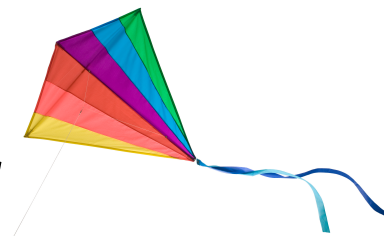


Alignment of



GOLD[®]
Objectives for Development
& Learning



With

MD College and Career Ready PreK
Standards

(Ad. 2022)

Main Criteria: MD College and Career Ready PreK Standards
Secondary Criteria: GOLD® Objectives for Development and Learning
Subject: Early Childhood Education
Grades: Pre-K
Adopted: 2022

Domain

English Language Arts (ELA)

PK.SL.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-6 Engages in conversations of at least three exchanges

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-6 Identifies story-related problems, events, and resolutions during conversations with an adult

PK.SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns; speaking about the topics and texts under discussion).

GOLD® Objectives for Development and Learning

Objective 10b Uses social rules of language

Objective 10b-6 Uses acceptable language and basic social rules while communicating with others; may need reminders

PK.SL1.b During scaffolded conversations, continue a conversation through multiple exchanges.

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-6 Follows directions of two or more steps that relate to familiar objects and experiences

Objective 10a Engages in conversations

Objective 10a-6 Engages in conversations of at least three exchanges

PK.SL2 Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-4 Asks and answers questions about the text; refers to pictures

PK.SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-4 Asks and answers questions about the text; refers to pictures



PK.SL4 Describe familiar people, places, things, and events with modeling, prompting, and support.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items

PK.SL5 Add drawings or visual displays to descriptions as desired to provide additional detail.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

PK.SL6 Speak audibly and express thoughts, feelings, and ideas clearly.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-6 Uses complete, four- to six-word sentences

PK.RF1 Demonstrate understanding of the organization of print and beginning letter knowledge.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

PK.RF1.a Demonstrate an awareness that words are read from left to right, top to bottom and page by page.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-4 Indicates where to start reading and the direction to follow

PK.RF1.b Understand that spoken words can be written and read.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-8 Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line

PK.RF1.c Understand that words are separated by spaces in print.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

PK.RF1.d Recognize and name some upper and lowercase letters.

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name

PK.RF2 Demonstrate understanding of spoken words, rhyming words, syllables, and sounds (phonemes).

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-6 Verbally blends and separates onset and rime in one-syllable words

PK.RF2.a With prompting, modeling and support: Identify and isolate individual words in a spoken sentence.

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-4 Shows awareness of separate syllables in words

PK.RF2.b With prompting, modeling and support: Recognize rhyming words in spoken language.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme

PK.RF2.c With prompting, modeling and support: Count, pronounce, blend, and segment syllables in spoken words.

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-6 Verbally blends and separates onset and rime in one-syllable words

PK.RF2.d With prompting, modeling and support: Blend and segment onsets and rimes of single-syllable spoken words.

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-6 Verbally blends and separates onset and rime in one-syllable words

PK.RF2.e With prompting, modeling and support: Isolate and pronounce the initial and final sound (phoneme) in spoken words.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-8 Isolates and identifies the beginning sound of a word

PK.RF2.f With prompting, modeling and support: Orally blend and segment individual phonemes in two phoneme words.

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-4 Shows awareness of separate syllables in words

PK.RF3 Know and apply beginning phonics and word analysis skills.

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

Objective 16b-4 Produces the correct sounds for 10 to 20 letters

PK.RF3.a With prompting, modeling and support: Recognize that words are symbols that carry meaning and are made up of letters.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-5 Emerging: Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

PK.RF3.b With prompting, modeling and support: Demonstrate beginning knowledge of the alphabetic principle.

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name

Objective 16b Identifies letter-sound correspondences

Objective 16b-4 Produces the correct sounds for 10 to 20 letters

PK.RF3.c With prompting, modeling and support: Form/print several upper and lowercase letters using a common path of movement.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-6 Writes mock letters or letter-like forms

PK.RF3.d With prompting, modeling and support: Recognize own name in print.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-10 Writes partially accurate first name

Objective 16a Identifies and names letters

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name

PK.RF4 Develop an understanding of fluent reading as well as the alphabetic principle.

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-2 Contributes particular language from the book at the appropriate time

PK.RF4.a With prompting, modeling and support: Engage in a variety of experiences with texts in order to develop an understanding of fluent reading.

