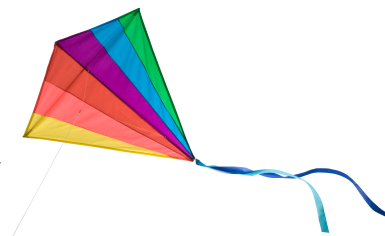
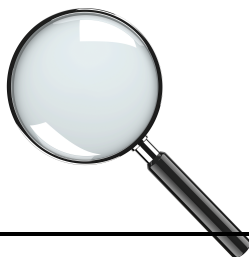


**Alignment of**



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# Objectives for Development & Learning



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with

North Carolina Objective Course of  
Study for Kindergarten

(ad. 2017)

**Domain**

English Language Arts (ELA)

**Subdomain**

READING: LITERATURE

**Objective**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RL.K.1** With prompting and support, ask and answer questions about key 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

**Subdomain**

READING: LITERATURE

**Objective**

Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.

**RL.K.2** With prompting and support, retell familiar stories, including key details.

**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

**Subdomain**

READING: LITERATURE

**Objective**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RL.K.3** With 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-6 Identifies story-related problems, events, and resolutions during conversations with an adult

**Subdomain**

READING: LITERATURE

**Objective**

Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

**RL.K.4** With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.

**GOLD® Objectives for Development and Learning****Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)

**Subdomain**

READING: LITERATURE

**Objective**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**RL.K.5** Recognize common types of texts.

**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-8 Uses various types of books for their intended purposes

**Subdomain**

READING: LITERATURE

**Objective**

Assess how point of view, perspective, or purpose shapes the content and style of a text.

**RL.K.6** With prompting and support, define the role of the author and illustrator in telling the story.

**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

**Subdomain**

READING: LITERATURE

**Objective**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RL.K.7** With prompting and support, describe how the words and illustrations work together to tell a story.

**GOLD® Objectives for Development and Learning****Objective 18a 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

**Subdomain**

READING: LITERATURE

**Objective**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RL.K.9** With prompting and support, compare and contrast the 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-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

**Subdomain**

READING: LITERATURE

**Objective**

Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

**RL.K.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-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

**Subdomain**

READING: INFORMATIONAL TEXT

**Objective**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RL.K.1** With prompting and support, ask and answer questions about key 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

**Subdomain**

READING: INFORMATIONAL TEXT

**Objective**

Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.

**RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

**GOLD® Objectives for Development and Learning****Objective 18c Retells stories and recounts details from informational texts**

Objective 18c-5 Emerging: Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

**Subdomain**

READING: INFORMATIONAL TEXT

**Objective**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**GOLD® Objectives for Development and Learning****Objective 18a 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

**Subdomain**

READING: INFORMATIONAL TEXT

**Objective**

Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

**RI.K.4** With prompting and support, ask and answer questions about words in a text.

**GOLD® Objectives for Development and Learning****Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)

**Subdomain**

READING: INFORMATIONAL TEXT

**Objective**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**RI.K.5** Identify the front cover, back cover, and title page 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

**Subdomain**

READING: INFORMATIONAL TEXT

**Objective**

Assess how point of view, perspective, or purpose shapes the content and style of a text.

**RI.K.6** With prompting and support, define the role of the author and illustrator 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

**Subdomain**

READING: INFORMATIONAL TEXT

**Objective**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RI.K.7** With prompting and support, describe how the words and illustrations work together to provide information.

**GOLD® Objectives for Development and Learning****Objective 18a 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

**Subdomain**

READING: INFORMATIONAL TEXT

**Objective**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic.

**GOLD® Objectives for Development and Learning****Objective 18a 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

**Subdomain**

READING: INFORMATIONAL TEXT

**Objective**

Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

**RI.K.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-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

**Subdomain**

READING: FOUNDATIONAL SKILLS

**Objective**

Print Concepts

**Standard**

Demonstrate understanding of the organization and basic features of print.

