

Alignment of



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



With

West Virginia Pre-K Standards

(Ad. 2019)

Main Criteria: West Virginia Pre-K Standards
Secondary Criteria: GOLD® Objectives for Development and Learning
Subject: Early Childhood Education
Grades: Pre-K
Adopted: 2019

Domain

Approaches to Learning (AL)

Cluster

Executive Functioning and Cognitive Self-Regulation: Sustain attention, impulse control, flexibility in thinking

AL.PK.1 Illustrate increasing abilities in impulse control

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

AL.PK.2 Demonstrate actions, words, and behaviors with increasing independence.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 11a Attends and engages

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

Objective 11a Attends and engages

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

Cluster

Initiative and Curiosity: Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning

AL.PK.3 Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-4 Uses creativity and imagination during play and routine tasks

AL.PK.4 Originate and combine ideas to learn and discuss a range of topics.

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

AL.PK.5 Inquire and investigate.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-4 Explores and investigates ways to make something happen



Cluster

Persistence and Attentiveness: Engagement in activities with persistence and attention

AL.PK.6 Persist in completing tasks, activities, projects, and experiences.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

AL.PK.7 Increase concentration over a reasonable amount of time despite distractions and interruptions.

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

AL.PK.8 Engage in project or activity over an extended period of time.

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

AL.PK.9 Continuously create, develop, and implement plans.

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-4 Uses creativity and imagination during play and routine tasks

Objective 11e Shows flexibility and inventiveness in thinking

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

AL.PK.10 Seek solutions to questions, tasks, or problems through trial and error.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

Cluster

Cooperation: Interest and engagement in group experiences

AL.PK.11 Initiate and engage in learning experiences and play with peers.

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



AL.PK.12 Relate and share knowledge with peers.

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

AL.PK.13 Assemble and guide classroom activities.

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

Domain

Social Emotional Development (SE)

Cluster

Self-Concept: Development of Self Concept

SE.PK.1 Describe themselves by using physical characteristics/traits (e.g., hair, body parts, and height).

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

SE.PK.2 Demonstrate growing confidence in their own developing skills and expresses pride in accomplishments.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

SE.PK.3 Increase independence in a variety of activities, routines, and tasks.

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

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

Cluster

Self-Concept: Development of Self-Expression and Self-Awareness

SE.PK.4 Demonstrate progress in expressing needs, wants, and feelings.

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

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



SE.PK.5 Express a broad range of emotions and recognize these emotions in self and others.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

Objective 2b Responds to emotional cues

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

SE.PK.6 Respond appropriately to different social situations.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

Objective 3a-2 Responds appropriately to others' expressions of wants

Objective 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns

SE.PK.7 Develop positive relationships with children and 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

Objective 2d Makes friends

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

SE.PK.8 Show empathy and caring for others.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

SE.PK.9 Follow basic rules and routines.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

SE.PK.10 Use materials purposefully, safely, and responsibly.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

SE.PK.11 Develop and sustain friendships with peers.

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

Objective 2d-8 Maintains friendships for several months or more; forms friendships around similar play interests

SE.PK.12 Manage transitions and begin to adapt to changes in routines.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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



Cluster

Social Relationships: Cooperation

SE.PK.13 Use communication skills to initiate or join classroom activities.

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

SE.PK.14 Engage in cooperative play.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

Objective 3a-8 Cooperates and shares ideas and materials in socially acceptable ways

SE.PK.15 Take turns with materials and during experiences.

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

Objective 3a-8 Cooperates and shares ideas and materials in socially acceptable ways

SE.PK.16 Use and accept negotiation, compromise, and discussion to resolve conflicts.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

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

SE.PK.17 Accept guidance and direction from a variety of familiar adults.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

SE.PK.18 Participate in a variety of classroom activities and tasks.