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-6 Identifies story-related problems, events, and resolutions during conversations with an adult

Objective 18e Reads fluently

Objective 18e-1 Emerging: Reads and comprehends emergent reader texts and other print materials

PK.RF4.b With prompting, modeling and support: Demonstrate developing accuracy and automaticity with naming letters and producing their corresponding sounds.

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name

Objective 16b Identifies letter-sound correspondences

Objective 16b-4 Produces the correct sounds for 10 to 20 letters

PK.RI.1 With modeling, prompting, and support: Answer questions about details in an informational text.

GOLD® Objectives for Development and Learning

Objective 18c 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

PK.RI.2 With modeling and support: Recall detail(s) related to the main topic from an informational text.

GOLD® Objectives for Development and Learning

Objective 18c 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

PK.RI.3 With modeling and support: Connect individuals, events, and pieces of information in text to life experiences.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-6 Draws on everyday experiences and applies this knowledge to a similar situation

PK.RI.4 With modeling and support: Answer questions about unknown words in a text.

GOLD® Objectives for Development and Learning

Objective 17a 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

PK.RI.6 With modeling and support: Define the role of the author and illustrator/photographer in presenting the ideas or information in a text.

GOLD® Objectives for Development and Learning

Objective 17a 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

PK.RI.7 With modeling and support: Tell how the illustrations/photographs support the text.

GOLD® Objectives for Development and Learning

Objective 18c 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

PK.RI.8 With modeling and support: Identify the key details an author gives to support points in a text.

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-7 Emerging: 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

PK.RI.9 With prompting and support: Discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-7 Emerging: 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

Objective 17a 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

PK.RI.10 Actively engage in group reading activities with purpose and understanding.

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-7 Emerging: 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

PK.RL.1 With modeling, prompting and support: Answer questions about details in a text.

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-6 Identifies story-related problems, events, and resolutions during conversations with an adult

PK.RL.2 With modeling, prompting and support: Retell familiar stories/poems

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

PK.RL.3 With modeling, prompting, and support: Identify characters, settings, and major events in a story.

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-7 Emerging: 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

PK.RL.4 With modeling, prompting, and support: Answer questions about unknown words in stories and poems.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

PK.RL.5 Gain exposure to common types of literary texts (e.g., storybooks, poems).

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-7 Emerging: 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

PK.RL.6 With modeling, prompting, and support: Identify the role of author and illustrator.

GOLD® Objectives for Development and Learning

Objective 17a 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

PK.RL.7 With modeling, prompting and support: Tell how the illustrations support the story.

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-7 Emerging: 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

PK.RL.9 With prompting, modeling and support: Compare adventures and experiences of characters in familiar stories.

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-7 Emerging: 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

PK.L1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive read-alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc).

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-6 Uses complete, four- to six-word sentences

Objective 19c Writes using conventions

Objective 19c-1 Emerging: 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

PK.L1.a Print most upper and some lower case letters of the alphabet.

GOLD® Objectives for Development and Learning

Objective 19c Writes using conventions

Objective 19c-1 Emerging: 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

PK.L1.b Use frequently occurring nouns and verbs.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

PK.L1.c Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

PK.L1.d Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

PK.L1.e Gain exposure to the most frequently occurring prepositions (e.g., in front of, behind, below, above, beside, over, by, with).

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

PK.L1.f Produce complete sentences in shared language activities.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-6 Uses complete, four- to six-word sentences

PK.L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

PK.L2.a With modeling, prompting, and support: Recognize that their name begins with a capital letter.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

PK.L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

PK.L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message



PK.L2.d Develop fine motor skills necessary to control and sustain handwriting.

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

Objective 7b-8 Uses three-point finger grip and efficient hand placement when writing and drawing

Objective 19a Writes name

Objective 19a-12 Writes accurate first name

PK.L4 Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

PK.L5 With modeling, prompting, and support from adults: Explore word relationships and nuances in word meanings.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

PK.L5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

Objective 13 Uses classification skills

Objective 13-6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

PK.L5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

PK.L5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

PK.L6 Use words and phrases acquired through conversation, being read to, and responding to text.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-7 Emerging: Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

Objective 10a Engages in conversations

Objective 10a-6 Engages in conversations of at least three exchanges

PK.W1 With modeling and support: Use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

PK.W2 With modeling and support: Use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

PK.W3 With modeling and support: Use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

Objective 9d-6 Tells stories about other times and places that have a logical order and that include major details

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

PK.W5 With modeling, guidance, and support from adults: Review drawing, dictation or developmentally appropriate writing.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

PK.W6 With prompting and support from adults: Explore appropriate digital tools to express ideas.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

PK.W7 Participate in shared research and shared writing projects.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-10 Uses drawing, dictation, and early invented spelling to convey a message

Objective 28 Uses tools and other technology to perform tasks

PK.W8 With modeling and support from adults: Recall information from experiences or information from provided sources to answer a question.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-8 Uses a few deliberate strategies to remember information

PK.RI.5 Identify the front cover and back cover of a book.