**RF.K.1.a** Follow words 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

**RF.K.1.b** Recognize that spoken words are represented in written language by specific sequences of letters.**GOLD® Objectives for Development and Learning****Objective 15d Applies phonics concepts and knowledge of word structure to decode text**

Objective 15d-2 Shows understanding that a specific sequence of letters represents a spoken word

**RF.K.1.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

**RF.K.1.d** Recognize and name all upper- and lowercase letters of the alphabet.**GOLD® Objectives for Development and Learning****Objective 16a Identifies and names letters**

Objective 16a-8 Identifies and names all upper- and lowercase letters when presented in random order

**Subdomain**

READING: FOUNDATIONAL SKILLS

**Objective**

Handwriting

**RF.K.2** Print upper- and lowercase letters.**GOLD® Objectives for Development and Learning****Objective 19c Writes using conventions**

Objective 19c-2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

**Subdomain**

READING: FOUNDATIONAL SKILLS

**Objective**

Phonological Awareness

**Standard**

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

**RF.K.3.a** Recognize and produce rhyming words.**GOLD® Objectives for Development and Learning****Objective 15a Notices and discriminates rhyme**

Objective 15a-8 Generates a group of rhyming words when given a word

**RF.K.3.b** 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-7 Emerging: Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

**RF.K.3.c** 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

**RF.K.3.d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)**GOLD® Objectives for Development and Learning****Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

**RF.K.3.e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**GOLD® Objectives for Development and Learning****Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

**Subdomain**

READING: FOUNDATIONAL SKILLS

**Objective**

Phonics and Word Recognition

**Standard**

Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.K.4.a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

**GOLD® Objectives for Development and Learning****Objective 16b Identifies letter-sound correspondences**

Objective 16b-7 Emerging: Produces short and long vowel sounds and most frequent sounds for each consonant

**RF.K.4.b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**GOLD® Objectives for Development and Learning****Objective 15d Applies phonics concepts and knowledge of word structure to decode text**

Objective 15d-4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (long and short sounds); notices different letter sounds in similarly spelled words

**RF.K.4.c** Read common high-frequency words by sight.

**GOLD® Objectives for Development and Learning****Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

**RF.K.4.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**GOLD® Objectives for Development and Learning****Objective 15d Applies phonics concepts and knowledge of word structure to decode text**

Objective 15d-4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (long and short sounds); notices different letter sounds in similarly spelled words

**Subdomain**

READING: FOUNDATIONAL SKILLS

**Objective**

Fluency

**RF.K.5** Read emergent-reader texts with purpose and understanding.

**GOLD® Objectives for Development and Learning****Objective 18e Reads fluently**

Objective 18e-2 Reads and comprehends emergent reader texts and other print materials

<b>Subdomain</b>	WRITING
<b>Objective</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Standard</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

**W.K.1.a** With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

<b>Subdomain</b>	WRITING
<b>Objective</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>Standard</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.2.a** With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

<b>Subdomain</b>	WRITING
<b>Objective</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Standard</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.

**W.K.3.a** With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.

**GOLD® Objectives for Development and Learning**

**Objective 19b Writes to convey ideas and information**

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

**Subdomain**

WRITING

**Objective**

Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

**W.K.4** With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.

**GOLD® Objectives for Development and Learning****Objective 28 Uses tools and other technology to perform tasks****Subdomain**

WRITING

**Objective**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.K.5** Participate in shared investigation of grade appropriate topics and writing projects.

**GOLD® Objectives for Development and Learning****Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Objective 19b Writes to convey ideas and information**

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

**Subdomain**

WRITING

**Objective**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**W.K.6** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**GOLD® Objectives for Development and Learning****Objective 12b Makes connections**

Objective 12b-8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context

**Objective 19b Writes to convey ideas and information**

Objective 19b-12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

**Subdomain**

SPEAKING AND LISTENING

**Objective**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Standard**

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

**SL.K.1.a** Follow agreed-upon rules for discussions.

**GOLD® Objectives for Development and Learning****Objective 10b Uses social rules of language**

Objective 10b-8 Uses acceptable language and basic social rules during communication with others

**SL.K.1.b** Continue a conversation through multiple exchanges.

**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

Objective 10a-8 Engages in complex, lengthy conversations of five or more exchanges

**Subdomain**

SPEAKING AND LISTENING

**Objective**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**GOLD® Objectives for Development and Learning****Objective 8a 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 differences between similar action verbs

**Subdomain**

SPEAKING AND LISTENING

**Objective**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**SL.K.3** 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-8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the differences between similar action verbs

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Subdomain**

SPEAKING AND LISTENING

**Objective**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**SL.K.4** Speak audibly and express thoughts, feelings, and ideas clearly.

