**TeachingStrategies®**

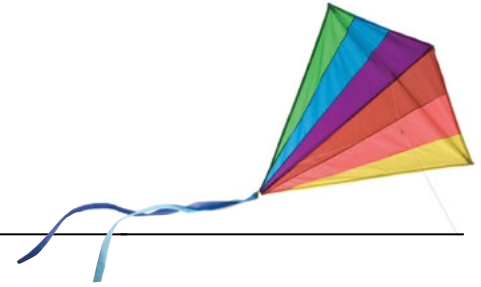**Alignment of**

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

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

**aligned to**

**South Carolina College- and Career-Ready Standards**

**Grade: Kindergarten, adopted 2024**

**English Language Arts**

| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Overarching Expectations (OE) |
|---|---|---|
| PERFORMANCE DESCRIPTOR / STANDARD | ELA.K.OE.1. | Read and write for a variety of purposes, including academic and personal, for extended periods of time.<br><br>**GOLD® Objectives for Development and Learning**<br>**· Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>Objective 17a.8 Uses various types of books for their intended purposes<br>**· Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**<br>Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed |
| PERFORMANCE DESCRIPTOR / STANDARD | ELA.K.OE.2. | Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.<br><br>**GOLD® Objectives for Development and Learning**<br>**· Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**<br>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects |

| PERFORMANCE DESCRIPTOR / STANDARD | ELA.K.OE.3. | Make inferences to support comprehension.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points |
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| PERFORMANCE DESCRIPTOR / STANDARD | ELA.K.OE.4. | Collaborate with others and use active listening skills.<br><br>***GOLD*® Objectives for Development and Learning**<br><br> **· Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language**<br>Objective 10b.10 Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions) |
| PERFORMANCE DESCRIPTOR / STANDARD | ELA.K.OE.5. | Cite evidence to explain and justify reasoning.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>Objective 18a. 8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points |
| PERFORMANCE DESCRIPTOR / STANDARD | ELA.K.OE.6. | Create quality work by adhering to an accepted format.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**<br>Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Foundations of Literacy (F)** |

| PERFORMANCE DESCRIPTOR / STANDARD | ELA.F.1. | Demonstrate early phonological awareness to basic phonemic awareness in spoken words. |
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| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.1.1. | Count the number of words in a spoken sentence.<br><br>***GOLD*® Objectives for Development and Learning**<br>**· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.2 Shows awareness of separate words in sentences |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.1.2. | Recognize alliterative spoken words.<br><br>***GOLD*® Objectives for Development and Learning**<br>**· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration**<br>Objective 15b.8 Isolates and identifies the beginning sound of a word |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.1.3. | Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.<br><br>***GOLD*® Objectives for Development and Learning**<br>**· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**<br>Objective 15a.6 Decides whether two words rhyme |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.1.4. | Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words.<br><br>***GOLD*® Objectives for Development and Learning**<br>**· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words<br>**· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.4 Shows awareness of separate syllables in words |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.1.5. | Blend and segment onsets and rimes of single syllable spoken words.<br><br>***GOLD*® Objectives for Development and Learning**<br>**· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words |

| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.1.6. | Orally identify initial, medial, and final phonemes in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.<br><br>**_GOLD_® Objectives for Development and Learning**<br> · **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.1.7. | Delete, add, and substitute the initial or final phonemes of a spoken CVC word.<br><br>**_GOLD_® Objectives for Development and Learning**<br> · **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Foundations of Literacy (F)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.F.2.** | **Demonstrate knowledge of the organization and basic concepts of print.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.2.1. | Locate a book's front cover, back cover, title page, and where to begin reading.<br><br>**_GOLD_® Objectives for Development and Learning**<br> · **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.2.2. | Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.<br><br>**_GOLD_® Objectives for Development and Learning**<br> · **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**<br>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation |

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| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.2.3. | Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.<br><br>**_GOLD_® Objectives for Development and Learning**<br> **· Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**<br>Objective 17b.8 Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.2.4. | Identify the beginning and end of a sentence by locating the capital letter and end punctuation.<br><br>**_GOLD_® Objectives for Development and Learning**<br> **· Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**<br>Objective 17b.10 Distinguishes features of a sentence, including capitalization and punctuation |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.2.5. | Identify letters and words within sentences.<br><br>**_GOLD_® Objectives for Development and Learning**<br> **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**<br>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word<br> **· Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**<br>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Foundations of Literacy (F)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.F.3.** | **Know and apply phonics and word analysis skills in decoding and encoding words.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.3.1. | Identify, name, and form all upper and lowercase letters with automaticity.<br><br>**_GOLD_® Objectives for Development and Learning**<br> **· Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters**<br>Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order |

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| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.3.2. | Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 19 Demonstrates writing skills c. Writes using conventions**<br>Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.3.3. | Produce one-to-one letter-sound correspondences for each consonant with automaticity.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences**<br>Objective 16b.6 Produces at least one correct sound for each letter in the alphabet |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Foundations of Literacy (F)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.F.3.** | **Know and apply phonics and word analysis skills in decoding and encoding words.** |
| **GRADE LEVEL EXAMPLE / STAGE** | **ELA.K.F.3.4.** | **Identify the vowel and produce the vowel sound in a printed syllable or word when decoding:** |
| INDICATOR | ELA.K.F.3.4.a. | in a closed syllable (VC: at; CVC: bat);<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences**<br>Objective 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant<br> **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words |
| INDICATOR | ELA.K.F.3.4.b. | in an open syllable (e.g. he, so, me, go, hi); and<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text** |

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| | | Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard |
| INDICATOR | ELA.K.F.3.4.c. | in a vowel- consonant-e (VCe) syllable with prompting and support.<br><br>*GOLD*® **Objectives for Development and Learning**<br> · **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**<br>Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Foundations of Literacy (F)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.F.3.** | **Know and apply phonics and word analysis skills in decoding and encoding words.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.3.5. | Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text.<br><br>*GOLD*® **Objectives for Development and Learning**<br> · **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.3.6. | Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.<br><br>*GOLD*® **Objectives for Development and Learning**<br> · **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words |

| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.3.7. | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words |
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| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Foundations of Literacy (F)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.F.3.** | **Know and apply phonics and word analysis skills in decoding and encoding words.** |
| **GRADE LEVEL EXAMPLE / STAGE** | **ELA.K.F.3.8.** | **Decode and encode words using:** |
| INDICATOR | ELA.K.F.3.8.a. | VC;<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**<br>Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard |
| INDICATOR | ELA.K.F.3.8.b. | CV;<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**<br>Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard |
| INDICATOR | ELA.K.F.3.8.c. | CVC;<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in |

simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
· **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**
Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

| INDICATOR | ELA.K.F.3.8.d. | consonant digraphs (ch, sh, th, wh); and |
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*GOLD*® **Objectives for Development and Learning**
· **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**
Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

| INDICATOR | ELA.K.F.3.8.e. | combination (e.g., qu). |
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*GOLD*® **Objectives for Development and Learning**
· **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**
Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Foundations of Literacy (F)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.F.4.** | **Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.** |

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| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.4.1. | Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.F.4.2. | Read texts orally with accuracy and expression.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills**<br>Objective 18b.8 Tries to match oral language to words on page; points to words as he reads |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Foundations of Literacy (F)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.F.4.** | **Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.** |
| **GRADE LEVEL EXAMPLE / STAGE** | **ELA.K.F.4.3.** | **Read texts by:** |
| INDICATOR | ELA.K.F.4.3.a. | using letter-sound knowledge to segment and blend sounds together;<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**<br>Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words |
| INDICATOR | ELA.K.F.4.3.b. | decoding the word by analogy; and<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**<br>Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words |