GOLD® Objectives for Development and Learning

Objective 17a 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

PK.NOS.A.1 Count to 20 by ones.

GOLD® Objectives for Development and Learning

Objective 20a 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

PK.NOS.A.2 Count backward from 10 by ones.

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-9 Emerging: 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

PK.NOS.A.3 Identify which number comes just after or just before a given number in a counting sequence to 10.

GOLD® Objectives for Development and Learning

Objective 20a 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

PK.NOS.A.4 Identify written numerals 0-10.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects

PK.NOS.B.5 Use the relationship between numbers and quantities within 10 to count objects with one-to-one correspondence and verbalizing the last number stated is the total when asked "How many...?" (cardinality).

GOLD® Objectives for Development and Learning

Objective 20a 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

PK.NOS.B.6 When counting objects within 10, recognize that each successive number name refers to a quantity that is one larger.

GOLD® Objectives for Development and Learning

Objective 20a 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

PK.NOS.B.7 Represent a number within 10 by producing a set of objects with concrete materials, drawing pictures, and/or writing numerals. Correctly respond when asked "How many" after counting concrete objects.

GOLD® Objectives for Development and Learning

Objective 20a 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

PK.NOS.B.8 Recognize the numbers of objects in a set without counting (subitizing) with both unfamiliar patterns within 3 and familiar patterns within 5.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

PK.NOS.C.9 Compare two quantities within 10. Identify whether the number of objects in one group is more than, equal to, or less than the number of objects in another group by using one-to-one correspondence, matching, and counting.

GOLD® Objectives for Development and Learning

Objective 20b 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

PK.NOS.D.10 Decompose numbers less than or equal to 5 in more than one way by using objects, fingers, drawings and/or verbal explanations.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

PK.AT.B.3 Identify and extend a repeating pattern (ABAB, AABB, or ABCABC) using concrete objects, shapes, sounds, or movements.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-6 Extends and creates simple repeating patterns

PK.GR.A.1 Describe a measurable attribute of an object, such as length, height, weight, and capacity using appropriate vocabulary (e.g., long, short, tall, heavy, light, wide, narrow).

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

PK.GR.A.2 Directly compare two objects with a measurable attribute in common, using words such as "more/less," "longer/shorter," "lighter/heavier," or "taller/shorter."

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

PK.GR.B.3 Sort two-dimensional shapes (circles, triangles, and rectangles—including a square which is a special rectangle) by like attributes and distinguish between examples and non-examples.

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)

Objective 21b Understands shapes

Objective 21b-4 Identifies a few basic shapes (circle, square, triangle)

PK.GR.B.4 Match and name two-dimensional shapes (circles, triangles, and rectangles—including a square which is a special rectangle) regardless of their orientations or overall size.

GOLD® Objectives for Development and Learning

Objective 21b 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

PK.GR.B.5 Match and sort three-dimensional shapes (cubes, spheres, and cylinders) by like attributes and distinguish between examples and non-examples.

GOLD® Objectives for Development and Learning

Objective 21b 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

PK.DS.A.1 Organize data sets by sorting objects into categories.

GOLD® Objectives for Development and Learning

Objective 22c Represents and analyzes data

Objective 22c-6 Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings

PK.DS.A.2 Analyze data sets by comparing the categories using words such as more than, less than, and equal to/same (Limit the total in any one category to maximum of 10).

GOLD® Objectives for Development and Learning

Objective 22c Represents and analyzes data

Objective 22c-6 Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings

PK.AT.A.1 Represent addition and subtraction situations (presented verbally, without the use of numerals or mathematical symbols) within quantities of 5 with objects, fingers, drawings, sounds (e.g., claps), acting out situations, and/or verbal explanations.

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Objective 20e Applies properties of mathematical operations and relationships

Objective 20e-1 Emerging: 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

PK.AT.A.2 Given a quantity within 5, identify the quantity that must be added to equal 5 using objects, fingers, drawings and/or verbal explanations.

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Objective 20b Quantifies

Objective 20b-4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts