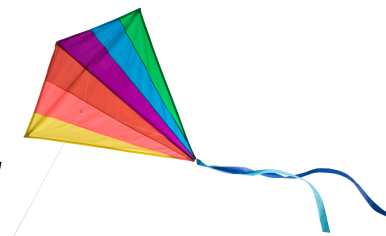


**Alignment of**



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**GOLD®**  
**Objectives for Development  
& Learning**



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With

Oklahoma Academic Standards for  
Mathematics and English Language Arts  
Pre-Kindergarten

(Ad. 2022)

**Main Criteria:** Oklahoma Academic Standards for Mathematics and English Language Arts Pre-Kindergarten

**Secondary Criteria:** GOLD® Objectives for Development and Learning

**Subject:** Early Childhood Education

**Grades:** Pre-K

**Adopted:** 2022

**Domain**

Mathematics (MATH)

**Strand**

Numbers & Operations

**Standard**

Know number names and count in sequence.

**MATH.PK.N.1.1** Count aloud forward in sequence by 1s to 20.

**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

**MATH.PK.N.1.2** Recognize and name 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

**MATH.PK.N.1.3** Recognize that 0 (zero) represents the count of no objects.

**GOLD® Objectives for Development and Learning**

No aligned objectives

**Strand**

Numbers & Operations

**Standard**

Count to tell the number of objects.

**MATH.PK.N.2.1** Identify the number of objects, up to 10, in a row or column.

**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



Strand

Numbers & Operations

Standard  
(CONT...)

Count to tell the number of objects.

**MATH.PK.N.2.2** Use one-to-one correspondence in counting objects and matching groups of objects up to 10.

**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

**MATH.PK.N.2.3** Understand the last numeral spoken when counting aloud tells how many total objects are in a set up to 10.

**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

**MATH.PK.N.2.4** Count up to 5 items in a scattered configuration, not in a row or column.

**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

Strand

Numbers & Operations

Standard

Compare sets using numbers.

**MATH.PK.N.3.1** Compare two sets of 0-5 objects using comparative language such as “same,” “more,” or “fewer.”

**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

Strand

Algebraic Reasoning & Algebra

Standard

Recognize, duplicate, and extend patterns.

**MATH.PK.A.1.1** Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.

**GOLD® Objectives for Development and Learning**

**Objective 13 Uses classification skills**

Objective 13-4 Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)



**Strand**

Algebraic Reasoning & Algebra

**Standard  
(CONT...)**

Recognize, duplicate, and extend patterns.

**MATH.PK.A.1.2** Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.

**GOLD® Objectives for Development and Learning**

**Objective 23 Demonstrates knowledge of patterns**

Objective 23-6 Extends and creates simple repeating patterns



**Strand**

Geometry &amp; Measurement

**Standard**

Identify common shapes.

**MATH.PK.GM.1.1** Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.

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

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

**Strand**

Geometry &amp; Measurement

**Standard**

Describe and compare measurable attributes.

**MATH.PK.GM.2.1** Identify measurable attributes of objects. Describe them using age-appropriate vocabulary (i.e., little, big, long, short, tall, heavy, light).

**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

**MATH.PK.GM.2.2** Directly compare two objects with a common measurable attribute using age-appropriate vocabulary (e.g., longer/shorter, heavier/lighter, taller/shorter).

**GOLD® Objectives for Development and Learning****Objective 22a Measures objects**

Objective 22a-2 Makes simple comparisons between two objects

**MATH.PK.GM.2.3** Sort objects into sets by one or more attributes.

**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

**Strand**

Data &amp; Probability

**Standard**

Collect and organize categorical data.

**MATH.PK.D.1.1** Collect and organize information about objects and events in the environment.

**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

**MATH.PK.D.1.2** Use categorical data to create real-object graphs, with guidance and support.

**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



**Domain**

English Language Arts (ELA)

**Standard**

Standard 1: Listening and Speaking

**Strand**

Listening - Students will develop and apply effective communication skills through active listening.