**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

**Objective 9b Speaks clearly**

Objective 9b-8 Pronounces multisyllabic or unusual words correctly; speaks audibly

**Subdomain**

SPEAKING AND LISTENING

**Objective**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**GOLD® Objectives for Development and Learning****Objective 14a Thinks symbolically**

Objective 14a-8 Represents objects, places, and ideas with increasingly abstract symbols

**Subdomain**

LANGUAGE

**Objective**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

**GOLD® Objectives for Development and Learning****Objective 19c Writes using conventions**

Objective 19c-2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

**Subdomain**

LANGUAGE

**Objective**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

**GOLD® Objectives for Development and Learning****Objective 19c Writes using conventions**

Objective 19c-2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

**Subdomain**

LANGUAGE

**Objective**

Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.

**L.K.4** Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.

**GOLD® Objectives for Development and Learning****Objective 18d Uses context clues to read and comprehend texts**

Objective 18d-2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)

**Subdomain**

LANGUAGE

**Objective**

Demonstrate understanding of figurative language and nuances in word meanings.

**Standard**

With guidance and support from adults, explore nuances in word meanings.

**L.K.5.a** Sort common objects into categories to gain a sense of the concepts the categories represent.

**GOLD® Objectives for Development and Learning****Objective 13 Uses classification skills**

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

**L.K.5.b** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**GOLD® Objectives for Development and Learning****Objective 8a 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 differences between similar action verbs

**L.K.5.c** Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

**GOLD® Objectives for Development and Learning****Objective 8a 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 differences between similar action verbs

**Subdomain**

LANGUAGE

**Objective**

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**L.K.6** Use words and phrases learned through conversations, reading and being read to, and responding to texts.

**GOLD® Objectives for Development and Learning****Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

**Domain**

Mathematics (MATH)

**Subdomain**

Standards for Mathematical Practice

**MP.1** Make sense of problems and persevere in solving them.

**GOLD® Objectives for Development and Learning**

**Objective 11c Solves problems**

Objective 11c-6 Solves problems without having to try every possibility

**MP.2** Reason abstractly and quantitatively.

**GOLD® Objectives for Development and Learning**

**Objective 11e Shows flexibility and inventiveness in thinking**

Objective 11e-8 Thinks through possible long-term solutions and takes on more abstract challenges

**MP.3** Construct viable arguments and critique the reasoning of others.

**GOLD® Objectives for Development and Learning**

**Objective 11c Solves problems**

Objective 11c-6 Solves problems without having to try every possibility

**MP.4** Model with mathematics.

**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

**MP.5** Use appropriate tools strategically.

**GOLD® Objectives for Development and Learning**

**Objective 11e Shows flexibility and inventiveness in thinking**

Objective 11e-8 Thinks through possible long-term solutions and takes on more abstract challenges

**MP.6** Attend to precision.

**GOLD® Objectives for Development and Learning**

**Objective 11a Attends and engages**

Objective 11a-8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

**Domain**

Mathematics (MATH)

**Subdomain  
(CONT...)**

Standards for Mathematical Practice

**MP.7** Look for and make use of structure.

**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

**MP.8** Look for and express regularity in repeated reasoning.

**GOLD® Objectives for Development and Learning**

**Objective 11c Solves problems**

Objective 11c-6 Solves problems without having to try every possibility

**Subdomain**

Counting and Cardinality

**Objective**

Know number names and the counting sequence.

**NC.K.CC.2** Count forward beginning from a given number within the known sequence, instead of having to begin at 1.

**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

**NC.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects.

**GOLD® Objectives for Development and Learning**

**Objective 20c 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

<b>Subdomain</b>	Counting and Cardinality
<b>Objective</b>	Know number names and the counting sequence.
<b>Standard</b>	Know number names and recognize patterns in the counting sequence by:

**NC.K.CC.1.a** Counting to 100 by ones.

**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

**NC.K.CC.1.b** Counting to 100 by tens.

**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

<b>Subdomain</b>	Counting and Cardinality
<b>Objective</b>	Count to tell the number of objects.
<b>Standard</b>	Understand the relationship between numbers and quantities.

**NC.K.CC.4.a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence).

**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

**Objective 20c 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

**NC.K.CC.4.b** Recognize that the last number named tells the number of objects counted regardless of their arrangement (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

**NC.K.CC.4.c** State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).

**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

<b>Subdomain</b>	Counting and Cardinality
<b>Objective</b>	Count to tell the number of objects.