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

Cluster

Knowledge of Family and Community: Progression of Understanding of their Role in the Family and Community

SE.PK.19 Understand and describe the interactive roles and relationships among family members.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SE.PK.20 Identify and describe roles of community members.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SE.PK.21 Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



SE.PK.22 Identify themselves as a member of groups within a community.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SE.PK.23 Identify and describe locations and places in their community.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge



Domain

English Language Arts (ELA)

Section

Literacy Early Learning Foundations

Cluster

Fluency

ELA.PK.I.1 Retell familiar stories from text with some accuracy and details.

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



Section

Literacy Early Learning Foundations

Cluster

Phonics and Word Recognition

ELA.PK.II.1 Know the sounds associated with several letters.

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

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

ELA.PK.II.2 Recognize their own name and words associated with 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



Section

Literacy Early Learning Foundations

Cluster

Handwriting

ELA.PK.III.1 Use a pincer grip to hold and manipulate tools for writing, drawing, and painting.

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

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

ELA.PK.III.2 Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas.

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

ELA.PK.III.3 Attempt to independently write some familiar words.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

ELA.PK.III.4 Write first name.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-12 Writes accurate first name



Section

Literacy Early Learning Foundations

Cluster

Phonological Awareness

ELA.PK.IV.1 Identify sounds or spoken words in the environment.

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

ELA.PK.IV.2 Recognize and produce rhyming 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

ELA.PK.IV.3 Separate words into syllables.

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

ELA.PK.IV.4 Replicate the beginning sound in a word.

GOLD® Objectives for Development and Learning**Objective 15b Notices and discriminates alliteration**

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

Section

Literacy Early Learning Foundations

Cluster

Print Concepts

ELA.PK.V.1 Show interest in shared reading and looking at books independently.

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

Objective 17a-2 Shows interest in books

ELA.PK.V.2 Demonstrate an understanding that writing conveys meaning.

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

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

ELA.PK.V.3 Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message.

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

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

ELA.PK.V.4 Recognize that letters are grouped to form words and words are a unit of print.

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

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



Section

Literacy Early Learning Foundations

Cluster (CONT...)

Print Concepts

ELA.PK.V.5 Recognize and name some upper and lower case letters of the alphabet.

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

Section

Reading

Cluster

Key Ideas and Details

ELA.PK.1 With prompting and support, ask and answer questions about details in a literary text.

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

ELA.PK.2 With prompting and support, retell stories in literary texts.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting

ELA.PK.3 With prompting and support, identify characters, events, and setting in a literary text.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting

ELA.PK.4 With prompting and support, ask and answer questions about details in an informational text.

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

ELA.PK.5 With prompting and support, identify the main topic and retell details of an informational text.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting

ELA.PK.6 (Begins in Kindergarten)

GOLD® Objectives for Development and Learning

No aligned objectives

Section

Reading



ELA.PK.7 With prompting and support, answer questions about unknown words in a literary text.

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

ELA.PK.8 (Begins in Kindergarten)

GOLD® Objectives for Development and Learning

No aligned objectives

ELA.PK.9 With prompting and support, define the roles of author and illustrator in a literary 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

ELA.PK.10 With prompting and support, ask questions about unknown words in an informational text.

GOLD® Objectives for Development and Learning

Objective 8b Follows directions

Objective 8b-8 Follows detailed, instructional, multistep directions

ELA.PK.11 With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

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

ELA.PK.12 With prompting and support, define the roles of author and illustrator of an informational 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

Section

Reading

Cluster

Integration of Knowledge and Ideas

ELA.PK.13 With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).

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

ELA.PK.14 With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children’s own experiences.

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

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

ELA.PK.15 With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

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

ELA.PK.16 (Begins in Kindergarten)

GOLD® Objectives for Development and Learning

No aligned objectives

ELA.PK.17 (Begins in Kindergarten)

GOLD® Objectives for Development and Learning

No aligned objectives

Section

Reading

Cluster

Range of Reading and Text Complexity

ELA.PK.18 (Begins in Kindergarten)

GOLD® Objectives for Development and Learning

No aligned objectives

ELA.PK.19 (Begins in Kindergarten)

GOLD® Objectives for Development and Learning

No aligned objectives

Section

Writing



Cluster

Text Types and Purposes

ELA.PK.20 With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.

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

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

ELA.PK.21 With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.

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

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

ELA.PK.22 With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.

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

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

Section

Writing

Cluster

Production and Distribution of Writing

ELA.PK.23 (Begins in grade 3.)

GOLD® Objectives for Development and Learning

No aligned objectives

ELA.PK.24 (Begins in kindergarten.)

GOLD® Objectives for Development and Learning

No aligned objectives

ELA.PK.25 With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).

GOLD® Objectives for Development and Learning**Objective 7b Uses writing and drawing tools**

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

Section

Writing



Cluster

Research to Build and Present Knowledge

ELA.PK.26 With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them).

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

ELA.PK.27 With prompting and support, recall information from experiences to answer a question.

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

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

ELA.PK.28 (Begins in grade 4.)

GOLD® Objectives for Development and Learning

No aligned objectives

Section

Writing

Cluster

Range of Writing

ELA.PK.29 (Begins in grade 3.)

GOLD® Objectives for Development and Learning

No aligned objectives

Section

Speaking and Listening

Cluster

Comprehension and Collaboration

ELA.PK.30 With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges.

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



Section

Speaking and Listening

Cluster (CONT...)

Comprehension and Collaboration

ELA.PK.31 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.

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

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

ELA.PK.32 With prompting and support, ask and answer questions in order to seek help and get information.

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

Objective 11d-10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events

Section

Speaking and Listening

Cluster

Presentation of Knowledge and Ideas

ELA.PK.33 Describe familiar people, places, things, 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

ELA.PK.34 With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details (e.g., 2- or 3-dimensional artwork).

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

ELA.PK.35 Use non-verbal communication or spoken language to express ideas, needs, and feelings.

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



Section

Language

Cluster

Conventions of Standard English

ELA.PK.36 Communicate clearly enough to be understood by adults across a range of situations. • Pronunciation errors and grammatical errors are isolated and infrequent. • Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement. • Show an understanding of a variety of sentences.

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

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)

ELA.PK.37 (Begins in Kindergarten.)**GOLD® Objectives for Development and Learning**

No aligned objectives

Section

Language

Cluster

Knowledge of Language

ELA.PK.38 (Begins in grade 2.)**GOLD® Objectives for Development and Learning**

No aligned objectives

Section

Language

Cluster

Vocabulary Acquisition and Use

ELA.PK.39 (Begins in Kindergarten.)**GOLD® Objectives for Development and Learning**

No aligned objectives

ELA.PK.40 With prompting and support, explore word categories and relationships among words. • Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms). • Identify real-life connections between words and their meaning. • Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.

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

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



Section

Language

Cluster (CONT...)

Vocabulary Acquisition and Use

ELA.PK.41 With prompting and support, 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-8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words



Domain

Mathematics (M)

Section

Counting and Cardinality

Cluster

Number names

M.PK.1 Count in sequence to 10 and beyond.

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-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

M.PK.2 (Begins in kindergarten.)

GOLD® Objectives for Development and Learning

No aligned objectives

M.PK.3 Begin to identify and write some numerals.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

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



Section

Counting and Cardinality

Cluster

Counting to tell the number of objects

M.PK.4 Understand the relationship between numbers and quantities; connect counting to cardinality. • Use one-to-one correspondence to count objects and match groups to objects. • Match quantity with number symbols; given a number up to 10, counts out that many objects • Recognize quantity without counting up to five 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

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

M.PK.5 Count to answer, “how many?” questions up to 10 items.

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

Section

Counting and Cardinality

Cluster

Comparing and ordering numbers

M.PK.6 Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies)

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

M.PK.7 Identify first and last related to order or position.

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

Objective 22c-2 Knows a few ordinal numbers

Section

Operations and Algebraic Thinking

Cluster

Composing and decomposing numbers

M.PK.8 Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).

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

M.PK.9 (Begins in kindergarten)

GOLD® Objectives for Development and Learning

No aligned objectives



Section

Operations and Algebraic Thinking

Cluster (CONT...)

Composing and decomposing numbers

M.PK.10 Identify parts in relationship to 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

M.PK.11 Duplicate, create, and extend simple patterns using concrete objects.**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-6 Extends and creates simple repeating patterns

M.PK.12 (Begins in kindergarten)**GOLD® Objectives for Development and Learning**

No aligned objectives

Section

Number and Operations in Base Ten

Cluster

Work with numbers 11-19 to gain foundations for place value

M.PK.13 (Begins in kindergarten.)**GOLD® Objectives for Development and Learning**

No aligned objectives



Section

Measurement and Data

Cluster

Describe and Compare Measurable Attributes

M.PK.14 With prompting and support, identify measurable attributes of objects, such as length and/or weight.

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



Section

Measurement and Data

Cluster (CONT...)

Describe and Compare Measurable Attributes

M.PK.15 Represent and interpret data. • Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy). • Recognize and interpret information/symbols presented in tables and graphs.

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

Section

Measurement and Data

Cluster

Classify objects and count the number of objects in each category

M.PK.16 Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects up to 5.

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)

Section

Geometry

Cluster

Identify and describe shapes

M.PK.17 Describe objects in the environment. • Use the names of basic shapes. • Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind).

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

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

M.PK.18 Correctly name basic shapes regardless of their orientations or overall size.

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

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

M.PK.19 Sort two- and three-dimensional shapes and objects.

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)

Section

Geometry



M.PK.20 Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes.

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

M.PK.21 Create and build shapes from components (e.g., sticks and clay balls).

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

M.PK.22 With prompting and support, compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

Domain

Science (SC)

Section

Science as Inquiry

Cluster

Foundational Knowledge of Scientific Inquiry

SC.PK.1 Ask questions that can be answered through active investigation.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

Objective 24 Uses scientific inquiry skills

SC.PK.2 Explore and discuss similarities and differences among objects and materials.

GOLD® Objectives for Development and Learning

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

SC.PK.3 Investigate cause and effect relationships through exploration, manipulation and interaction with the environment (problem solving techniques).

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



Domain	Science (SC)
Section	Science as Inquiry
Cluster (CONT...)	Foundational Knowledge of Scientific Inquiry

SC.PK.4 Make predictions and brainstorm solutions.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-8 Thinks problems through, considering several possibilities and analyzing results

Objective 24 Uses scientific inquiry skills

Section	Science as Inquiry
Cluster	Utilization of Inquiry

SC.PK.5 Identify the five senses and use them to make observations.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

SC.PK.6 Explore observational tools (e.g., magnifying glass, stethoscope) to extend the five senses.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

SC.PK.7 Engage in scientific talk by utilizing words (e.g., observe, compare, contrast, measure, reflect, predict, plan).

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

SC.PK.8 Communicate results, solutions, and conclusions through a variety of methods (e.g., verbal or visual 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

Section

Scientific Knowledge

Cluster

Understanding the Living and Physical World

SC.PK.9 Explore and describe the natural environment verbally or through representation.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

SC.PK.10 Explore and describe changes in materials and relationships (e.g., cause/effect, seasons, life cycles, etc.).

GOLD® Objectives for Development and Learning

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

SC.PK.11 Communicate awareness that people can impact the environment in positive and negative ways.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



Domain

Health and Physical Development (PH)

Cluster

Safety Practices

PH.PK.1 Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers).

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

PH.PK.2 Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker).

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-2 Recognizes people, objects, and animals in pictures or photographs

PH.PK.3 Respond appropriately to harmful and unsafe situations.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

PH.PK.4 Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

PH.PK.5 With prompting and support, communicate an understanding of the importance of safety routines and rules.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-10 Understands and explains reasons for rules



Cluster

Health Practices: Healthy Development

PH.PK.6 Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently.