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| INDICATOR | ELA.K.F.4.3.c. | using visuals from the text to support decoding and confirm recognition. |
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*GOLD*® **Objectives for Development and Learning**
 · **Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills**
Objective 18b.8 Tries to match oral language to words on page; points to words as he reads

| STANDARD / COURSE | | **Kindergarten ELA Standards** |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Applications of Reading (AOR)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.AOR.1.** | **Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.AOR.1.1. | Identify and describe the main character(s), setting, and events that move the plot forward. |

*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.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

| GRADE LEVEL EXAMPLE / STAGE | ELA.K.AOR.1.2. | Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text. |
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**No Correlations**

| STANDARD / COURSE | | **Kindergarten ELA Standards** |
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| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Applications of Reading (AOR)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.AOR.2.** | **Evaluate and critique the development of themes and central ideas within and across texts.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.AOR.2.1. | Retell familiar stories using main story elements in a literary 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

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| GRADE LEVEL EXAMPLE / STAGE | ELA.K.AOR.2.2. | Retell familiar texts by identifying the topic and supporting details in an informational text.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**<br>Objective 18c.8 Retells stories and recounts informational texts with many details about characters, events, ideas, and story lines |
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| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Applications of Reading (AOR)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.AOR.3.** | **Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.AOR.3.1. | Identify and explain the roles of the author and the illustrator of a story.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors |

| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Applications of Reading (AOR)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.AOR.4.** | **Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.AOR.4.1. | Identify and explain the roles of the author and the illustrator in an informational text.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors |

| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Applications of Reading (AOR)** |

| PERFORMANCE DESCRIPTOR / STANDARD | ELA.AOR.5. | Evaluate and critique how an author uses words, phrases, and text structures to craft text. |
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| GRADE LEVEL EXAMPLE / STAGE | ELA.K.AOR.5.1. | Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons) |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.AOR.5.2. | Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts.<br><br>***GOLD*® Objectives for Development and Learning**<br> **· Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons) |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.AOR.5.3. | Identify an author's opinion about a topic in an informational text.<br><br>**· Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Applications of Reading (AOR)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.AOR.6.** | **Summarize and paraphrase text to support comprehension and understanding.** |
| **GRADE LEVEL EXAMPLE / STAGE** | **ELA.K.AOR.6.1.** | **Retell a text orally to enhance comprehension:** |

| INDICATOR | ELA.K.AOR.6.1.a. | include main character(s), setting, and important events for a story; and |
|---|---|---|
| | | **GOLD® Objectives for Development and Learning**<br>· **Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**<br>Objective 18c.8 Retells stories and recounts informational texts with many details about characters, events, ideas, and story lines |
| INDICATOR | ELA.K.AOR.6.1.b. | include topic and supporting details for an informational text. |
| | | **GOLD® Objectives for Development and Learning**<br>· **Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**<br>Objective 18c.8 Retells stories and recounts informational texts with many details about characters, events, ideas, and story lines |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Applications of Reading (AOR)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.AOR.7.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.** |
| **GRADE LEVEL EXAMPLE / STAGE** | **ELA.K.AOR.7.1.** | **Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:** |
| INDICATOR | ELA.K.AOR.7.1.a. | ask and answer questions about words and phrases to determine their meaning; and |
| | | **GOLD® Objectives for Development and Learning**<br>· **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>Objective 18a.4 Asks and answers questions about the text; refers to pictures |
| INDICATOR | ELA.K.AOR.7.1.b. | use words and phrases acquired through conversations, being read to, and responding to texts. |
| | | **GOLD® Objectives for Development and Learning**<br>· **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>Objective 18a.2 Identifies story-related problems, events, and resolutions during conversations with an adult |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |

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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Applications of Reading (AOR) |
| --- | --- | --- |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.AOR.8.** | **Analyze word relationships and nuances in word meanings within literary and informational texts.** |
| **GRADE LEVEL EXAMPLE / STAGE** | **ELA.K.AOR.8.1.** | **Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts:** |
| INDICATOR | ELA.K.AOR.8.1.a. | sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships;<br><br>_GOLD®_ **Objectives for Development and Learning**<br> · **Objective 13 Uses classification skills**<br>Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations |
| INDICATOR | ELA.K.AOR.8.1.b. | deepen understanding of words by relating words to their opposites; and<br><br>_GOLD®_ **Objectives for Development and Learning**<br> · **Objective 08 Listens to and understands increasingly complex language a. Comprehends language**<br>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs |
| INDICATOR | ELA.K.AOR.8.1.c. | identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> · **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Applications of Reading (AOR) |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.AOR.9.** | **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.AOR.9.1. | Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content. |

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**_GOLD®_ Objectives for Development and Learning**
**· Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**
Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions

| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Applications of Reading (AOR)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.AOR.10.** | **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.AOR.10.1. | Describe the relationship between visuals (e.g., illustrations, photographs) and the 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.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Research(R)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.R.1.** | **Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.R.1.1. | Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge. |

**_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.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

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| GRADE LEVEL EXAMPLE / STAGE | ELA.K.R.1.2. | Instruction of this indicator begins in second grade. |
| | | **No Correlations** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.R.1.3. | Instruction of this indicator begins in fourth grade. |
| | | **No Correlations** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.R.1.4. | Instruction of this indicator begins in fourth grade. |
| | | **No Correlations** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.R.1.5. | Instruction of this indicator begins in fourth grade. |
| | | **No Correlations** |

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| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Written and Oral Communications (C)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.C.1.** | **Write arguments to support claims with clear reasons and relevant evidence.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.C.1.1. | Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason.<br><br>_**GOLD® Objectives for Development and Learning**_<br>· **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**<br>Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message |

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| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Written and Oral Communications (C)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.C.2.** | **Write informative/expository texts to analyze and explain complex ideas and information.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.C.2.1. | Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.<br><br>_**GOLD® Objectives for Development and Learning**_<br>· **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**<br>Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed |

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| STANDARD / COURSE | | Kindergarten ELA Standards |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Written and Oral Communications (C)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.C.3.** | **Write narratives to develop real or imagined experiences using effective techniques.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.C.3.1. | Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.<br><br>***GOLD*® Objectives for Development and Learning**<br>**· Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**<br>Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed |

| STANDARD / COURSE | | Kindergarten ELA Standards |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Written and Oral Communications (C)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.C.4.** | **Demonstrate command of standard English grammar and conventions when writing.** |
| **GRADE LEVEL EXAMPLE / STAGE** | **ELA.K.C.4.1.** | **Form and use complete simple sentences. When writing:** |
| INDICATOR | ELA.K.C.4.1.a. | capitalize the first word in a sentence and the pronoun I;<br><br>***GOLD*® Objectives for Development and Learning**<br>**· Objective 19 Demonstrates writing skills c. Writes using conventions**<br>Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships |
| INDICATOR | ELA.K.C.4.1.b. | identify and name end punctuation marks (e.g., periods, exclamation points, and question marks);<br><br>***GOLD*® Objectives for Development and Learning**<br>**· Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**<br>Objective 17b.10 Distinguishes features of a sentence, including capitalization and punctuation |

| INDICATOR | ELA.K.C.4.1.c. | identify and use periods to punctuate sentences; |
|---|---|---|

*GOLD*® **Objectives for Development and Learning**
· **Objective 19 Demonstrates writing skills c. Writes using conventions**
Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

| INDICATOR | ELA.K.C.4.1.d. | identify and use common singular and plural nouns; |
|---|---|---|

*GOLD*® **Objectives for Development and Learning**
· **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**
Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences

| INDICATOR | ELA.K.C.4.1.e. | identify and use action verbs; and |
|---|---|---|

*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
· **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**
Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

| INDICATOR | ELA.K.C.4.1.f. | identify and use simple and declarative sentences. |
|---|---|---|

