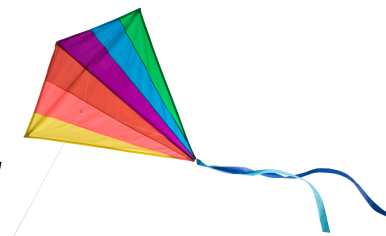


Alignment of



GOLD[®]
Objectives for Development
& Learning



With

TN Early Learning Developmental
Standards

(Ad. 2018)

Main Criteria: TN Early Learning Developmental Standards
Secondary Criteria: GOLD® Objectives for Development and Learning
Subject: Early Childhood Education
Grades: PreK
Adopted: 2018

Domain

Approaches to Learning (PK.AL)

Strand

Creativity: Actively engage in learning with curiosity, flexibility, and openness to new ideas.

PK.AL.CR.1 Independently interact with a variety of materials through multiple play activities.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-6 Plans and pursues a variety of appropriately challenging tasks

PK.AL.CR.2 Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

PK.AL.CR.3 Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-6 Changes plans if a better idea is thought of or proposed

PK.AL.CR.4 Demonstrate a willingness to engage in new experiences and activities.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

Strand

Self-Regulation: Engage in learning to effectively plan and problem solve.

PK.AL.SR.5 Maintain focus appropriate to completing a task and/or learning activity.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions



Strand (CONT...)

Self-Regulation: Engage in learning to effectively plan and problem solve.

PK.AL.SR.6 Persist in solving a problem or question, with adult prompting.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-6 Plans and pursues a variety of appropriately challenging tasks

PK.AL.SR.7 Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-6 Plans and pursues a variety of appropriately challenging tasks

Strand

Critical Thinking: Actively inquire and reflect about new ideas and activities.

PK.AL.CT.8 Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

PK.AL.CT.9 Demonstrate an awareness of connection between prior and new knowledge.

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

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

PK.AL.CT.10 Identify a problem and attempt multiple ways to solve it, with or without assistance.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Strand

Communication: Actively engage in conversations with adults and peers.

PK.AL.CO.11 Ask and respond to questions with peers and adults in individual and group activities.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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



PK.AL.CO.12 Seek assistance and/or information when needed to complete a task.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas



Strand

Collaboration: Actively engage in learning with other people.

PK.AL.CB.13 Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

PK.AL.CB.14 Demonstrate a willingness to collaborate with others to solve a problem.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

Domain

Social and Personal Competencies (PK.SPC)

Strand

Self-Awareness: Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.

PK.SPC.SA.1 Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

Objective 1a-6 Is able to look at a situation differently or delay gratification

PK.SPC.SA.2 Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.**GOLD® Objectives for Development and Learning****Objective 2b Responds to emotional cues**

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

PK.SPC.SA.3 Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).**GOLD® Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self**

Domain

Social and Personal Competencies (PK.SPC)

Strand (CONT...)

Self-Awareness: Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.

PK.SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.

GOLD® Objectives for Development and Learning**Objective 29 Demonstrates knowledge about self**

PK.SPC.SA.5 Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.

GOLD® Objectives for Development and Learning**Objective 1c Takes care of own needs appropriately**

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

PK.SPC.SA.6 Seek and accept guidance from primary caregivers, teachers, and other familiar adults.

GOLD® Objectives for Development and Learning**Objective 2a Forms relationships with adults**

Objective 2a-8 Engages with trusted adults as resources and to share mutual interests

PK.SPC.SA.7 Demonstrate an understanding of rules through actions and conversations.

GOLD® Objectives for Development and Learning**Objective 1b Follows limits and expectations**

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

PK.SPC.SA.8 Use materials purposefully, safely, and respectfully as set by group rules.

GOLD® Objectives for Development and Learning**Objective 3a Balances needs and rights of self and others**

Objective 3a-6 Initiates the sharing of materials in the classroom and outdoors

Strand

Self-Management: Understand and use strategies for managing emotions and behaviors constructively.

PK.SPC.SM.1 Express feelings, needs, opinions, and desires and begin to identify causal relationships.