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

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

PH.PK.7 Participate in structured and unstructured physical activities in order to enhance fitness.

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

PH.PK.8 Communicate an understanding of the importance of healthy routines (e.g., appropriate times to wash hands).

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 29 Demonstrates knowledge about self

PH.PK.9 Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).

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 29 Demonstrates knowledge about self**Cluster**

Gross Motor: Gross Motor Development

PH.PK.10 Develop motor control for a range of physical activities (e.g., walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping).

GOLD® Objectives for Development and Learning**Objective 4 Demonstrates traveling skills**

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

PH.PK.11 Develop motor coordination and skill in using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting a ball, and riding a tricycle).

GOLD® Objectives for Development and Learning**Objective 6 Demonstrates gross motor manipulative skills**

Objective 6-8 Manipulates balls or similar objects with a full range of motion



PH.PK.12 Demonstrate increased balance (e.g., balance beam, riding equipment, and play structures).

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

PH.PK.13 Demonstrate awareness of own body and other people's space during interactions.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

PH.PK.14 Move body in relation to objects to effectively perform tasks (e.g., kick a ball, pedal a tricycle).

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

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

PH.PK.15 Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools (e.g., scissors, staplers, hammers, and eating utensils).

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

PH.PK.16 Demonstrate increased accuracy of eye-hand coordination and use of opposing hand movements (e.g., building with blocks, stringing with beads, cutting with scissors, and putting puzzles together).

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

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

PH.PK.17 Explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

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

PH.PK.18 Demonstrate increased ability with self-help skills (e.g., buttoning, zipping, and lacing).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Domain

The Arts (AR)

Cluster

Music

AR.PK.1 Participate in music activities (e.g., listening, singing, and finger plays).

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

Objective 34 Explores musical concepts and expression

AR.PK.2 Create music through a variety of techniques and tools (e.g., clapping, playing musical instruments, and using items from nature to create a beat).

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

AR.PK.3 Experiment with traditional and nontraditional musical instruments.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

AR.PK.4 Express what is felt and heard through musical elements (e.g., tempo and style).

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Cluster

Creative Movement

AR.PK.5 Move to different patterns of beat and rhythm in music.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

Objective 35 Explores dance and movement concepts

AR.PK.6 Use creative movement to express ideas or feelings and concepts.

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

Objective 35 Explores dance and movement concepts



AR.PK.7 Express thoughts and feelings through creative artwork (e.g., drawing, sculpting, and painting).

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

Objective 33 Explores the visual arts

AR.PK.8 Communicate ideas, experiences, and knowledge through creative artwork.

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

Objective 33 Explores the visual arts

AR.PK.9 Demonstrate a growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.

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

Objective 33 Explores the visual arts

AR.PK.10 Describe one's own artwork.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-4 Draws or constructs, and then identifies what it is

Objective 33 Explores the visual arts

AR.PK.11 Explore colors, textures, and techniques using different mediums (e.g., clay, natural materials, wood, sewing, digital graphics, and photography).

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

AR.PK.12 Participate in a variety of pretend play to explore various roles (e.g., family and community members in the dramatic play area, blocks, and outdoors).

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Objective 36 Explores drama through actions and language

AR.PK.13 Use dialogue, actions, and objects to tell a story and communicate ideas, feelings, experiences, and knowledge.

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

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

Objective 36 Explores drama through actions and language

AR.PK.14 Show creativity through the use of materials in pretend play (e.g., costume pieces, props, puppets, and fabrics).

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Objective 36 Explores drama through actions and language

AR.PK.15 Utilize representation and symbolic play to extend play scenarios and create props for play (e.g., a block as a telephone or material as clothing).

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

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

Objective 14b Engages in sociodramatic play

Objective 14b-8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days

Objective 36 Explores drama through actions and language