*GOLD*® **Objectives for Development and Learning**
· **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**
Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

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| STANDARD / COURSE | | Kindergarten ELA Standards |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Written and Oral Communications (C)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.C.5.** | **Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.C.5.1. | With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing.<br><br>_**GOLD® Objectives for Development and Learning**_<br> **· Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**<br>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed |

| STANDARD / COURSE | | Kindergarten ELA Standards |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Written and Oral Communications (C)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.C.6.** | **Write independently and legibly for a variety of tasks and purposes.** |
| GRADE LEVEL EXAMPLE / STAGE | ELA.K.C.6.1. | Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.<br><br>_**GOLD® Objectives for Development and Learning**_<br> **· Objective 19 Demonstrates writing skills c. Writes using conventions**<br>Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts |

| STANDARD / COURSE | | Kindergarten ELA Standards |
|---|---|---|
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Written and Oral Communications (C)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.C.7.** | **Organize and communicate ideas through a range of formats to engage a variety of audiences.** |

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| GRADE LEVEL EXAMPLE / STAGE | ELA.K.C.7.1. | Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).<br><br>**_GOLD_® Objectives for Development and Learning**<br>**· Objective 09 Uses language to express thoughts and needs d. Tells about another time or place**<br>Objective 9d.10 Tells stories with clear sequence of events, including a climax and resolution |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Written and Oral Communications (C)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.C.8.** | **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.** |
| **GRADE LEVEL EXAMPLE / STAGE** | **ELA.K.C.8.1.** | **Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:** |
| INDICATOR | ELA.K.C.8.1.a. | enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and<br><br>**_GOLD_® Objectives for Development and Learning**<br>**· Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**<br>Objective 10a.10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions |
| INDICATOR | ELA.K.C.8.1.b. | consider the ideas of others while engaging in conversations.<br><br>**_GOLD_® Objectives for Development and Learning**<br>**· Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**<br>Objective 10a.12 Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions |
| **STANDARD / COURSE** | | **Kindergarten ELA Standards** |
| **KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION** | | **Written and Oral Communications (C)** |
| **PERFORMANCE DESCRIPTOR / STANDARD** | **ELA.C.9.** | **Evaluate and critique ideas and concepts interactively through listening and speaking.** |

| GRADE LEVEL EXAMPLE / STAGE | ELA.K.C.9.1. | Ask and answer questions in conversation on a topic. |

**GOLD® Objectives for Development and Learning**
**· Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**
Objective 10a.10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions

## Mathematics

| STANDARD | Indicator | Mathematical Process Standards |
| --- | --- | --- |
| **PROBLEM SOLVING** | **MPS.PS.1** | **Make sense of problems and persevere in solving them strategically.** |

Indicator insight:
- Make meaning of a problem and use prior knowledge as an entry point to begin, plan, and choose a solution pathway, including acting out, making a model, or using reasoning strategies.
- Look for another solution strategy when the solution approach tried does not make sense or does not result in a reasonable answer.
- Make sense of the world by comparing and ordering objects by their attributes.
- Use concrete objects or pictures to show the actions or relationships in a problem, such as counting, joining, separating, and comparing sets. Connect these actions to the meanings of the operations.

**GOLD® Objectives for Development and Learning**
**· Objective 12 Remembers and connects experiences b. Makes connections**
Objective 12b.8 Generates a rule, strategy or idea from one learning experience and applies it in a new context
**· Objective 11 Demonstrates positive approaches to learning c. Solves problems**
Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results

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| STANDARD | Indicator | Mathematical Process Standards |
|---|---|---|
| **REPRESENTATION & COMMUNICATION** | **MPS.RC.1** | **Explain ideas using precise and contextually appropriate mathematical language, tools, and models.** |

Indicator insight:
- Engage in discourse and actions to explain reasoning and select multiple representations that are helpful to explore, model, and deepen students' understanding of mathematical concepts.
- Draw pictures, construct models, share verbal mathematical reasoning, and include numerals to represent quantities and equations in a variety of formats, compare whole numbers, and use shapes and spatial reasoning to model and explore geometric objects in students' environments.

