



Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

**Alignment of the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (Kindergarten)
With
*Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the standards for kindergarten in the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

References

National Governors Association Center for Best Practices, & Council of Chief State School Officers (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington, DC: Author. Retrieved June, 7, 2012, from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. (2010). *Teaching Strategies GOLD® objectives for development & learning: Birth through kindergarten*. Washington, DC: Teaching Strategies, LLC.

<i>Common Core State Standards for English Language Arts – Kindergarten Level</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
English Language Arts Standards	
Reading Standards for Literature	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
2. With prompting and support, retell familiar stories, including key details.	18. Comprehends and responds to books and other texts 18c. Retells stories 5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters
3. With prompting and support, identify characters, settings, and major events in a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Craft and Structure	
4. Ask and answer questions about unknown words in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
5. Recognize common types of texts (e.g., storybooks, poems).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusion
8. (Not applicable to literature)	NA

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Reading Standards for Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
2. With prompting and support, identify the main topic and retell key details of a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
5. Identify the front cover, back cover, and title page of a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors

Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
8. With prompting and support, identify the reasons an author gives to support points in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Reading Standards: Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
1. Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
1. Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>16. Demonstrates knowledge of the alphabet</p> <p>16a. Identifies and names letter</p> <p>8. Identifies and names all upper- and lowercase letters when presented in random order</p>
Phonological Awareness	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p>	<p>15. Demonstrates phonological awareness</p> <p>15a. Notices and discriminates rhyme</p> <p>8. Generates a group of rhyming words when given a word</p>
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>15. Demonstrates phonological awareness</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>6. Verbally separates and blends onset and rime</p>
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>15. Demonstrates phonological awareness</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>6. Verbally separates and blends onset and rime</p>
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>15. Demonstrates phonological awareness</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>8. Verbally separates and blends individual phonemes in words</p>
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>15. Demonstrates phonological awareness</p> <p>15b. Notices and discriminates alliteration</p> <p>8. Isolates and identifies the beginning sound of a word</p> <p>15. Demonstrates phonological awareness</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>8. Verbally separates and blends individual phonemes in words</p>
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p>16. Demonstrates knowledge of the alphabet</p> <p>16b. Uses letter-sound knowledge</p> <p>4. Produces the correct sounds for 10-20 letters</p>

<p>3. Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write</p>
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write</p> <p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print</p>
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write</p>
<p>Fluency</p>	
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print</p>
<p>Writing Standards</p>	
<p>Text Types and Purposes</p>	
<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>

<p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>
<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places</p> <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>
Production and Distribution of Writing	
<p>4. (Begins in grade 3)</p>	<p>NA</p>
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>11. Demonstrates positive approaches to learning 11b. Persists 7 emerging to 8. Plans and pursues own goal until it is reached</p> <p>11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results</p>
<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>28. Uses tools and other technology to perform tasks</p>
Research to Build and Present Knowledge	
<p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions</p>

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experience and applies this knowledge to a similar situation
9. (Begins in grade 4)	NA
Range of Writing	
10. (Begins in grade 3)	NA
Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
6. Speak audibly and express thoughts, feelings, and ideas clearly.	9. Uses language to express thoughts and needs 9b. Speaks clearly 8. Pronounces multisyllabic or unusual words correctly
Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	9. Uses language to express thoughts and needs 9a. Uses expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercases letters, some punctuation

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
Knowledge of Language	
3. (Begins in grade 2)	NA
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	13. Uses classification skills 6. Groups objects by one characteristic; then regroupes them using a different characteristic and indicates the reason
5. With guidance and support from adults, explore word relationships and nuances in word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories

<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>12. Remembers and connects experiences</p> <p>12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a next context</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less-familiar or technical words in everyday conversations</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations</p>