GOLD® Objectives for Development and Learning**Objective 1a Manages feelings**

Objective 1a-6 Is able to look at a situation differently or delay gratification

PK.SPC.SM.2 Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.

GOLD® Objectives for Development and Learning**Objective 1a Manages feelings**

Objective 1a-6 Is able to look at a situation differently or delay gratification



Strand

Social Awareness: Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

PK.SPC.SCA.1 Show empathy and caring for others.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

PK.SPC.SCA.2 Demonstrate an understanding of how personal choices impact others.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

Strand

Relationship Skills: Use positive communication skills to interact effectively with others.

PK.SPC.RS.1 Seek assistance and/or information when needed to complete a task.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

PK.SPC.RS.2 Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-8 Engages with trusted adults as resources and to share mutual interests

PK.SPC.RS.3 Initiate play and interact positively with another child or children.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

PK.SPC.RS.4 Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

Objective 2d-6 Establishes a special friendship with one other child, but the friendship might only last a short while



Domain

English Language Arts (ELA)

Strand

Reading Standards Key Ideas and Details - Standard #1: Read closely to determine what a 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.

PK.RI.KID.1 With modeling, prompting, and support, ask and answer questions about informational text read aloud.**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

PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud.**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

Strand

Reading Standards Key Ideas and Details - Standard #2: Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.

PK.RI.KID.2 With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.**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

PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.**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

Strand

Reading Standards Key Ideas and Details - Standard #3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

PK.RI.KID.3 With prompting and support, orally identify the connection between information in a text to personal experience or other text.**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



Strand (CONT...)

Reading Standards Key Ideas and Details - Standard #3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

PK.RL.KID.3 With prompting and support, orally identify characters, settings, and events from a familiar story.

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

Strand

Reading Standards Craft and Structure - Standard #4: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

PK.RI.CS.4 With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.

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

PK.RL.CS.4 With prompting and support, respond to questions about the meaning of unknown words in a story.

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

Strand

Reading Standards Craft and Structure - Standard #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

PK.RI.CS.5 Recognize various text features.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

PK.RL.CS.5 Recognize common types of 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



Strand

Reading Standards Craft and Structure - Standard #6: Assess how point of view or purpose shapes the content and style of a text.

PK.RI.CS.6 With prompting and support, answer questions about who is presenting ideas or information in a text.

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

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

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

PK.RL.CS.6 With prompting and support, answer questions about who is telling 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

Strand

Reading Standards Integration of Knowledge and Ideas - Standard #7: Assess how point of view or purpose shapes the content and style of a text.

PK.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.

GOLD® Objectives for Development and Learning**Objective 18a Interacts during reading experiences, book conversations, and text reflections**

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

PK.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

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

Strand

Reading Standards Integration of Knowledge and Ideas - Standard #9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

PK.RI.IKI.9 With prompting and support, orally identify basic similarities 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-6 Identifies story-related problems, events, and resolutions during conversations with an adult

PK.RL.IKI.9 With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar 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



Strand

Reading Standards Range of Reading and Level of Text Complexity - Standard #10: Read and comprehend complex literary and informational texts independently and proficiently.

PK.RI.RRTC.10 Listen and respond to informational texts of appropriate complexity for pre-K.

GOLD® Objectives for Development and Learning

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

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

PK.RL.RRTC.10 Listen and respond to stories and poems of appropriate complexity for pre-K.

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



Strand

Foundational Literacy Standards Print Concepts - Standard #1: Demonstrate understanding of the organization and basic features of print.

Standard

Demonstrate understanding of the organization and basic features of print.

