.g., tap, ballet, contemporary) and imitate those dance movements _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts
GRADE EXPECTATION	PK.ARTS.3.c.	Observes a movement and shares impressions _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		DANCE
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.4.	[DA:Cn10-11.PK] Connects to Dance
GRADE EXPECTATION	PK.ARTS.4.a.	Recognizes the expression of emotion while watching or performing a dance _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts
GRADE EXPECTATION	PK.ARTS.4.b.	Demonstrates a dance movement experienced at home or elsewhere _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts
GRADE EXPECTATION	PK.ARTS.4.c.	Observes a work of dance, replicates movements and asks questions about the choreography _GOLD® Objectives for Development and Learning_ • Objective 35 Explores dance and movement concepts
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		MEDIA ARTS
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.5.	[MA:Cr1-3.PK] Creates Media Arts
GRADE EXPECTATION	PK.ARTS.5.a.	Discovers and explores media arts tools

		GOLD® Objectives for Development and Learning • Objective 33 Explores the visual arts
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 5D:**	**Cognition and Knowledge of the World: THE ARTS (ARTS)**
STANDARD / CONCEPTUAL UNDERSTANDING		**MEDIA ARTS**
EXPECTATION / CONTENT SPECIFICATION	**PK.ARTS.6.**	**[MA:Cr4-6.PK] Produces Media Arts**
GRADE EXPECTATION	**PK.ARTS.6.a.**	**Explores various ways to present media artwork** *GOLD*® **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 5D:**	**Cognition and Knowledge of the World: THE ARTS (ARTS)**
STANDARD / CONCEPTUAL UNDERSTANDING		**MEDIA ARTS**
EXPECTATION / CONTENT SPECIFICATION	**PK.ARTS.7.**	**[MA:Re7-9.PK] Responds and Connects to Media Arts**
GRADE EXPECTATION	**PK.ARTS.7.a.**	**Explores and discusses the components of a variety of media artwork (i.e., still and moving images, human-made images (like drawings, Claymation) or characters (puppets), real-life video, text, etc.)** *GOLD*® **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
GRADE EXPECTATION	**PK.ARTS.7.b.**	**Identifies personal experiences with media artwork (e.g., talks about where they have seen media artwork, such as tablets, TV, computers, museums, concerts, classroom** *GOLD*® **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
STRAND / DOMAIN / UNIFYING THEME		**The New York State Prekindergarten Learning Standards: A Resource for School Success**
CATEGORY / CLUSTER / KEY IDEA	**DOMAIN 5D:**	**Cognition and Knowledge of the World: THE ARTS (ARTS)**
STANDARD / CONCEPTUAL UNDERSTANDING		**MUSIC**
EXPECTATION / CONTENT SPECIFICATION	**PK.ARTS.8.**	**[MU:Cr1-3.PK] Creates Music**

GRADE EXPECTATION	PK.ARTS.8.a.	Explores and experiences a variety of music and favorite musical ideas (e.g., experiments with musical instruments, makes up silly and rhyming verses, imitates rhythmic patterns, uses music to tell stories and express feelings) *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
GRADE EXPECTATION	PK.ARTS.8.b.	Shares musical ideas with peers *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		MUSIC
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.9.	[MU:Pr4-6.PK] Performs Music
GRADE EXPECTATION	PK.ARTS.9.a.	Performs music with expression (e.g., keeping rhythm using instruments, performing through oral, or visual expression – singing songs, moving in time to the music with dance props or bodily movements) *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
GRADE EXPECTATION	PK.ARTS.9.b.	Practices and demonstrates what they like about their own performances *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		MUSIC
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.10.	[MU:Re7-9.PK] Responds to Music
GRADE EXPECTATION	PK.ARTS.10.a.	Demonstrates and states personal preference for varied musical selections provided by the teacher *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression

GRADE EXPECTATION	PK.ARTS.10.b.	Explores and demonstrates awareness of the contrasts and expressive qualities of music (i.e., voice/sound quality, tone, dynamics, pitch, and tempo) **_GOLD®_ Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
GRADE EXPECTATION	PK.ARTS.10.c.	Responds appropriately to aural and visual cues **_GOLD®_ Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		MUSIC
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.11.	[MU:Cn10-11.PK] Connects to Music
GRADE EXPECTATION	PK.ARTS.11.a.	Explores and imitates sounds found in the environment **_GOLD®_ Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
GRADE EXPECTATION	PK.ARTS.11.b.	Imagines and describes places, times, and reasons for making and listening to music **_GOLD®_ Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
GRADE EXPECTATION	PK.ARTS.11.c.	Performs/explores folk music from a variety of cultures **_GOLD®_ Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
GRADE EXPECTATION	PK.ARTS.11.d.	Performs/explores music that tells a story, adding physical movements and/or experimenting with loudness and softness (dynamics) and tempo to add expressivity and enhance story **_GOLD®_ Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		THEATER

EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.12.	[TH:Cr1-3.PK] Creates Theatrical Arts
GRADE EXPECTATION	PK.ARTS.12.a.	Transitions between imagination and reality in dramatic play *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
GRADE EXPECTATION	PK.ARTS.12.b.	Uses non-representational materials to create props, puppets, and costume pieces for dramatic play *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
GRADE EXPECTATION	PK.ARTS.12.c.	Uses gestures, words, sounds, and movements in dramatic play *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		THEATER
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.13.	[TH:Pr4-6.PK] Performs Theatrical Arts
GRADE EXPECTATION	PK.ARTS.13.a.	Identifies characters and setting in dramatic play or guided drama *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
GRADE EXPECTATION	PK.ARTS.13.b.	Engages in dramatic play to tell known stories and newly imagined stories (i.e., re-enacts a story or creates their own story to act out) *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
GRADE EXPECTATION	PK.ARTS.13.c.	Uses body and voice to communicate emotions in dramatic play *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)

STANDARD / CONCEPTUAL UNDERSTANDING		THEATER
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.14.	[TH:Re7-9.PK] Responds to Theatrical Arts
GRADE EXPECTATION	PK.ARTS.14.a.	Identifies preferences in dramatic play (i.e., express their own feelings, roles, and use of materials) *GOLD*® **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
GRADE EXPECTATION	PK.ARTS.14.b.	Discusses the experiences of characters in dramatic play *GOLD*® **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
GRADE EXPECTATION	PK.ARTS.14.c.	Makes connections between themselves and a character *GOLD*® **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		THEATER
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.15.	[TH:Cn10-11.PK] Connects to Theatrical Arts
GRADE EXPECTATION	PK.ARTS.15.a.	Identifies the similarities between a story and personal experiences in dramatic play *GOLD*® **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
GRADE EXPECTATION	PK.ARTS.15.b.	Identifies stories that are similar to one another in dramatic play *GOLD*® **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
GRADE EXPECTATION	PK.ARTS.15.c.	Tells a short story in dramatic play *GOLD*® **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)

STANDARD / CONCEPTUAL UNDERSTANDING		VISUAL ARTS
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.16.	[VA:Cr1-3.PK] Creates Visual Arts
GRADE EXPECTATION	PK.ARTS.16.a.	Engages in self-directed imaginative play with a variety of materials and/or art-making tools *GOLD®* **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
GRADE EXPECTATION	PK.ARTS.16.b.	Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake) *GOLD®* **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
GRADE EXPECTATION	PK.ARTS.16.c.	Shares and talks about personal artwork *GOLD®* **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		VISUAL ARTS
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.17.	[VA:Pr4-6.PK] Presents Visual Arts
GRADE EXPECTATION	PK.ARTS.17.a.	Selects art objects for saving or display, explaining why they are chosen *GOLD®* **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
GRADE EXPECTATION	PK.ARTS.17.b.	Identifies places, both inside and outside of school, where art can be displayed or saved *GOLD®* **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		VISUAL ARTS

EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.18.	[VA:Re7-9.PK] Responds to Visual Arts
GRADE EXPECTATION	PK.ARTS.18.a.	Recognizes and shares preferences and/or reactions to art in one's environment *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts
GRADE EXPECTATION	PK.ARTS.18.b.	Distinguishes between images and real objects *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts
GRADE EXPECTATION	PK.ARTS.18.c.	Selects a preferred artwork *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts
STRAND / DOMAIN / UNIFYING THEME		The New York State Prekindergarten Learning Standards: A Resource for School Success
CATEGORY / CLUSTER / KEY IDEA	DOMAIN 5D:	Cognition and Knowledge of the World: THE ARTS (ARTS)
STANDARD / CONCEPTUAL UNDERSTANDING		VISUAL ARTS
EXPECTATION / CONTENT SPECIFICATION	PK.ARTS.19.	[Cn10-11.PK] Connects to Visual Arts
GRADE EXPECTATION	PK.ARTS.19.a.	Imagines, invents, and creates art that tells a story about life *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts
GRADE EXPECTATION	PK.ARTS.19.b.	Recognizes that people make works of art and design *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts