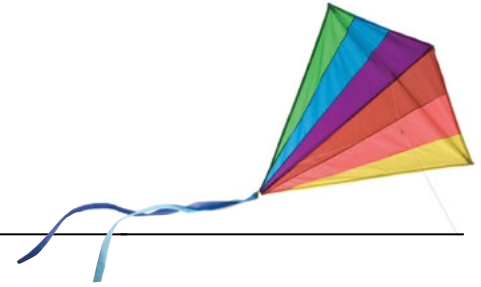




Alignment of



GOLD®

Objectives for Development & Learning:
Birth *Through* Third Grade



WITH

GOLD® Objectives for Development and Learning, Birth Through Third Grade

aligned to

North Carolina Standard Course of Study for Kindergarten

English Language Arts; adopted 2017

CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.K.1.	With prompting and support, ask and answer questions about key details in a text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.2.	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.K.2.	With prompting and support, retell familiar stories, including key details. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.4.	Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.K.4.	With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.K.5.	Recognize common types of texts. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.8 Uses various types of books for their intended purposes
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.K.6.	With prompting and support, define the role of the author and illustrator in telling the story. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. 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
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE

STRAND / ESSENTIAL STANDARD	RL.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.K.7.	With prompting and support, describe how the words and illustrations work together to tell a story. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.K.8.	Not applicable to literature.
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points
CONTENT AREA / STRAND	NC.RL.	READING: LITERATURE
STRAND / ESSENTIAL STANDARD	RL.10.	Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RL.K.10.	Actively engage in group reading activities with purpose and understanding. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.K.1.	With prompting and support, ask and answer questions about key details in a text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.2.	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.4.	Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.K.4.	With prompting and support, ask and answer questions about words in a text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.K.5.	Identify the front cover, back cover, and title page of a book. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. 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
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.K.6.	With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. 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
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.K.7.	With prompting and support, describe how the words and illustrations work together to provide information. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.K.8.	Begins in grade 1.
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT
STRAND / ESSENTIAL STANDARD	RI.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.K.9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
CONTENT AREA / STRAND	NC.RI.	READING: INFORMATIONAL TEXT

STRAND / ESSENTIAL STANDARD	RI.10.	Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RI.K.10.	Actively engage in group reading activities with purpose and understanding. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points
CONTENT AREA / STRAND	NC.RF.	READING: FOUNDATIONAL SKILLS
STRAND / ESSENTIAL STANDARD	RF.1.	Print Concepts
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
CLARIFYING OBJECTIVE	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
CLARIFYING OBJECTIVE	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
CLARIFYING OBJECTIVE	RF.K.1.c.	Understand that words are separated by spaces in print. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
CLARIFYING OBJECTIVE	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order

CONTENT AREA / STRAND	NC.RF.	READING: FOUNDATIONAL SKILLS
STRAND / ESSENTIAL STANDARD	RF.2.	Handwriting
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RF.K.2.	<p>Print upper- and lowercase letters.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. 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</p>
CONTENT AREA / STRAND	NC.RF.	READING: FOUNDATIONAL SKILLS
STRAND / ESSENTIAL STANDARD	RF.3.	Phonological Awareness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RF.K.3.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CLARIFYING OBJECTIVE	RF.K.3.a.	<p>Recognize and produce rhyming words.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.8 Generates a group of rhyming words when given a word</p>
CLARIFYING OBJECTIVE	RF.K.3.b.	<p>Count, pronounce, blend, and segment syllables in spoken words.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.7 Emerging to 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
CLARIFYING OBJECTIVE	RF.K.3.c.	<p>Blend and segment onsets and rimes of single-syllable spoken words.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>

CLARIFYING OBJECTIVE	RF.K.3.d.	<p>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><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
CLARIFYING OBJECTIVE	RF.K.3.e.	<p>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
CONTENT AREA / STRAND	NC.RF.	READING: FOUNDATIONAL SKILLS
STRAND / ESSENTIAL STANDARD	RF.4.	Phonics and Word Recognition
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RF.K.4.	Know and apply grade-level phonics and word analysis skills in decoding words.
CLARIFYING OBJECTIVE	RF.K.4.a.	<p>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><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences <p>Objective 16b.7 Emerging to 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant</p>
CLARIFYING OBJECTIVE	RF.K.4.b.	<p>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words</p>

CLARIFYING OBJECTIVE	RF.K.4.c.	Read common high-frequency words by sight. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
CLARIFYING OBJECTIVE	RF.K.4.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
CONTENT AREA / STRAND	NC.RF.	READING: FOUNDATIONAL SKILLS
STRAND / ESSENTIAL STANDARD	RF.5.	Fluency
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	RF.K.5.	Read emergent-reader texts with purpose and understanding. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.K.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.
CLARIFYING OBJECTIVE	W.K.1.a.	With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. 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
CONTENT AREA / STRAND	NC.W.	WRITING

STRAND / ESSENTIAL STANDARD	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.K.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.
CLARIFYING OBJECTIVE	W.K.2.a.	With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. 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
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.K.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 with guidance and support, provide a reaction to what happened.
CLARIFYING OBJECTIVE	W.K.3.a.	With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. 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
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.4.	Use digital tools and resources to produce and publish writing and to interact and collaborate with others.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.K.4.	With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.5.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.K.5.	Participate in shared investigation of grade appropriate topics and writing projects. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. 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
CONTENT AREA / STRAND	NC.W.	WRITING
STRAND / ESSENTIAL STANDARD	W.6.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	W.K.6.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. 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
CONTENT AREA / STRAND	NC.SL.	SPEAKING AND LISTENING
STRAND / ESSENTIAL STANDARD	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CLARIFYING OBJECTIVE	SL.K.1.a.	Follow agreed-upon rules for discussions. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others

CLARIFYING OBJECTIVE	SL.K.1.b.	Continue a conversation through multiple exchanges. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges
CONTENT AREA / STRAND	NC.SL.	SPEAKING AND LISTENING
STRAND / ESSENTIAL STANDARD	SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	SL.K.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. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. 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 difference between similar action verbs
CONTENT AREA / STRAND	NC.SL.	SPEAKING AND LISTENING
STRAND / ESSENTIAL STANDARD	SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>GOLD</i> [®] Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. 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 difference between similar action verbs • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
CONTENT AREA / STRAND	NC.SL.	SPEAKING AND LISTENING
STRAND / ESSENTIAL STANDARD	SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	SL.K.4.	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>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</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly</p>
CONTENT AREA / STRAND	NC.SL.	SPEAKING AND LISTENING
STRAND / ESSENTIAL STANDARD	SL.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	SL.K.5.	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols</p>
CONTENT AREA / STRAND	NC.L.	LANGUAGE
STRAND / ESSENTIAL STANDARD	L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	L.K.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>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</p>
CONTENT AREA / STRAND	NC.L.	LANGUAGE
STRAND / ESSENTIAL STANDARD	L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. 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
CONTENT AREA / STRAND	NC.L.	LANGUAGE
STRAND / ESSENTIAL STANDARD	L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	L.K.3.	(Begins in grade 2)
CONTENT AREA / STRAND	NC.L.	LANGUAGE
STRAND / ESSENTIAL STANDARD	L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	L.K.4.	Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
CONTENT AREA / STRAND	NC.L.	LANGUAGE
STRAND / ESSENTIAL STANDARD	L.5.	Demonstrate understanding of figurative language and nuances in word meanings.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	L.K.5.	With guidance and support from adults, explore nuances in word meanings.
CLARIFYING OBJECTIVE	L.K.5.a.	Sort common objects into categories to gain a sense of the concepts the categories represent. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroup them using a different characteristic and indicates the reason

CLARIFYING OBJECTIVE	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <u>GOLD® Objectives for Development and Learning</u> • Objective 08 Listens to and understands increasingly complex language a. 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 difference between similar action verbs
CLARIFYING OBJECTIVE	L.K.5.c.	Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. 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 difference between similar action verbs
CONTENT AREA / STRAND	NC.L.	LANGUAGE
STRAND / ESSENTIAL STANDARD	L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	L.K.6.	Use words and phrases learned through conversations, reading and being read to, and responding to texts. <u>GOLD® Objectives for Development and Learning</u> • Objective 09 Uses language to express thoughts and needs a. 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

Mathematics; adopted 2017

CONTENT AREA / STRAND	NC.MP.	Standards for Mathematical Practice
STRAND / ESSENTIAL STANDARD	MP.1.	<p>Make sense of problems and persevere in solving them.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.6 Solves problems without having to try every possibility</p>
STRAND / ESSENTIAL STANDARD	MP.2.	<p>Reason abstractly and quantitatively.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges</p>
STRAND / ESSENTIAL STANDARD	MP.3.	<p>Construct viable arguments and critique the reasoning of others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.6 Solves problems without having to try every possibility</p>
STRAND / ESSENTIAL STANDARD	MP.4.	<p>Model with mathematics.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
STRAND / ESSENTIAL STANDARD	MP.5.	<p>Use appropriate tools strategically.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges</p>

STRAND / ESSENTIAL STANDARD	MP.6.	Attend to precision. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
STRAND / ESSENTIAL STANDARD	MP.7.	Look for and make use of structure. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
STRAND / ESSENTIAL STANDARD	MP.8.	Look for and express regularity in repeated reasoning. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
CONTENT AREA / STRAND	NC.K.CC.	Counting and Cardinality
STRAND / ESSENTIAL STANDARD		Know number names and the counting sequence.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.CC.1.	Know number names and recognize patterns in the counting sequence by:
CLARIFYING OBJECTIVE	NC.K.CC.1.a.	Counting to 100 by ones. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 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
CLARIFYING OBJECTIVE	NC.K.CC.1.b.	Counting to 100 by tens. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 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
CONTENT AREA / STRAND	NC.K.CC.	Counting and Cardinality
STRAND / ESSENTIAL STANDARD		Know number names and the counting sequence.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.CC.2.	Count forward beginning from a given number within the known sequence, instead of having to begin at 1. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 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
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.CC.3.	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals
CONTENT AREA / STRAND	NC.K.CC.	Counting and Cardinality
STRAND / ESSENTIAL STANDARD		Count to tell the number of objects.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.CC.4.	Understand the relationship between numbers and quantities.
CLARIFYING OBJECTIVE	NC.K.CC.4.a.	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. 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 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals
CLARIFYING OBJECTIVE	NC.K.CC.4.b.	Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. 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

CLARIFYING OBJECTIVE	NC.K.CC.4.c.	<p>State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. 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
CONTENT AREA / STRAND	NC.K.CC.	Counting and Cardinality
STRAND / ESSENTIAL STANDARD		Count to tell the number of objects.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.CC.5.	Count to answer “How many?” in the following situations:
CLARIFYING OBJECTIVE	NC.K.CC.5.a.	<p>Given a number from 1–20, count out that many objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts
CLARIFYING OBJECTIVE	NC.K.CC.5.b.	<p>Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</p>
CLARIFYING OBJECTIVE	NC.K.CC.5.c.	<p>Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</p>

CLARIFYING OBJECTIVE	NC.K.CC.5.d.	Given 10 objects in a scattered arrangement, identify how many. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals
CONTENT AREA / STRAND	NC.K.CC.	Counting and Cardinality
STRAND / ESSENTIAL STANDARD		Compare numbers.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.CC.6.	Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. 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
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.CC.7.	Compare two numbers, within 10, presented as written numerals. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
CONTENT AREA / STRAND	NC.K.OA.	Operations and Algebraic Thinking
STRAND / ESSENTIAL STANDARD		Understand addition and subtraction.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.OA.1.	Represent addition and subtraction, within 10:
CLARIFYING OBJECTIVE	NC.K.OA.1.a.	Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts

CLARIFYING OBJECTIVE	NC.K.OA.1.b.	Demonstrate understanding of addition and subtraction by making connections among representations. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts
CONTENT AREA / STRAND	NC.K.OA.	Operations and Algebraic Thinking
STRAND / ESSENTIAL STANDARD		Understand addition and subtraction.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.OA.2.	Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:
CLARIFYING OBJECTIVE	NC.K.OA.2.a.	Add to/Take From-Result Unknown <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. 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
CLARIFYING OBJECTIVE	NC.K.OA.2.b.	Put Together/ Take Apart (Total Unknown and Two Addends Unknown) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. 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
CONTENT AREA / STRAND	NC.K.OA.	Operations and Algebraic Thinking
STRAND / ESSENTIAL STANDARD		Understand addition and subtraction.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.OA.3.	Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. 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

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.OA.4.	For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.OA.6.	Recognize and combine groups with totals up to 5 (conceptual subitizing). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. 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
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.OA.5.	Demonstrate fluency with addition and subtraction within 5. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five
CONTENT AREA / STRAND	NC.K.NBT.	Number and Operations in Base Ten
STRAND / ESSENTIAL STANDARD		Build foundation for place value.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.NBT.1.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones by:
CLARIFYING OBJECTIVE	NC.K.NBT.1.a.	Using objects or drawings. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.2 Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations
CLARIFYING OBJECTIVE	NC.K.NBT.1.b.	Recording each composition or decomposition by a drawing or expression. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.2 Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations

CLARIFYING OBJECTIVE	NC.K.NBT.1.c.	Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.2 Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations
CONTENT AREA / STRAND	NC.K.MD.	Measurement and Data
STRAND / ESSENTIAL STANDARD		Describe and compare measurable attributes.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.MD.1.	Describe measurable attributes of objects; and describe several different measurable attributes of a single object. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.MD.2.	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
CONTENT AREA / STRAND	NC.K.MD.	Measurement and Data
STRAND / ESSENTIAL STANDARD		Classify objects and count the number of objects in each category.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.MD.3.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
CONTENT AREA / STRAND	NC.K.G.	Geometry
STRAND / ESSENTIAL STANDARD		Identify and describe shapes.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.G.1.	Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance • Objective 21 Explores and describes spatial relationships and shapes b. 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
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.G.2.	Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. 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
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.G.3.	Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. 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
CONTENT AREA / STRAND	NC.K.G.	Geometry
STRAND / ESSENTIAL STANDARD		Analyze, compare, create, and compose shapes.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.G.4.	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. 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
CONTENT AREA / STRAND	NC.K.G.	Geometry
STRAND / ESSENTIAL STANDARD		Analyze, compare, create, and compose shapes.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.G.5.	Model shapes in the world by:
CLARIFYING OBJECTIVE	NC.K.G.5.a.	Building and drawing triangles, rectangles, squares, hexagons, circles. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. 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
CLARIFYING OBJECTIVE	NC.K.G.5.b.	Building cubes, cones, spheres, and cylinders. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. 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
CONTENT AREA / STRAND	NC.K.G.	Geometry
STRAND / ESSENTIAL STANDARD		Analyze, compare, create, and compose shapes.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	NC.K.G.6.	Compose larger shapes from simple shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. 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

Science; adopted 2010

CONTENT AREA / STRAND	NC.K.P.	Physical Science
STRAND / ESSENTIAL STANDARD		Forces and Motion
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.P.1.	Understand the positions and motions of objects and organisms observed in the environment.

CLARIFYING OBJECTIVE	K.P.1.1.	Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance
CONTENT AREA / STRAND	NC.K.P.	Physical Science
STRAND / ESSENTIAL STANDARD		Forces and Motion
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.P.1.	Understand the positions and motions of objects and organisms observed in the environment.
CLARIFYING OBJECTIVE	K.P.1.2.	Give examples of different ways objects and organisms move (to include falling to the ground when dropped):
INDICATOR	K.P.1.2.a.	Straight <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	K.P.1.2.b.	Zigzag <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	K.P.1.2.c.	Round and round <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	K.P.1.2.d.	Back and forth <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	K.P.1.2.e.	Fast and slow <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

CONTENT AREA / STRAND	NC.K.P.	Physical Science
STRAND / ESSENTIAL STANDARD		Matter, Properties and Change
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.P.2.	Understand how objects are described based on their physical properties and how they are used.
CLARIFYING OBJECTIVE	K.P.2.1.	<p>Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>
CLARIFYING OBJECTIVE	K.P.2.2.	<p>Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>
CONTENT AREA / STRAND	NC.K.E.	Earth Science
STRAND / ESSENTIAL STANDARD		Earth Systems, Structures & Processes
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.E.1.	Understand change and observable patterns of weather that occur from day to day and throughout the year.
CLARIFYING OBJECTIVE	K.E.1.1.	<p>Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment</p>
CLARIFYING OBJECTIVE	K.E.1.2.	<p>Summarize daily weather conditions noting changes that occur from day to day and throughout the year.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment</p>
CLARIFYING OBJECTIVE	K.E.1.3.	<p>Compare weather patterns that occur from season to season.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment</p>
CONTENT AREA / STRAND	NC.K.L.	Life Science
STRAND / ESSENTIAL STANDARD		Structures & Functions of Living Organisms
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.L.1.	Compare characteristics of animals that make them alike and different from other animals and nonliving things.

CLARIFYING OBJECTIVE	K.L.1.1.	Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
CONTENT AREA / STRAND	NC.K.L.	Life Science
STRAND / ESSENTIAL STANDARD		Structures & Functions of Living Organisms
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.L.1.	Compare characteristics of animals that make them alike and different from other animals and nonliving things.
CLARIFYING OBJECTIVE	K.L.1.2.	Compare characteristics of living and nonliving things in terms of their:
INDICATOR	K.L.1.2.a.	Structure <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	K.L.1.2.b.	Growth <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	K.L.1.2.c.	Changes <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	K.L.1.2.d.	Movement <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	K.L.1.2.e.	Basic needs <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things

Social Studies; adopted 2010

CONTENT AREA / STRAND	NC.K.H.	History
STRAND / ESSENTIAL STANDARD	K.H.1.	Understand change over time.

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.H.1.1.	Explain how people change over time (self and others). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.H.1.2.	Explain how seasons change over time. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.H.1.3.	Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
CONTENT AREA / STRAND	NC.K.G.	Geography and Environmental Literacy
STRAND / ESSENTIAL STANDARD	K.G.1.	Use geographic representations and terms to describe surroundings.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.G.1.1.	Use maps to locate places in the classroom, school and home. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.G.1.2.	Use globes and maps to locate land and water features. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.G.1.3.	Identify physical features (mountains, hills, rivers, lakes, roads, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.G.1.4.	Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
CONTENT AREA / STRAND	NC.K.G.	Geography and Environmental Literacy
STRAND / ESSENTIAL STANDARD	K.G.2.	Understand the interaction between humans and the environment.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.G.2.1.	Explain how people adapt to weather conditions. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.G.2.2.	Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT AREA / STRAND	NC.K.E.	Economics and Financial Literacy
STRAND / ESSENTIAL STANDARD	K.E.1.	Understand basic economic concepts.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.E.1.1.	Explain how families have needs and wants. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.E.1.2.	Explain how jobs help people meet their needs and wants. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT AREA / STRAND	NC.K.C&G.	Civics and Governance
STRAND / ESSENTIAL STANDARD	K.C&G.1.	Understand the roles of a citizen.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.C&G.1.1.	Exemplify positive relationships through fair play and friendship. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.C&G.1.2.	Explain why citizens obey rules in the classroom, school, home and neighborhood. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT AREA / STRAND	NC.K.C.	Culture
STRAND / ESSENTIAL STANDARD	K.C.1.	Understand how individuals are similar and different.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.C.1.1.	Explain similarities in self and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	K.C.1.2.	Explain the elements of culture (how people speak, how people dress, foods they eat, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

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