**Standard**

Count to answer "How many?" in the following situations:

**NC.K.CC.5.a** Given a number from 1-20, count out that many objects.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

**NC.K.CC.5.b** Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

**Objective 20c 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

**NC.K.CC.5.c** Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

**Objective 20c 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

**NC.K.CC.5.d** Given 10 objects in a scattered arrangement, identify how many.**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

**Objective 20c 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

**Subdomain**

Counting and Cardinality

**Objective**

Compare numbers.

**NC.K.CC.6** Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.**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

**Subdomain**

Counting and Cardinality

**Objective  
(CONT...)**

Compare numbers.

**NC.K.CC.7** Compare two numbers, within 10, presented as written numerals.

**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

**Subdomain**

Operations and Algebraic Thinking

**Objective**

Understand addition and subtraction.

**NC.K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.

**GOLD® Objectives for Development and Learning****Objective 20e 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

**NC.K.OA.4** For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.

**GOLD® Objectives for Development and Learning****Objective 20e 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

**NC.K.OA.6** Recognize and combine groups with totals up to 5 (conceptual subitizing).

**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

**NC.K.OA.5** Demonstrate fluency with addition and subtraction within 5.

**GOLD® Objectives for Development and Learning****Objective 20f Applies number combinations and mental number strategies in mathematical operations**

Objective 20f-2 Adds and subtracts whole numbers fluently within five

**Subdomain**

Operations and Algebraic Thinking

**Objective**

Understand addition and subtraction.

**Standard**

Represent addition and subtraction, within 10:

**NC.K.OA.1.a** Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions.

**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

**Objective 20e 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

**NC.K.OA.1.b** Demonstrate understanding of addition and subtraction by making connections among representations.

**GOLD® Objectives for Development and Learning****Objective 20b Quantifies**

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

**Objective 20e 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

**Subdomain**

Operations and Algebraic Thinking

**Objective**

Understand addition and subtraction.

**Standard**

Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:

**NC.K.OA.2.a** Add to/Take From-Result Unknown

**GOLD® Objectives for Development and Learning****Objective 20e 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

**NC.K.OA.2.b** Put Together/ Take Apart (Total Unknown and Two Addends Unknown)

**GOLD® Objectives for Development and Learning****Objective 20e 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

**Subdomain**

Number and Operations in Base Ten

**Objective**

Build foundation for place value.

**Standard**

Compose and decompose numbers from 11 to 19 into ten ones and some further ones by:

**NC.K.NBT.1.a** Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: Using objects or drawings.

**GOLD® Objectives for Development and Learning****Objective 20d Understands and uses place value and base ten**

Objective 20d-2 Indicates base-ten equivalents for numbers 11-19 using objects and drawings; may use simple equations

**NC.K.NBT.1.b** Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: Recording each composition or decomposition by a drawing or expression.

**GOLD® Objectives for Development and Learning**

**Objective 20d Understands and uses place value and base ten**

Objective 20d-2 Indicates base-ten equivalents for numbers 11-19 using objects and drawings; may use simple equations

**NC.K.NBT.1.c** Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**GOLD® Objectives for Development and Learning**

**Objective 20d Understands and uses place value and base ten**

Objective 20d-2 Indicates base-ten equivalents for numbers 11-19 using objects and drawings; may use simple equations

**Subdomain**

Measurement and Data

**Objective**

Describe and compare measurable attributes.

**NC.K.MD.1** Describe measurable attributes of objects; and describe several different measurable attributes of a single object.

**GOLD® Objectives for Development and Learning**

**Objective 22a Measures objects**

Objective 22a-8 Uses measurement words and some standard measurement tools accurately

**NC.K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

**GOLD® Objectives for Development and Learning**

**Objective 22a Measures objects**

Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

**Subdomain**

Measurement and Data

**Objective**

Classify objects and count the number of objects in each category.

**NC.K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**GOLD® Objectives for Development and Learning****Objective 22c Represents and analyzes data**

Objective 22c-4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

**Subdomain**

Geometry

**Objective**

Identify and describe shapes.

**NC.K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.

**GOLD® Objectives for Development and Learning****Objective 21a Understands spatial relationships**

Objective 21a-6 Uses and responds appropriately to positional words indicating location, direction, and distance

**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

**NC.K.G.2** Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres 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

**NC.K.G.3** Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.

**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

**Subdomain**

Geometry

**Objective**

Analyze, compare, create, and compose shapes.