*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

| STANDARD | Indicator | Mathematical Process Standards |
|---|---|---|
| **CONNECTIONS** | **MPS.C.1** | **Demonstrate a deep and flexible conceptual understanding of mathematical ideas, operations, and relationships while making real-world connections.** |

Indicator insight:

- Make connections applying counting and use the equal sign consistently and appropriately with real-world contexts.
- Explain how the number reached when counting-on is a relationship between the quantity started from and the quantity added.
- Use precise language to describe why one quantity is less than, greater than, or equal to (the same as) another.
- Sort three-dimensional solid objects and two-dimensional shapes by different attributes (such as size or number of sides) and describe the attributes, using precise mathematical language.

*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 of counts on to find out how many
· **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
· **Objective 13 Uses classification skills**
Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

| STANDARD | Indicator | Mathematical Process Standards |
|---|---|---|
| ANALYZE & JUSTIFY | MPS.AJ.1 | Use critical thinking skills to reason both abstractly and quantitatively. |

Indicator insight:

- Listen to or read the explanations and logical arguments of others, decide whether they make sense, and ask questions to clarify or revise the arguments.
- Construct arguments using objects, drawings, diagrams, and actions.
- Make sense of correct solutions, even though solutions are not generalized or made formal.
- Investigate questions and gather, display, and/or identify similarities and differences in categorical data.

*GOLD*® **Objectives for Development and Learning**
· **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**
Objective 11e.6 Changes plans if a better idea is thought of or proposed
· **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

| STANDARD | Indicator | Mathematical Process Standards |
|---|---|---|
| STRUCTURE & PATTERNS | MPS.SP.1 | Identify and apply regularity in repeated reasoning to make generalizations. |

Indicator insight:

- Recognize complex mathematical objects (including multi-digit numbers and shapes) and situations as being composed of multiple parts.
- Apply counting-on, counting-back, skip counting, and simple grouping strategies to combine or partition whole numbers.
- Continue shape patterns and number patterns based on ones, twos, fives, and tens.

*GOLD*® **Objectives for Development and Learning**
· **Objective 20 Uses number concepts and operations a. Counts**
Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
· **Objective 20 Uses number concepts and operations a. Counts**
Objective 20a.10 Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20
· **Objective 20 Uses number concepts and operations b. Quantifies**
Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts

| STANDARD | Indicator | Data, Probability, and Statistical Reasoning |
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| **K.DPSR.1. Collect and organize data and communicate through multiple representations.** | **K.DPSR.1.1** | **Sort pictures or objects into at least two categories. Count to determine how many are in each category. Limit to 20 pictures or objects.** |

Indicator insight:
- Provide opportunities to sort data given the categories. In addition, classify data by creating own categories and describing how they sorted.
- Categories may include shape, color, size, or type (animals, food, etc.).
- Identify any objects that do not belong to a particular category and explain the reasoning used.

*GOLD*® **Objectives for Development and Learning**
· **Objective 22 Compares and measures c. Represents and analyzes data**
Objective 22c. 4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
· **Objective 13 Uses classification skills**
Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

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| | **K.DPSR.1.2** | **Answer questions about data organized in a t-chart, object graph, or picture graph.** |

Indicator insight:
- The teacher should collect and organize the data. Real objects, such as teddy bear counters, should be used when creating an object graph. Students are not expected to organize the data.
- Ask questions that require students to count the quantity in each category or compare the quantities.

*GOLD*® **Objectives for Development and Learning**
· **Objective 22 Compares and measures c. Represents and analyzes data**
Objective 22c. 4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

| **STANDARD** | **Indicator** | **Measurement, Geometry, and Spatial Reasoning** |
|---|---|---|
| **K.MGSR.1. Describe and compare objects in real-world situations using units of length, weight, money, and time.** | **K.MGSR.1.1** | **Identify a penny, nickel, dime, and quarter.** |

Indicator insight:
- Focus on the identification from visual characteristics. Mention the values to prepare for future experience with money but do not assess them on it.

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| | | *GOLD*® **Objectives for Development and Learning** · **Objective 22 Compares and measures b. Measures time and money** Objective 22b. 8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D) |
| | K.MGSR.1.2 | **Directly compare two objects using words including *shorter*, *longer*, *taller*, *lighter*, and *heavier*.** |
| | | Indicator insight: <br>• Students are introduced to attributes that can be measured. Provide opportunities for students to explore and discuss these attributes. <br><br> *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 |
| **K.MGSR.2. Analyze, describe, and manipulate shapes to make sense of their relationships in mathematical and real-world situations.** | K.MGSR.2.1 | **Identify and describe the attributes of triangles, squares, rectangles, circles, cubes, and spheres to include everyday situations.** |
| | | Indicator insight: <br>• Use correct mathematical vocabulary when describing the attributes of the shapes. <br>• Show several types of triangles, not just equilateral. <br>• Show shapes in different orientations. <br>• Provide students with experiences to draw or make two-dimensional shapes and discuss the attributes. <br><br> *GOLD*® **Objectives for Development and Learning** · **Objective21 Explores and describes spatial relationships and 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 |
| | K.MGSR.2.2 | **Describe relative positions of objects by appropriately using terms including *below*, *above*, *beside*, *between*, *inside*, *outside*, *in front of*, or *behind*.** |

Indicator insight:
- Have students manipulate the objects in different ways to describe the objects' position.

***GOLD*® Objectives for Development and Learning**
**· Objective21 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

| STANDARD | Indicator | Numerical Reasoning |
|---|---|---|
| **K.NR.1. Represent multi-digit numbers in a variety of ways to build the foundation for place value understanding.** | **K.NR.1.1** | **Read, write, and represent the numerals 0 to 20 and represent the written numeral with concrete models.** |

Indicator insight:
- Think of the term "written numeral" as standard form.
- Prior to students being able to write the numeral, they could match a numeral card to the quantity.

***GOLD*® Objectives for Development and Learning**
**· Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**
Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

| | **K.NR.1.2** | **Compose and decompose numbers from 11 to 19 into tens and ones by using concrete objects, pictorial models, or drawings to demonstrate understanding that the teen numbers are composed of one set of ten ones and a few more ones.** |

Indicator insight:
- Exploration of considering ten as a unit in place value is further developed in first grade.
- Instead of using base ten blocks, provide opportunities for students to use ten frames, linking cubes, and math racks.

***GOLD*® Objectives for Development and Learning**
**· Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten**
Objective 20d.2 Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations

**Teaching**Strategies®

| K.NR.2. Demonstrate and explain the relationship between numbers and quantities. | K.NR.2.1 | Count forward by ones and tens to 100 and backward from 10 by ones. |
|---|---|---|
| | | Indicator insight:<br>• This is rote counting. Counting forward is a foundational skill for addition, and counting backward is a foundational skill for subtraction. Count forward by ones beginning from any number less than 100, making accurate decade transitions.<br><br>**_GOLD®_ Objectives for Development and Learning**<br>**· Objective 20 Uses number concepts and operations a. Counts**<br>Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 |
| | K.NR.2.2 | Subitize a quantity of up to 10 objects in an organized arrangement without counting, explaining how one grouped the objects within the set to determine the total quantity. |
| | | Indicator insight:<br>• Conceptual subitizing is foundational for composing and decomposing as well as part-part-whole.<br>• Organized arrangements might include five frames, ten frames, math racks, and dot images.<br><br>**_GOLD®_ Objectives for Development and Learning**<br>**· Objective 20 Uses number concepts and operations b. Quantifies**<br>Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many |
| | K.NR.2.3 | Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting. |

Indicator insight:
- Counting should be done using one-to-one correspondence, matching number names to individual items (rational counting).
- Provide opportunities to explain that the number of objects is the same regardless of their arrangement, if they are moved around, or the order in which they are counted changes (conservation of number).

