

Alignment of



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



With

TX Prekindergarten Guidelines

(Ad. 2022)

Main Criteria: TX Prekindergarten Guidelines
Secondary Criteria: GOLD® Objectives for Development and Learning
Subject: Early Childhood Education
Grades: Pre 3, Pre 4
Adopted: 2022

Domain

Social and Emotional Development (I)

STRAND

Self Concept

Pre 3

PK3.I.A.1 Child is building competence in controlling own body movements.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

PK3.I.A.2 Child can identify own physical attributes and indicate some likes and dislikes when prompted.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PK3.I.A.3 Child begins to show awareness of own abilities.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PK3.I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

Pre 4

PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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



STRAND

Self-Regulation

STANDARD

Behavior Control

Pre 3

PK3.I.B.1.a Child follows simple rules and routines when assisted by adults.

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

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

PK3.I.B.1.b Child takes care of and manages classroom materials with adult assistance.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

PK3.I.B.1.c Child manages own behavior with adult guidance and assistance.

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

Objective 1a-4 Comforts self by seeking out special object or person

Pre 4

PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.

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

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

PK4.I.B.1.b Child takes care of and manages classroom materials.

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

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

PK4.I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.

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

Self-Regulation

STANDARD

Emotional Control

Pre 3

PK3.I.B.2.a Child recognizes and expresses a range of emotions.

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

Objective 1a-4 Comforts self by seeking out special object or person

PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).

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

Pre 4

PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.

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

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

PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.

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

Self-Regulation

**STANDARD
(CONT...)**

Emotional Control

Pre 3**PK3.I.B.2.c** Child manages intensity of emotions with adult assistance.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

Objective 1a-5 Emerging: Is able to look at a situation differently or delay gratification

Objective 1a Manages feelings

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

Pre 4**PK4.I.B.2.c** Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.**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

Self-Regulation

STANDARD

Control of Attention

Pre 3**PK3.I.B.3.a** Child focuses attention on one task at a time but may not stay with it to completion.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

PK3.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.**GOLD® Objectives for Development and Learning****Objective 11a Attends and engages**

Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

Pre 4**PK4.I.B.3.a** Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.**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

PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.**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



Pre 3

PK3.I.C.1 Child forms positive relationships with adults and peers.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-6 Manages separations without distress and engages with trusted adults

Objective 2d Makes friends

Objective 2d-4 Plays with one or two preferred playmates

PK3.I.C.2 Child assumes roles and responsibilities as part of the classroom community with adult assistance.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

PK3.I.C.3 Child shows interest in peer play but may be less skilled in initiating and joining a group.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-3 Emerging: Uses successful strategies for entering groups

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

PK3.I.C.4 Child enjoys parallel and associative play with peers.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

PK3.I.C.5 Child seeks adult help when experiencing conflicts with another child.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-4 Seeks adult help to resolve social problems

PK3.I.C.6 Child responds with concern when a child or adult is distressed.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-4 Demonstrates concern about the feelings of others

Pre 4

PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.

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

PK4.I.C.2 Child assumes various roles and responsibilities as part of a classroom community.

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

PK4.I.C.3 Child shows competence in initiating social interactions.

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

PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.

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

PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

PK4.I.C.6 Child demonstrates 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

STRAND
(CONT...)

Relationships with Others

Pre 3

PK3.I.C.7 Child interacts with peers and may have preferred friends.

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

Objective 2d-4 Plays with one or two preferred playmates

Pre 4

PK4.I.C.7 Child interacts with peers and has preferred friends.

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

STRAND

Social Awareness

Pre 3

PK3.I.D.1 Child shows interest in other people and their feelings.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-4 Demonstrates concern about the feelings of others

Pre 4

PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-8 Recognizes that others' feelings about a situation might be different from their own



Domain

Language and Communication (II)

STRAND

Listening Comprehension

Pre 3

PK3.II.A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

Pre 4

PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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



Domain

Language and Communication (II)

**STRAND
(CONT...)**

Listening Comprehension

Pre 3**PK3.II.A.2** Child shows understanding by following two-step verbal directions.**GOLD® Objectives for Development and Learning****Objective 8b Follows directions**

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

Pre 4**PK4.II.A.2** Child shows understanding by following three-step verbal directions.**GOLD® Objectives for Development and Learning****Objective 8b Follows directions**

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

STRAND

Speaking (Conversation)

Pre 3**PK3.II.B.1** Child uses language to communicate basic needs and wants.**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

Pre 4**PK4.II.B.1** Child uses language for multiple purposes.**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

PK3.II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.**GOLD® Objectives for Development and Learning****Objective 10b Uses social rules of language**

Objective 10b-5 Emerging: Uses acceptable language and basic social rules while communicating with others; may need reminders

Objective 10b Uses social rules of language

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

PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

PK3.II.B.3 Child is able to communicate basic information in familiar social settings.**GOLD® Objectives for Development and Learning****Objective 10b Uses social rules of language**

Objective 10b-4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

PK4.II.B.3 Child provides appropriate information for various situations.**GOLD® Objectives for Development and Learning****Objective 10a Engages in conversations**

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

PK4.II.B.4 Child matches language to social contexts.**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



STRAND
(CONT...)