**ELA.PK.1.L.1** Students will actively listen using agreed-upon rules with prompting.

**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

**ELA.PK.1.L.2** Students will follow simple one-step oral directions.

**GOLD® Objectives for Development and Learning**

**Objective 8b Follows directions**

Objective 8b-4 Follows simple requests not accompanied by gestures

**Standard**

Standard 1: Listening and Speaking

**Strand**

Speaking - Students will develop and apply effective communication skills to share ideas through speaking.

**ELA.PK-K.1.S.1** Students will work respectfully with peers with prompting.

**GOLD® Objectives for Development and Learning**

No aligned objectives



**Standard**

Standard 1: Listening and Speaking

**Strand (CONT...)**

Speaking - Students will develop and apply effective communication skills to share ideas through speaking.

**ELA.PK-K.1.S.2** Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.

**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

**ELA.PK.1.S.3** Students will ask and answer questions with prompting.

**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

**ELA.PK.1.S.4** Students will orally describe personal interests or tell stories to peers and adults with prompting.

**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

**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

**Standard**

Standard 2: Reading and Writing Foundations

**Strand**

Phonological Awareness - Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

**ELA.PK.2.PA.1** Students will count spoken words in a three- to four-word sentence with one-syllable 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

**ELA.PK.2.PA.2** Students will recognize spoken words that rhyme (e.g., wall & fall).

**GOLD® Objectives for Development and Learning****Objective 15a Notices and discriminates rhyme**

Objective 15a-6 Decides whether two words rhyme

**ELA.PK.2.PA.3** Students will recognize syllables in spoken words (e.g., pony = po + ny).

**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



**Standard**

Standard 2: Reading and Writing Foundations

**Strand (CONT...)**

Phonological Awareness - Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

**ELA.PK.2.PA.4** Students will isolate the common initial sound when given a set of alliterative spoken words (e.g., the puppy pounces).**GOLD® Objectives for Development and Learning****Objective 15b Notices and discriminates alliteration**

Objective 15b-6 Matches beginning sounds of some words

**Standard**

Standard 2: Reading and Writing Foundations

**Strand**

Print Concepts - Students will demonstrate their understanding of the organization and basic features of print.

**ELA.PK.2.PC.1** Students will begin to understand that print carries a message by recognizing labels, signs, and other print in the environment.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

Objective 17b-2 Shows understanding that text is meaningful and can be read

**ELA.PK.2.PC.2** Students will demonstrate correct book orientation and identify the front and back covers 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

**ELA.PK.2.PC.3** Students will begin to understand that print moves from top to bottom, left to right, and front to back.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

**ELA.PK.2.PC.4** Students will begin to recognize that written words are made up of letters and are separated by spaces.**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

**ELA.PK.2.PC.5** Students will begin to recognize ending punctuation marks in print during shared reading or other text 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



**Standard**

Standard 2: Reading and Writing Foundations

**Strand (CONT...)**

Print Concepts - Students will demonstrate their understanding of the organization and basic features of print.

**ELA.PK.2.PC.6** Students will begin to write some uppercase and lowercase letters including the majority of the letters in their first name with prompting.

**GOLD® Objectives for Development and Learning****Objective 19a Writes name**

Objective 19a-8 Writes letter strings

**Standard**

Standard 2: Reading and Writing Foundations

**Strand**

Phonics and Word Study - Students will decode words by applying phonics and word analysis skills in context and isolation.

**ELA.PK.2.PWS.1** Students will name the letters in their first name.

**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

**ELA.PK.2.PWS.2** Students will name a majority of uppercase and lowercase letters.

**GOLD® Objectives for Development and Learning****Objective 16a Identifies and names letters**

Objective 16a-6 Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order

**ELA.PK.2.PWS.3** Students will produce some sounds represented by letters.

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

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

**Standard**

Standard 2: Reading and Writing Foundations

**Strand**

Fluency - Students will read grade-level text smoothly and accurately, with appropriate expression.

**ELA.PK.2.F.1** Students will read their first name in print.

**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



**Standard**

Standard 2: Reading and Writing Foundations

**Strand (CONT...)**

Fluency - Students will read grade-level text smoothly and accurately, with appropriate expression.