PK.FL.PC.1.a Handle books appropriately, right-side-up, turning pages one at a time, and front to back.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

PK.FL.PC.1.b Recognize that spoken words can be written and read.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

PK.FL.PC.1.c With guidance and support, understand that words are made up of alphabet letters.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

PK.FL.PC.1.d Recognize familiar uppercase letters and some of the most common lowercase letters.**GOLD® Objectives for Development and Learning****Objective 16a Identifies and names letters**

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

PK.FL.PC.1.e Distinguish between pictures and words.**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

Strand

Foundational Literacy Standards Phonological Awareness - Standard #2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Standard

Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

PK.FL.PA.2.a Recognize and discriminate between rhyming words in spoken language.**GOLD® Objectives for Development and Learning****Objective 15a Notices and discriminates rhyme**

Objective 15a-6 Decides whether two words rhyme

PK.FL.PA.2.b Begin to pronounce and identify syllables in familiar words and words in a sentence.**GOLD® Objectives for Development and Learning****Objective 15c Notices and discriminates discrete units of sound**

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

PK.FL.PA.2.c Begin to blend and segment onsets and rhymes of single-syllable spoken words.**GOLD® Objectives for Development and Learning****Objective 15c Notices and discriminates discrete units of sound**

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



PK.FL.PA.2.d Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

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

PK.FL.PA.2.e Identify whether or not two words begin or end with the same sound.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-6 Matches beginning sounds of some words



Strand

Foundational Literacy Standards Phonics and Word Recognition - Standard #3: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

Standard

Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

PK.FL.PWR.3.a Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.

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

Objective 16b-6 Produces at least one correct sound for each letter in the alphabet

PK.FL.PWR.3.b Recognize high-frequency words by sight, including own name and other familiar words in the environment.

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

PK.FL.PWR.3.c Begin to decode regularly spelled CVC 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



Strand

Foundational Literacy Standards Word Composition - Standard #4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Standard

Know and apply grade-level phonics and word analysis skills when encoding words.

PK.FL.WC.4.a Begin to recognize the difference between upper and lowercase letters.

GOLD® Objectives for Development and Learning**Objective 17b Uses print concepts**

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

PK.FL.WC.4.b Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).

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

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

Strand

Foundational Literacy Standards Fluency - Standard #5: Read with sufficient accuracy and fluency to support comprehension.

Standard

Interact with text to support comprehension.

PK.F.5.a Use illustrations to retell story events in familiar picture books.

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

Objective 18c-4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts



Strand

Foundational Literacy Standards Sentence Composition - Standard #6: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Standard

Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.

PK.SC.6.a With modeling or verbal prompts, orally produce complete sentences.

GOLD® Objectives for Development and Learning**Objective 9c Uses conventional grammar**

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

PK.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.

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

Objective 19c-1 Emerging: Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

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

PK.SC.6.c Use frequently occurring nouns and verbs when speaking and in shared language activities.

GOLD® Objectives for Development and Learning**Objective 9c Uses conventional grammar**

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

PK.SC.6.d Form regular plural nouns when speaking and in shared language activities.

GOLD® Objectives for Development and Learning**Objective 9c Uses conventional grammar**

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

PK.SC.6.e Understand and use question words (interrogatives) when speaking and in shared language activities.

GOLD® Objectives for Development and Learning**Objective 9c Uses conventional grammar**

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

PK.SC.6.f With prompting and support, use the most frequently occurring prepositions when speaking and 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



Strand

Foundational Literacy Standards Sentence Composition - Standard #6: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

**Standard
(CONT...)**

Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.

PK.SC.6.g With prompting and support, 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

PK.FL.SC.6.h Begin to recognize that a name begins with a capital letter.

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

Objective 19c-1 Emerging: Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

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



Strand

Foundational Literacy Standards Vocabulary Acquisition - Standard #7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Standard

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content.

PK.FL.VA.7a.1 Identify new meanings for familiar words and apply them accurately.

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

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

Objective 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



Strand

Foundational Literacy Standards Vocabulary Acquisition - Standard #7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Standard
(CONT...)**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content.

PK.FL.VA.7a.2 Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

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

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

Objective 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

Strand

Foundational Literacy Standards Vocabulary Acquisition - Standard #7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Standard

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

PK.FL.VA.7b.1 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 13-4 Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)

PK.FL.VA.7b.2 Demonstrate understanding of frequently occurring verbs and adjectives.

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

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

PK.FL.VA.7b.3 Make real-life connections between words and their use.