**NC.K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.

**GOLD® Objectives for Development and Learning****Objective 21b Understands shapes**

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

<b>Subdomain</b>	Geometry
<b>Objective (CONT...)</b>	Analyze, compare, create, and compose shapes.

**NC.K.G.6** Compose larger shapes from simple shapes.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

<b>Subdomain</b>	Geometry
<b>Objective</b>	Analyze, compare, create, and compose shapes.
<b>Standard</b>	Model shapes in the world by:

**NC.K.G.5.a** Building and drawing triangles, rectangles, squares, hexagons, circles.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

**NC.K.G.5.b** Building cubes, cones, spheres, and cylinders.

**GOLD® Objectives for Development and Learning**

**Objective 21b Understands shapes**

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

**Domain**

Science (SCI)

**Subdomain**

Kindergarten

**Objective**

Matter and its Interactions

**Standard**

Understand how objects are described based on their physical properties and how they are used.

**PS.K.1.1** Analyze and interpret data to classify objects by physical properties (size, color, shape, texture, weight and flexibility).

**GOLD® Objectives for Development and Learning**

**Objective 13 Uses classification skills**

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

<b>Domain</b>	Science (SCI)
<b>Subdomain</b>	Kindergarten
<b>Objective</b>	Matter and its Interactions
<b>Standard (CONT...)</b>	Understand how objects are described based on their physical properties and how they are used.

**PS.K.1.2** Engage in argument from evidence to summarize how different materials (clay, wood, cloth, paper, etc.) are used based on their physical properties.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

<b>Subdomain</b>	Kindergarten
<b>Objective</b>	Motion and Stability — Forces and Interactions
<b>Standard</b>	Understand the positions and motions of objects and organisms observed in the environment.

**PS.K.2.1** Use models to compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below, beside.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**PS.K.2.2** Carry out investigations to illustrate different ways objects and organisms move (to include falling to the ground when dropped): straight, zigzag, round and round, back and forth, fast and slow.

**GOLD® Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

<b>Subdomain</b>	Kindergarten
<b>Objective</b>	From Molecules to Organisms — Structures and Processes
<b>Standard</b>	Understand the characteristics of living organisms and nonliving things.

**LS.K.1.1** Engage in argument from evidence to summarize the characteristics of living organisms and nonliving things in terms of their: structure, growth, changes, movement, basic needs.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

<b>Subdomain</b>	Kindergarten
<b>Objective</b>	From Molecules to Organisms — Structures and Processes
<b>Standard (CONT...)</b>	Understand the characteristics of living organisms and nonliving things.

**LS.K.1.2** Use models to exemplify how animals use their body parts to obtain food and other resources, protect themselves, and move from place to place.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

<b>Subdomain</b>	Kindergarten
<b>Objective</b>	Heredity — Inheritance and Variation of Traits
<b>Standard</b>	Understand characteristics of organisms that make them alike and different.

**LS.K.2.1** Analyze and interpret data to compare the characteristics of different types of the same animal to determine individual similarities and differences.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**LS.K.2.2** Analyze and interpret data to compare the characteristics of different types of the same plant to determine individual similarities and differences.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

<b>Subdomain</b>	Kindergarten
<b>Objective</b>	Earth's Systems
<b>Standard</b>	Understand change and observable patterns of weather that occur from day to day and throughout the year.

**ESS.K.1.1** Analyze and interpret data to compare changes in the environment due to weather.

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

**ESS.K.1.2** Use mathematics and computational thinking to summarize daily weather conditions noting changes that occur from day to day and throughout the year.

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

<b>Subdomain</b>	Kindergarten
<b>Objective</b>	Earth's Systems
<b>Standard (CONT...)</b>	Understand change and observable patterns of weather that occur from day to day and throughout the year.