Speaking (Conversation)

Pre 3

PK3.II.B.4 Child begins to use appropriate language for different situations.

GOLD® Objectives for Development and Learning

Objective 10b Uses social rules of language

Objective 10b-4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

STRAND

Articulation

Pre 3

PK3.II.C.1 Child's speech is understood by familiar adults and peers.

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-6 Is understood by most people; may mispronounce new, long, or unusual words

PK3.II.C.2 Child begins to mimic intonation of language through songs and fingerplay.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-2 Sings songs and recites rhymes and refrains with repeating initial sounds

Pre 4

PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers.

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-6 Is understood by most people; may mispronounce new, long, or unusual words

PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-6 Is understood by most people; may mispronounce new, long, or unusual words



Pre 3

PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.

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

Pre 4

PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

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
(CONT...)

Vocabulary

Pre 3

PK3.II.D.2 Child understands (receptive) the instructional language of the classroom.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

Pre 4

PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.

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

PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.

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

Sentences and Structure

Pre 3

PK3.II.E.1 Child typically uses simple sentences of three to four words, usually in correct word order.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

Pre 4

PK4.II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

PK3.II.E.2 Child begins to use regular plurals and regular past tense correctly.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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



Pre 3

PK3.II.E.3 Child uses simple sentence structures with at least one idea.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

Pre 4

PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-7 Emerging: Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

Objective 9c Uses conventional grammar

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

PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

Domain

Emergent Literacy - Reading (III)

STRAND

Motivation to Read

Pre 3

PK3.III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.

GOLD® Objectives for Development and Learning

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

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

PK3.III.A.2 Child tells a story by looking at pictures or from memory.

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

Pre 4

PK4.III.A.1 Child engages in story-related pre-reading activities.

GOLD® Objectives for Development and Learning

Objective 18b Uses emergent reading skills

Objective 18b-4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult

PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.

GOLD® Objectives for Development and Learning

Objective 18b Uses emergent reading skills

Objective 18b-4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult



Domain

Emergent Literacy - Reading (III)

**STRAND
(CONT...)**

Motivation to Read

Pre 3**PK3.III.A.3** Child notices and connects meaning to environmental print.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

Pre 4**PK4.III.A.3** Child recognizes that all print carries meaning and serves as a means for communication.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

STRAND

Phonological Awareness

Pre 3**PK3.III.B.1** Child recognizes when a word in a spoken sentence is changed.**GOLD® Objectives for Development and Learning****Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-2 Shows awareness of separate words in sentences

Pre 4**PK4.III.B.1** Child identifies the individual words in a spoken sentence.**GOLD® Objectives for Development and Learning****Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-2 Shows awareness of separate words in sentences

PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.**GOLD® Objectives for Development and Learning****Objective 15a Notices and discriminates rhyme**

Objective 15a-4 Fills in the missing rhyming word; generates rhyming words spontaneously

PK4.III.B.2 Child distinguishes differences between similar-sounding words.**GOLD® Objectives for Development and Learning****Objective 15a Notices and discriminates rhyme**

Objective 15a-6 Decides whether two words rhyme

PK3.III.B.3 Child recognizes the individual words in a compound word.**GOLD® Objectives for Development and Learning****Objective 15c Notices and discriminates discrete units of sound**

Objective 15c-3 Emerging: Shows awareness of separate syllables in words

PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.**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

PK3.III.B.4 *Three-year olds do not typically develop word manipulation skills, so no outcome is included***GOLD® Objectives for Development and Learning**

No aligned objectives

PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.**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



Pre 3

PK3.III.B.5 Child participates in oral syllabication activities.

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-3 Emerging: Shows awareness of separate syllables in words

PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme

PK3.III.B.7 Child uses alliteration through playful activities such as songs and read alouds.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-4 Shows awareness that some words begin the same way

PK3.III.B.8 Child participates in onset-rime blending activities (in English only).