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

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

PK.FL.VA.7b.4 Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint).

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

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

Strand

Foundational Literacy Standards Vocabulary Acquisition - Standard #7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Standard

Use words and phrases acquired through conversations, being read to, and responding to texts.

PK.FL.VA.7c Use words and phrases acquired through conversations, being read to, and responding to texts.

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

Strand

Writing Standards Text Types and Protocol - Standard #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

PK.W.TTP.1 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.

GOLD® Objectives for Development and Learning**Objective 19b Writes to convey ideas and information**

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

Strand

Writing Standards Text Types and Protocol - Standard #2: Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

PK.W.TTP.2 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.

GOLD® Objectives for Development and Learning**Objective 19b Writes to convey ideas and information**

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



Strand

Writing Standards Text Types and Protocol - Standard #3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

Strand

Writing Standards Production and Distribution of Writing - Standard #4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

PK.W.PDW.4 With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

Strand

Writing Standards Production and Distribution of Writing - Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

PK.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

Strand

Writing Standards Research to Build and Present Knowledge - Standard #7: Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

PK.W.RBPK.7 With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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



Strand

Writing Standards Research to Build and Present Knowledge - Standard #8: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

PK.W.RBPK.8 With modeling, 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-6 Draws on everyday experiences and applies this knowledge to a similar situation

Objective 19b Writes to convey ideas and information

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

Strand

Writing Standards Range of Writing - Standard #10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

PK.W.RW.10 With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

Strand

Speaking and Listening Standards Comprehension and Collaboration - Standard #1: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

Standard

Participate with varied peers and adults in collaborative conversations across activities throughout the day.

PK.SL.CC.1.a Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.

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

Strand

Speaking and Listening Standards Comprehension and Collaboration - Standard #2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

PK.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.

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



Strand

Speaking and Listening Standards Comprehension and Collaboration - Standard #3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

PK.SL.CC.3 With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.

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

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

Strand

Speaking and Listening Standards Presentation of Knowledge and Ideas - Standard #4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

PK.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.

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

Strand

Speaking and Listening Standards Presentation of Knowledge and Ideas - Standard #5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

PK.SL.PKI.5 Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.

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

Strand

Speaking and Listening Standards Presentation of Knowledge and Ideas - Standard #6: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

PK.SL.PKI.6 With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.

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



Domain

Mathematics (MATH)

Strand

Counting and Cardinality (CC) - Standard A: Know number names and the counting sequence.

PK.CC.A.1 Count forward from 1 to 30.

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 20a Counts

Objective 20a-7 Emerging: Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

PK.CC.A.3 Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

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

PK.CC.A.4 Begin to name 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

Strand

Counting and Cardinality (CC) - Standard B: Count to tell the number of objects.

Standard

Understand the relationship between numbers and quantities; connect counting to cardinality.

PK.CC.B.4.a When counting objects, say the number names in the standard order, using 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

PK.CC.B.4.b Understand that the last number name said tells the number of objects counted.

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

PK.CC.B.4.c Recognize that one more object added to a group of objects changes the quantity as a whole.

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

Counting and Cardinality (CC) - Standard B: Count to tell the number of objects.



Standard

Understand that a number represents a corresponding quantity.

PK.CC.B.5.a Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).

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

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

PK.CC.B.5.b Given a number from 1-10, count out that many objects.

GOLD® Objectives for Development and Learning**Objective 20a Counts**

Objective 20a-6 Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

PK.CC.B.5.c With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle.

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

Objective 20b-6 Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

PK.CC.B.5.d With guidance and support, count to answer "how many?" questions about as many as 5 things in a scattered configuration.

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

Counting and Cardinality (CC) - Standard C: Compare numbers.

PK.CC.C.6 Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.

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

Operations and Algebraic Thinking (OA) - Standard A: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

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

Objective 20b-6 Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).

GOLD® Objectives for Development and Learning**Objective 20e Applies properties of mathematical operations and relationships**

Objective 20e-1 Emerging: Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

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

PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.

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

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

PK.OA.A.4 Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.