**ESS.K.1.3** Obtain, evaluate and communicate information to compare weather patterns that occur from season to season.

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

<b>Domain</b>	Social Studies (SS)
<b>Subdomain</b>	The World Around Us
<b>Objective</b>	Inquiry K-2
<b>Standard</b>	Compelling Questions

**I.1.1** Identify inquiry as a process to answer questions and solve issues.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Objective 24 Uses scientific inquiry skills**

**I.1.2** Recognize a compelling question with prompting and support.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Objective 24 Uses scientific inquiry skills**

**I.1.3** Explain why or how a compelling question is important to a topic or issue.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Objective 24 Uses scientific inquiry skills**

**Subdomain**

The World Around Us

**Objective**

Inquiry K-2

**Standard**

Supporting Questions

**I.1.4** Identify what questions are needed to support the compelling question.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Objective 24 Uses scientific inquiry skills**

**I.1.5** Recognize how supporting questions connect to compelling questions.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Objective 24 Uses scientific inquiry skills**

**Subdomain**

The World Around Us

**Objective**

Inquiry K-2

**Standard**

Gathering and Evaluating Sources

**I.1.6** Demonstrate an understanding of facts, opinions, and other details in sources.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Objective 24 Uses scientific inquiry skills**

**I.1.7** Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Objective 24 Uses scientific inquiry skills**

<b>Subdomain</b>	The World Around Us
<b>Objective</b>	Inquiry K-2
<b>Standard</b>	Communicating Ideas

**I.1.8** Construct responses to compelling questions using information from sources.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Objective 24 Uses scientific inquiry skills**

<b>Subdomain</b>	The World Around Us
<b>Objective</b>	Inquiry K-2
<b>Standard</b>	Taking Informed Action

**I.1.9** Identify problems related to the compelling question that students think are important.

**GOLD® Objectives for Development and Learning**

**Objective 11d Shows curiosity and motivation**

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**Objective 24 Uses scientific inquiry skills**

<b>Subdomain</b>	The World Around Us
<b>Objective</b>	Behavioral Sciences
<b>Standard</b>	Understand cultural practices in local communities and around the world.

**K.B.1.1** Identify cultural practices in local communities and around the world.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**K.B.1.2** Compare cultural practices of people in local communities and around the world.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**K.B.1.3** Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

<b>Subdomain</b>	The World Around Us
<b>Objective</b>	Civics and Government

**Standard**

Understand that people work together to create and follow rules.

**K.C&G.1.1** Explain why people follow rules in the classroom, school, and community.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**K.C&G.1.2** Exemplify ways people follow rules in the classroom, school, and community.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**K.C&G.1.3** Identify the consequences of following or not following rules in the classroom, school, and community.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**K.C&G.1.4** Use a procedure for how people can effectively work together to improve classrooms and communities.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**Subdomain**

The World Around Us

**Objective**

Economics

**Standard**

Analyze basic economic concepts.

**K.E.1.1** Differentiate between needs and wants.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**K.E.1.2** Differentiate between goods and services.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

<b>Subdomain</b>	The World Around Us
<b>Objective</b>	Geography
<b>Standard</b>	Apply simple geographic representations, tools, and terms to describe surroundings.

**K.G.1.1** Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**Objective 32 Demonstrates simple geographic knowledge**

**K.G.1.2** Identify physical features of places using maps, globes, and/or digital representations.

**GOLD® Objectives for Development and Learning**

**Objective 32 Demonstrates simple geographic knowledge**

<b>Subdomain</b>	The World Around Us
<b>Objective</b>	Geography
<b>Standard</b>	Understand interactions between humans and the environment.

**K.G.2.1** Explain ways people around the world use natural resources.

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

**Objective 30 Shows basic understanding of people and how they live**

**K.G.2.2** Explain how the environment influences people to move from place to place.

**GOLD® Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

**Objective 30 Shows basic understanding of people and how they live**

<b>Subdomain</b>	The World Around Us
<b>Objective</b>	History
<b>Standard</b>	Understand change over time.

**K.H.1.1** Exemplify ways in which people change over time.

**GOLD® Objectives for Development and Learning**

**Objective 31 Explores change related to familiar people or places**

**K.H.1.2** Explain how various events have shaped history.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**K.H.1.3** Compare life in the past to life today within the home, community, and around the world.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

<b>Domain</b>	Healthful Living (HLTH)
<b>Subdomain</b>	Health Education
<b>Objective</b>	Mental and Emotional Health
<b>Standard</b>	Remember the association of healthy expression of emotions, mental health, and healthy behavior.

**K.MEH.1.1** Identify a variety of feelings that people experience and ways of expressing them.

**GOLD® Objectives for Development and Learning**

**Objective 2b Responds to emotional cues**

Objective 2b-10 Recognizes that people can experience more than one emotion at the same time

**K.MEH.1.2** Demonstrate personal responsibilities for actions and possessions.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-8 Takes responsibility for own well-being

<b>Subdomain</b>	Health Education
<b>Objective</b>	Mental and Emotional Health
<b>Standard</b>	Identify that effort and practice lead to improved skills.