*GOLD*® **Objectives for Development and Learning**
**· Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**
Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

| | K.NR.2.4 | **Given a number from 0 to 20, count out that many objects.** |
|---|---|---|

Indicator insight:
- Instruction includes giving a number verbally or with a written numeral. Provide students with more objects than the number you are asking them to count out. For example, give the student 20 objects and ask them to count out 12.

*GOLD*® **Objectives for Development and Learning**
**· Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**
Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

| **K.NR.3. Demonstrate the ability to compare quantities of objects and numerals representing quantities of objects.** | **K.NR.3.1** | **Compare up to 10 objects in one set to another set of up to 10 objects using the phrases *more than, fewer than,* or *the same as.*** |
|---|---|---|

Indicator insight:
- Use one-to-one matching and counting strategies with concrete objects, pictorial representations, or number paths. Students may be able to visually see which set is more than, fewer than, or the same as. Generally, *fewer tha*n and *more than* are used with countable nouns, such as teddy bear counters. Example: There are *more* red teddy bear counters. There are *fewer* yellow teddy bear counters.

*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

| STANDARD | Indicator | Patterns, Algebra, and Functional Reasoning |
|---|---|---|
| **K.PAFR.1. Develop an understanding of the relationship between addition and subtraction to solve problems.** | **K.PAFR.1.1** | **Add and subtract number combinations within 5.** |
| | | Indicator insight:<br>• Use visuals, concrete models, and five frames to help provide structure for students.<br><br>_GOLD_® **Objectives for Development and Learning**<br>**· Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations**<br>Objective 20f.2 Adds and subtracts whole numbers fluently within five |
| | **K.PAFR.1.2** | **Create a sum of 10 using objects and drawings when given one of two addends 0–9, to include real-world situations.** |
| | | Indicator insight:<br>• Teachers may record the equation to expose students, but not assess the writing of the equation.<br><br>_GOLD_® **Objectives for Development and Learning**<br> **· Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10 |
| | **K.PAFR.1.3** | **Compose and decompose numbers up to 10 in different ways. Record using objects or drawings.** |
| | | Indicator insight:<br>• Use objects, linking cubes, ten frames, math racks, and drawings.<br>• Teachers may record the equation to expose students, but the expectation is not that the student writes the equation. The sum or difference can be represented on either side of the equal sign.<br><br>_GOLD_® **Objectives for Development and Learning**<br>**· Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships** |

| | | |
|---|---|---|
| | | Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10 |
| | **K.PAFR.1.4** | **Solve add-to/joining, take-from/separating, part-part-whole (total unknown), part-part-whole (both addends unknown) real-world situations to find sums and differences within 10.** |

Indicator insight:
- Model situations using concrete objects, ten frames, fingers, math racks, number paths, acting out, drawings, mental images, or verbal explanations.
- Teachers may record the equation to expose students, but the expectation is not that the student writes the equation.

*GOLD*® **Objectives for Development and Learning**
· **Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**
Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

| | | |
|---|---|---|
| **K.PAFR.2. Recognize, describe, extend, and create patterns.** | **K.PAFR.2.1** | **Describe, extend, and create (to the next term) simple repeating patterns in the form of *AB*, *AAB*, *ABB*, and *ABC*.** |

Indicator insight:
- Letter patterns are only for teacher use to strategically represent a variety of patterns with students. Provide opportunities to name the objects in patterns using concrete objects and drawings.

*GOLD*® **Objectives for Development and Learning**
· **Objective 23 Demonstrates knowledge of patterns**
Objective 23.6 Extends and creates simple repeating patterns