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

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

Strand

Measurement and Data (MD) - Standard A: Describe and compare measurable attributes.

PK.MD.A.1 Describe measurable attributes of a single object, such as length, width, height.

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

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

PK.MD.A.2 Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.).

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



Strand

Measurement and Data (MD) - Standard B: Work with money.

PK.MD.B.3 Begin to recognize currency and its purpose.

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-4 Relates time to daily routines and schedule

Strand

Measurement and Data (MD) - Standard C: Classify objects and count the number of objects in each category.

PK.MD.C.4 Sort a collection of objects into given categories using more than one attribute.

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-5 Emerging: Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

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

Geometry - Standard A: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

PK.G.A.1 Begin to use relative position words in appropriate context, such as above, below, beside, and between.

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

PK.G.A.2 Correctly name some two-dimensional shapes.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

PK.G.A.3 Begin to explore shapes as two-dimensional or three-dimensional.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

PK.G.A.4 Begin to describe objects in the environment using names of shapes.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation



PK.G.B.4 Describe similarities and differences between two-dimensional shapes.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

PK.G.B.5 Model shapes in the world by building and drawing shapes.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

PK.G.B.6 Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.

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

Domain

Science (SCI)

Strand

Physical Science (PS): Matter and its interactions.

PK.PS1.01.a Describe and categorize objects based on their observable properties.

GOLD® Objectives for Development and Learning

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

PK.PS1.01.b Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment.

GOLD® Objectives for Development and Learning

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

PK.PS1.01.c Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag).

GOLD® Objectives for Development and Learning

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



Domain

Science (SCI)

Strand (CONT...)

Physical Science (PS): Matter and its interactions.

PK.PS1.01.d Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.

GOLD® Objectives for Development and Learning**Objective 26 Demonstrates knowledge of the physical properties of objects and materials****Strand**

Life Science (LS): From molecules to organisms: structures and processes.

PK.LS1.01.a Identify common attributes of familiar living things.

GOLD® Objectives for Development and Learning**Objective 25 Demonstrates knowledge of the characteristics of living things**

PK.LS1.01.b Recognize differences between living organisms and non-living materials.

GOLD® Objectives for Development and Learning**Objective 25 Demonstrates knowledge of the characteristics of living things**

PK.LS1.01.c Recognize and describe the function of the five senses of humans.

GOLD® Objectives for Development and Learning**Objective 25 Demonstrates knowledge of the characteristics of living things****Strand**

Earth Science (ESS2): Earth systems.

PK.ESS2.01.a Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water).

GOLD® Objectives for Development and Learning**Objective 27 Demonstrates knowledge of Earth's environment**

PK.ESS2.01.b Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.).

GOLD® Objectives for Development and Learning**Objective 27 Demonstrates knowledge of Earth's environment**

Strand

Earth Science (ESS3): Earth and human activity.

PK.ESS3.01.a Observe, describe, and compare the habitats of plants and animals.**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****PK.ESS3.01.b** Observe and discuss how humans and animals respond to changes in weather.**GOLD® Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****PK.ESS3.01.c** Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.).**GOLD® Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment****Strand**

Engineering, Technology and Science (ETS1): Engineering design.

PK.ETS1.01.a Use senses to gather, explore, and interpret information.**GOLD® Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills****PK.ETS1.01.b** With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations.**GOLD® Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills****PK.ETS1.01.c** Make predictions based on observations and prior explorations.**GOLD® Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills****Strand**

Engineering, Technology and Science (ETS2): Links among engineering, technology, science, and society.

PK.ETS2.01.a Recognize that tools have specific characteristics that determine their use.**GOLD® Objectives for Development and Learning****Objective 28 Uses tools and other technology to perform tasks****PK.ETS2.01.b** Explore familiar environments through the use of simple tools.**GOLD® Objectives for Development and Learning****Objective 28 Uses tools and other technology to perform tasks**

Domain

Social Studies (SS)

Strand

Culture: Students will explore different traditions, customs, and cultures within their families, schools, and communities.

PK.SS.01 In conversation, describe familiar people, places, things, and events, with reference to a student's home and school.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live**

PK.SS.02 Begin to recognize similarities and differences between family customs and cultures.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****Strand**

Economics: Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money.

PK.SS.03 Begin to distinguish between wants and needs.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live**

PK.SS.04 Identify how the basic human needs of food, clothing, shelter, and transportation are met.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live**

PK.SS.05 Begin to recognize money and its uses.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live**

PK.SS.06 Identify different types of jobs, including work done in the home, school, and community.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live**

PK.SS.07 Give examples of how people exchange goods and use money to acquire wants and needs.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live**

Strand

Geography: Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.

PK.SS.08 Use directions such as up, down, in front, and behind.

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

PK.SS.09 Identify what a map represents.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

PK.SS.10 Understand how roads help people get around, and how they are used to organize locations within a city.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

Strand

Government and Civics: Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols.

PK.SS.11 Give examples of people who are authority figures.

GOLD® Objectives for Development and Learning

No aligned objectives

PK.SS.12 Recognize shapes found on flags and identify the American flag.

GOLD® Objectives for Development and Learning

No aligned objectives

PK.SS.13 Begin to recognize the name and role of the current President of the United States.

GOLD® Objectives for Development and Learning

No aligned objectives

PK.SS.14 Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.

GOLD® Objectives for Development and Learning

No aligned objectives

PK.SS.15 Identify the need for rules.

GOLD® Objectives for Development and Learning

No aligned objectives



Strand

History: Students will understand the chronological organization of history and the importance of holidays.

PK.SS.17 Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday.

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

Domain

Creative Arts (PK.CA)

Strand

Visual Arts: Express self and represent what the student knows, thinks, believes, and feels through visual arts.

PK.CA.1 Experiment with a variety of media and art materials for tactile experience and exploration.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts**

PK.CA.2 Create artistic works with intent and purpose using varying tools, texture, color, and technique.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts**

PK.CA.3 Present and respond to visual art created by self and others.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts****Strand**

Music: Express self by engaging in musical activities.

PK.CA.4 Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.

GOLD® Objectives for Development and Learning**Objective 34 Explores musical concepts and expression**

PK.CA.5 Create and perform using voice, traditional instruments, and/or non-traditional instruments.

GOLD® Objectives for Development and Learning**Objective 34 Explores musical concepts and expression**

Strand

Creative Movement & Dance

PK.CA.6 Respond to feelings through dance or creative movement.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

PK.CA.7 Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of "props").

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Strand

Theatre/Dramatic Play

PK.CA.8 Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

PK.CA.9 Respond and react to theatre and drama presentations.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Strand

Cultural Differences

PK.CA.10 Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

Objective 36 Explores drama through actions and language



Domain

Physical Development (PK.PD)

Strand

Sensorimotor: Use senses to assist and guide learning; using sensory information to plan and carry out movements.

PK.PD.1 Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.

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)



Domain

Physical Development (PK.PD)

Strand (CONT...)

Sensorimotor: Use senses to assist and guide learning; using sensory information to plan and carry out movements.

PK.PD.2 Demonstrate awareness of spatial boundaries and the ability to work and move within them.**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

Objective 4-6 Moves purposefully from place to place with control

Strand

Gross Motor: Demonstrate coordination and control of large muscles.

PK.PD.3 Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

Objective 4-6 Moves purposefully from place to place with control

PK.PD.4 Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).**GOLD® Objectives for Development and Learning****Objective 4 Demonstrates traveling skills**

Objective 4-6 Moves purposefully from place to place with control

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-6 Manipulates balls or similar objects with flexible body movements

Strand

Fine Motor: Demonstrate eye-hand coordination and dexterity needed to manipulate objects.

PK.PD.5 Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

PK.PD.6 Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).**GOLD® Objectives for Development and Learning****Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

Strand

Personal Health & Safety

PK.PD.7 Demonstrate personal care and hygiene skills.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs



PK.PD.8 Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PK.PD.9 Demonstrate awareness and understanding of safety rules.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