**K.MEH.2.1** Remember that mistakes are important for learning.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**K.MEH.2.2** Remember that practice is needed to improve performance.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

<b>Subdomain</b>	Health Education
<b>Objective</b>	Personal and Consumer Health
<b>Standard</b>	Demonstrate age-appropriate personal behaviors that promote health and prevent disease.

**K.PCH.1.1** Identify that healthy behaviors impact personal health.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-8 Takes responsibility for own well-being

**Objective 29 Demonstrates knowledge about self**

**K.PCH.1.2** Use steps of correct hand washing at appropriate times throughout the day.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-8 Takes responsibility for own well-being

**K.PCH.1.3** Model proper tooth brushing techniques.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-8 Takes responsibility for own well-being

**K.PCH.1.4** Explain rationale for not sharing hygiene products (combs, brushes, toothbrushes).

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-8 Takes responsibility for own well-being

**K.PCH.1.5** Select and use appropriate clothing according to weather.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-8 Takes responsibility for own well-being

<b>Subdomain</b>	Health Education
<b>Objective</b>	Personal and Consumer Health
<b>Standard</b>	Understand necessary steps to prevent and respond to unintentional injury.

**K.PCH.2.1** Recognize the meanings of traffic signs and safe practices for being a pedestrian and bicyclist.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-10 Understands and explains reasons for rules

**Objective 30 Shows basic understanding of people and how they live**

**K.PCH.2.2** Explain the benefits of safety equipment including seat belts, booster seats, helmets, mouth guards, shin guards, and flotation devices.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-10 Understands and explains reasons for rules

**Objective 30 Shows basic understanding of people and how they live**

<b>Subdomain</b>	Health Education
<b>Objective</b>	Personal and Consumer Health
<b>Standard (CONT...)</b>	Understand necessary steps to prevent and respond to unintentional injury.

**K.PCH.2.3** Illustrate how to get help in an emergency.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-8 Applies basic rules in new but similar situations

**Objective 30 Shows basic understanding of people and how they live**

**K.PCH.2.4** Identify appropriate responses to warning signs, sounds, and labels.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-8 Applies basic rules in new but similar situations

**Objective 30 Shows basic understanding of people and how they live**

<b>Subdomain</b>	Health Education
<b>Objective</b>	Interpersonal Communication and Healthy Relationships
<b>Standard</b>	Understand healthy and effective interpersonal communication and relationships.

**K.ICHR.1.1** Explain reasons for sharing.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**K.ICHR.1.2** Recognize that all people have inherent value and dignity regardless of differences.

**GOLD® Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

**K.ICHR.1.3** Give examples of protective behaviors to use when approached by someone who you don't know or someone who makes you feel unsafe.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-8 Takes responsibility for own well-being

<b>Subdomain</b>	Health Education
<b>Objective</b>	Interpersonal Communication and Healthy Relationships
<b>Standard (CONT...)</b>	Understand healthy and effective interpersonal communication and relationships.

**K.ICHR.1.4** Recognize bullying, teasing, and aggressive behaviors and how to respond.

**GOLD® Objectives for Development and Learning**

**Objective 3b Solves social problems**

Objective 3b-8 Resolves social problems through basic negotiation and compromise

**Objective 30 Shows basic understanding of people and how they live**

**Subdomain**

Health Education

**Objective**

Nutrition and Physical Activity

**Standard**

Identify sources of food and water and their importance to the body.

**K.NPA.1.1** Recognize that food gives us energy.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**K.NPA.1.2** Identify that fruits and vegetables come from plants.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**Subdomain**

Health Education

**Objective**

Nutrition and Physical Activity

**Standard**

State the importance of physical activity for the body.

**K.NPA.2.1** List ways to be physically active.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-8 Takes responsibility for own well-being

**Objective 29 Demonstrates knowledge about self**

**Subdomain**

Health Education

**Objective**

Alcohol, Nicotine, Cannabis, and other Drugs

**Standard**

Understand household safety procedures for products and medicines with adult supervision.