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-4 Fills in the missing rhyming word; generates rhyming words spontaneously

PK3.III.B.9 *Three-year olds do not typically develop phonemic awareness, so no outcome is included*

GOLD® Objectives for Development and Learning

No aligned objectives

Pre 4

PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic 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

PK4.III.B.6 Child identifies rhyming words.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-6 Decides whether two words rhyme

PK4.III.B.7 Child identifies alliterative words with pictorial support.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-6 Matches beginning sounds of some words

PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).

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

PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.

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

STRAND

Alphabet Knowledge

Pre 3

PK3.III.C.1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).

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

Objective 16a-2 Recognizes and names a few letters in own name

PK3.III.C.2 Child identifies the letter associated with the sound of the first letters of his name.

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

Objective 16b-2 Identifies the sounds of a few letters

PK3.III.C.3 Child produces the correct sound for the first letter of his name.

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

Objective 16b-2 Identifies the sounds of a few letters

Pre 4

PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).

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

Objective 16a-7 Emerging: Identifies and names all upper- and lowercase letters when presented in random order

Objective 16a Identifies and names letters

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

PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.

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

Objective 16b-5 Emerging: Produces at least one correct sound for each letter in the alphabet

Objective 16b Identifies letter-sound correspondences

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

PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.

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

Objective 16b-5 Emerging: Produces at least one correct sound for each letter in the alphabet

Objective 16b Identifies letter-sound correspondences

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

STRAND

Comprehension of Text

Pre 3

PK3.III.D.1 Child re-enacts a story after it has been read aloud.

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

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

Pre 4

PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.

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
(CONT...)

Comprehension of Text

Pre 3

PK3.III.D.2 Child makes personal connections to books read aloud.

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

PK3.III.D.3 Child asks and answers age-appropriate questions about a book.

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

PK3.III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.

GOLD® Objectives for Development and Learning

Objective 18b Uses emergent reading skills

Objective 18b-2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

Pre 4

PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

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

PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.

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

PK4.III.D.4 Child makes inferences and predictions about 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

STRAND

Concepts of Print

Pre 3

PK3.III.E.1 Child can distinguish between pictures and print.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

Pre 4

PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.

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



Pre 3

PK3.III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a 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

PK3.III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

Pre 4

PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.

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

Domain

Emergent Literacy - Writing (IV)

STRAND

Motivation to Write

Pre 3

PK3.IV.A.1 Child engages in free-choice drawing and writing activities.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

PK3.IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

Pre 4

PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

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

PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

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 as a Process

Pre 3

PK3.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

PK3.IV.B.2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

PK3.IV.B.3 Child shares written products with others.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

Pre 4

PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-11

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

PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-11

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



PK4.IV.B.3 Child shares and celebrates class-made and individual written products.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-11

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



Pre 3

PK3.IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter).

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-8 Writes letter strings

PK3.IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

PK3.IV.C.3 Child begins to write using letter-like forms.

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

PK3.IV.C.4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.

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

PK3.IV.C.5 *There is not enough research to support the inclusion of a PK3 outcome*

GOLD® Objectives for Development and Learning

No aligned objectives

Pre 4

PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-10 Writes partially accurate first name

PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

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

PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.

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

PK4.IV.C.4 Child uses appropriate directionality when writing (top to bottom, left to right).

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

PK4.IV.C.5 Child begins to experiment with punctuation when writing.

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

Domain

Mathematics (V)

STRAND

Number Sense

Pre 3

PK3.V.A.1 Child rote counts from 1 to 10.

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence.

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

PK3.V.A.3 Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

Objective 20a Counts

Objective 20a-5 Emerging: 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

PK3.V.A.4 Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).

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

Pre 4

PK4.V.A.1 Child rote counts 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

PK4.V.A.2 Child counts up to 10 objects with 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

PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.

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



Domain

Mathematics (V)

STRAND
(CONT...)

Number Sense

Pre 3

PK3.V.A.5 Child recognizes numerals 0-5.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-4 Identifies numerals to 5 by name and connects each to counted objects

PK3.V.A.6 Child represents quantities up to 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

PK3.V.A.7 *There is not enough research to support the inclusion of a PK3 outcome*

GOLD® Objectives for Development and Learning

No aligned objectives

PK3.V.A.8 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).

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

Pre 4

PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).

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

PK4.V.A.5 Child recognizes 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

PK4.V.A.6 Child represents quantities up to 10.

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

PK4.V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.

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



Domain

Mathematics (V)

STRAND
(CONT...)

Number Sense

Pre 4

PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).

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

Joining and Separating

Pre 3

PK3.V.B.1 Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.

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

PK3.V.B.2 Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.

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

Pre 4

PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.

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

PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.

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



Pre 3

PK3.V.C.1 Child names and describes common 2D shapes.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

PK3.V.C.2 Child attempts to create shapes using materials and/or manipulatives.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

PK3.V.C.3 Child begins to use language to describe position of objects.