**ELA.PK.2.F.2** Students will chorally recite familiar texts (e.g., rhymes, songs, poetry, etc.).**GOLD® Objectives for Development and Learning**

No aligned objectives

**Standard**

Standard 2: Reading and Writing Foundations

**Strand**

Reading - Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

**ELA.PK.2.R** Students will begin to retell or reenact major events or details from a read-aloud.**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

**ELA.PK.2.W** Students will begin to express themselves through drawing and emergent 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

**Standard**

Standard 3: Critical Reading and Writing

**Strand**

Reading - Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives

**ELA.PK.3.R.1** Students will describe the roles of an author and illustrator with prompting.**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

**ELA.PK.3.R.2** Students will answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.**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



**Standard**

Standard 3: Critical Reading and Writing

**Strand (CONT...)**

Reading - Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives

**ELA.PK.3.R.3** Students will identify characters in a story with prompting.**GOLD® Objectives for Development and Learning****Objective 18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a-5 Emerging: Identifies story-related problems, events, and resolutions during conversations with an adult

**Standard**

Standard 3: Critical Reading and Writing

**Strand**

Writing - Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

**ELA.PK.3.W** Students will use drawing and labeling to tell a story or share information with prompting.**GOLD® Objectives for Development and Learning****Objective 19b Writes to convey ideas and information**

Objective 19b-6 Uses drawing, dictation, and mock letters or letter forms to convey a message

**Standard**

Standard 4: Vocabulary

**Strand**

Reading - Students will expand their grade-level vocabularies through reading, word study, and class discussion.

**ELA.PK-K.4.R.1** Students will name and sort familiar objects into categories based on similarities and differences with prompting.**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)

**ELA.PK-K.4.R.2** Students will begin to develop an awareness of context clues through read-alouds and other text experiences.**GOLD® Objectives for Development and Learning**

No aligned objectives

**ELA.PK-K.4.R.3** Students will begin to acquire new vocabulary and relate new words to prior knowledge.**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

**Standard**

Standard 4: Vocabulary



**Strand**

Writing - Students will apply knowledge of vocabulary to speak and write effectively.

**ELA.PK.4.W.1** Students will begin to use new vocabulary to produce and expand 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

**ELA.PK.4.W.2** Students will begin to use language according to purpose in shared writing experiences.

**GOLD® Objectives for Development and Learning**

No aligned objectives

**Standard**

Standard 5: Language

**Strand**

Reading - Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

**ELA.PK.5.R.1** Students will hear different sentence structures through conversations, read-alouds, and interactive reading.

**GOLD® Objectives for Development and Learning**

No aligned objectives

**ELA.PK.5.R.2** Students will hear different parts of speech through conversations, read-alouds, and interactive reading: concrete objects as persons, places, or things (i.e., nouns); words as actions (i.e., verbs); color adjectives; spatial and time relationships such as up, down, before, and after

**GOLD® Objectives for Development and Learning**

No aligned objectives

**Standard**

Standard 6: Research

**Strand**

Reading - Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

**ELA.PK.6.R** Students will begin to identify pictures, charts, grade-level texts, or people as sources of information on a topic of interest.

**GOLD® Objectives for Development and Learning**

No aligned objectives

**ELA.PK.6.W** Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.

**GOLD® Objectives for Development and Learning**

No aligned objectives

**Standard**

Standard 7: Multimodal Literacies

**Strand**

Reading - Students will comprehend and evaluate multimodal content.

**ELA.PK.7.R** Students will explore ideas and topics in a variety of media and formats with prompting.

**GOLD® Objectives for Development and Learning**

No aligned objectives



**ELA.PK.7.W** Students will begin to combine movement with relevant props, images, or illustrations to support their writing and speaking.

**GOLD® Objectives for Development and Learning**

No aligned objectives

**Standard**

Standard 8: Independent Reading and Writing

**Strand**

Reading - Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

**ELA.PK-K.8.R** Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.

**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

**ELA.PK.8.W** Students will begin to express their ideas using a combination of drawing and emergent writing with prompting.

**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