**K.ANCOD.1.1** Explain what is likely to happen if harmful household products are ingested or inhaled.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-10 Understands and explains reasons for rules

**K.ANCOD.1.2** Recognize that some medications look like candy.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-8 Applies basic rules in new but similar situations

**K.ANCOD.1.3** Identify a parent, guardian, or trusted adult and professionals who can be trusted to provide safety information about household products and medicines.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-8 Applies basic rules in new but similar situations

**K.ANCOD.1.4** Use appropriate strategies to access help when needed in emergencies involving household products and medicines.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-8 Applies basic rules in new but similar situations

**Domain**

Physical Education (PE)

**Subdomain**

Physical Education

**Objective**

Motor Skills

**Standard**

Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

**PE.K.MS.1.1** Demonstrate recognizable forms of the locomotor skills (walk, run, jump, hop, skip, gallop, leap, slide.)

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-8 Coordinates increasingly complex movements in play and games

**Objective 35 Explores dance and movement concepts**

<b>Domain</b>	Physical Education (PE)
<b>Subdomain</b>	Physical Education
<b>Objective</b>	Motor Skills
<b>Standard (CONT...)</b>	Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

**PE.K.MS.1.2** Demonstrate recognizable forms of manipulative skills (throwing, catching, dribbling, passing, volleying, striking, and kicking).

**GOLD® Objectives for Development and Learning**

**Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-10 Manipulates balls or similar objects by propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy

**Objective 35 Explores dance and movement concepts**

**PE.K.MS.1.3** Demonstrate transitions between locomotor skills with recognizable forms.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-8 Coordinates increasingly complex movements in play and games

**Objective 35 Explores dance and movement concepts**

**PE.K.MS.1.4** Demonstrate rhythmic locomotor and non-locomotor movements to a beat.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-8 Coordinates increasingly complex movements in play and games

**Objective 5 Demonstrates balancing skills**

Objective 5-8 Sustains balance during complex movement experiences

**Objective 35 Explores dance and movement concepts**

**Subdomain**

Physical Education

**Objective**

Movement Concepts

**Standard**

Demonstrate understanding of concepts that apply to the learning and performance of movement.

**PE.K.MC.2.1** Demonstrate understanding of the movement concepts of space, pathways, and speed through movement.

**GOLD® Objectives for Development and Learning**

**Objective 4 Demonstrates traveling skills**

Objective 4-10 Uses a variety of traveling movements, varying speed, pathways, and direction

**Objective 35 Explores dance and movement concepts**

<b>Subdomain</b>	Physical Education
<b>Objective</b>	Movement Concepts
<b>Standard (CONT...)</b>	Demonstrate understanding of concepts that apply to the learning and performance of movement.

**PE.K.MC.2.2** Identify one or more of the critical elements for fundamental manipulative skills (throwing, catching, dribbling, passing, volleying, striking, and kicking).

**GOLD® Objectives for Development and Learning**

**Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-10 Manipulates balls or similar objects by propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy

**Objective 35 Explores dance and movement concepts**

**PE.K.MC.2.3** Use teacher feedback to improve basic motor performance.

**GOLD® Objectives for Development and Learning**

No aligned objectives

<b>Subdomain</b>	Physical Education
<b>Objective</b>	Health-Related Fitness
<b>Standard</b>	Demonstrate the knowledge and skills needed to achieve a health-enhancing level of physical activity and fitness.

**PE.K.HF.3.1** Identify one or more of the five health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition) and their associated exercises.

**GOLD® Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

**Objective 35 Explores dance and movement concepts**

**PE.K.HF.3.2** Identify opportunities for increased physical activity.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-8 Takes responsibility for own well-being

**Objective 29 Demonstrates knowledge about self**

**PE.K.HF.3.3** Actively participate in physical education class.

**GOLD® Objectives for Development and Learning**

**Objective 1c Takes care of own needs appropriately**

Objective 1c-8 Takes responsibility for own well-being

<b>Subdomain</b>	Physical Education
<b>Objective</b>	Personal / Social Responsibility

**Standard**

Demonstrate responsible personal and social behavior that respects self and others.

**PE.K.PR.4.1** Demonstrate cooperation by following directions in group settings.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-8 Applies basic rules in new but similar situations

**Objective 30 Shows basic understanding of people and how they live**

**PE.K.PR.4.2** Identify physical activities that are personally enjoyable.

**GOLD® Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**PE.K.PR.4.3** Demonstrate safe practices when engaging in physical activities with minimal teacher reminders.

**GOLD® Objectives for Development and Learning**

**Objective 1b Follows limits and expectations**

Objective 1b-8 Applies basic rules in new but similar situations