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-4 Follows simple directions related to proximity (beside, between, next to)

PK3.V.C.4 Child recognizes common shapes, regardless of size.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

Pre 4

PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D 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

PK4.V.C.2 Child creates shapes using materials and/or manipulatives.

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

PK4.V.C.3 Child demonstrates use of position words.

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

PK4.V.C.4 Child recognizes common shapes, regardless of orientation and 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

STRAND

Measurement

Pre 3

PK3.V.D.1 Child understands that lengths of objects can vary and be compared.

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

Pre 4

PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.

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



STRAND
(CONT...)

Measurement

Pre 3

PK3.V.D.2 Child begins to recognize capacity based on how much space exists within an object.

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

PK3.V.D.3 Child understands that weights of objects can vary and be compared.

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

PK3.V.D.4 Child shows awareness of the passage of time within a day.

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

Objective 22b-2 Knows usual sequence of basic daily events

Pre 4

PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.

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

PK4.V.D.3 Child recognizes and compares weights of objects.

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

PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.

GOLD® Objectives for Development and Learning

Objective 22b Measures time and money

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

STRAND

Classification and Patterns

Pre 3

PK3.V.E.1 Child sorts objects that are the same and different.

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)

Pre 4

PK4.V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

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



PK4.V.E.2 Child collects data and organizes it in a graphic representation.

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

Pre 3

PK3.V.E.2 Child participates in group activities of collecting data and organizing it into graphic representations.

GOLD® Objectives for Development and Learning

Objective 22c Represents and analyzes data

Objective 22c-3 Emerging: Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Objective 22c Represents and analyzes data

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

PK3.V.E.3 Child recognizes and duplicates patterns.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

Pre 4

PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-6 Extends and creates simple repeating patterns

Domain

Physical Development (IX)

STRAND

Gross Motor Development

Pre 3

PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

PK3.IX.A.2 Child engages in movement sequences with adult support.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Pre 4

PK4.IX.A.1 Child demonstrates coordination and balance in isolation.

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



Domain

Physical Development (IX)

STRAND
(CONT...)

Gross Motor Development

Pre 4

PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

STRAND

Fine-Motor Development

Pre 3

PK3.IX.B.1 Child experiments with a variety of fine-motor tasks but may lack strength and control.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

PK3.IX.B.2 Child shows emerging proficiency in tasks requiring eye-hand coordination.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

Pre 4

PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-8 Uses small, precise finger and hand movements

PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-8 Uses small, precise finger and hand movements



STRAND

Personal Safety and Health

Pre 4

PK4.IX.C.1 Child practices good habits of personal safety.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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



STRAND
(CONT...)

Personal Safety and Health

Pre 4

PK4.IX.C.2 Child practices good habits of personal health and hygiene.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

PK4.IX.C.3 Child identifies good habits of nutrition and exercise.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

Domain

Science (VI)

STRAND

Physical Science

Pre 4

PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.

GOLD® Objectives for Development and Learning

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

PK4.VI.A.2 Child observes, investigates, describes and discusses position and motion of objects.

GOLD® Objectives for Development and Learning

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



Domain

Science (VI)

STRAND
(CONT...)

Physical Science

Pre 4

PK4.VI.A.3 Child uses simple scientific tools to learn about objects.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



Pre 4

PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Pre 4

PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Domain

Social Studies (VII)

STRAND

People, Past and Present

Pre 4

PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

PK4.VII.A.3 Child connects his life to events, time, and routines.

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places



Pre 4

PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

STRAND

Geography

Pre 4

PK4.VII.C.1 Child identifies and creates common geographic features.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

PK4.VII.C.2 Child explores geography tools and resources.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

STRAND

Citizenship

Pre 4

PK4.VII.D.1 Child identifies the United States and Texas flag.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



STRAND
(CONT...)

Citizenship

Pre 4

PK4.VII.D.3 Child engages in voting as a method for group decision-making.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Domain

Fine Arts (VIII)

STRAND

Art

Pre 4

PK4.VIII.A.1 Child uses a variety of art materials and activities for sensory experiences and exploration.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



Domain

Fine Arts (VIII)

**STRAND
(CONT...)**

Art

Pre 4

PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



STRAND

Music

Pre 4

PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

PK4.VIII.B.2 Child responds to different musical styles through movement and play.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

STRAND

Dramatic Expression

Pre 4

PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language



Domain

Technology Applications (X)

STRAND

Technology and Devices

Pre 4

PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



Domain

Technology Applications (X)

**STRAND
(CONT...)**

Technology and Devices

Pre 4

PK4.X.A.5 Child practices safe behavior while using digital tools and resources.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks