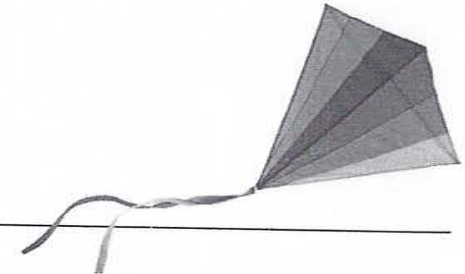




Alignment of

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

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WITH

Common Core State Standards for  
English Language Arts & Literacy

David Coleman

***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**

Common Core State Standards Initiative. (June 2010). *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. Washington, DC: Author. Retrieved June 24, 2010 from [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

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Common Core State Standards for English Language Arts – Kindergarten Level	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators
<b>English Language Arts Standards</b>	
<b>Reading: Literature</b>	
<b>Key Ideas and Details</b>	
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 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 7 emerging to 8. Retells stories with many details about characters, events, and storylines
3. With prompting and support, identify characters, settings, and major events in a story.	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
<b>Craft and Structure</b>	
4. Ask and answer questions about unknown words in a text.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
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

<b>Integration of Knowledge and Ideas</b>	<p>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).</p>	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p> <p>18b. Uses emergent reading skills</p> <p>7 emerging to 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>
8. (Not applicable to literature)		NA
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>	
<b>Range of Reading and Level of Text Complexity</b>		
10. Actively engage in group reading activities with purpose and understanding.	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>	
<b>Reading: Informational Text</b>		
<b>Key Ideas and Details</b>		
1. With prompting and support, ask and answer questions about key details in a text.		<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
2. With prompting and support, identify the main topic and retell key details of a text.		<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>4. Asks and answers questions about the text; refers to pictures</p>
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<b>Craft and Structure</b>		
4. With prompting and support, ask and answer questions about unknown words in a text.		<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>7 emerging to 8. Responds appropriately to complex statements, questions,</p>

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<p>5. Identify the front cover, back cover, and title page of a book.</p>	<p>vocabulary, and stories</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
<p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>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).</p>	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p> <p>18b. Uses emergent reading skills</p> <p>7 emerging to 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>8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p>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).</p>	<p>12. Remembers and connects experiences</p> <p>12b. Makes connections</p> <p>7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>11b. Persists</p> <p>6. Plans and pursues a variety of appropriately challenging tasks</p> <p>11d. Shows curiosity and motivation</p> <p>6. Shows eagerness to learn about a variety of topics and ideas</p>

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<p><b>Reading: Foundational Skills</b> <b>Print Concepts</b></p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>▪ Follow words from left to right, top to bottom, and page by page.</li> <li>▪ Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>▪ Understand that words are separated by spaces in print.</li> <li>▪ Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	<p>16. Demonstrates knowledge of the alphabet</p> <p>16a. Identifies and names letters</p> <p>8. Identifies and names all upper- and lowercase letters when presented in random order</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17b. Uses print concepts</p> <p>4. Indicates where to start reading and the direction to follow</p> <p>6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> <p>8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line</p>
<p><b>Phonological Awareness</b></p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>▪ Recognize and produce rhyming words.</li> <li>▪ Count, pronounce, blend, and segment syllables in spoken words.</li> <li>▪ Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>▪ Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>▪ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<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>15b. Notices and discriminates alliteration</p> <p>8. Isolates and identifies the beginning sound of a word</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>4. Hears and shows awareness of separate syllables in words</p> <p>6. Verbally separates and blends onset and rime</p> <p>8. Verbally separates and blends individual phonemes in words</p>
<p><b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>▪ Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</li> <li>▪ Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> </ul>	<p>16. Demonstrates knowledge of the alphabet</p> <p>16b. Uses letter-sound knowledge</p> <p>4. Produces the correct sounds for 1—20 letters</p> <p>6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p> <p>8. Applies letter-sound correspondence when attempting to read and write</p>

<ul style="list-style-type: none"> <li>▪ Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>▪ Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	
<b>Fluency</b>	
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <p>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>
<b>Writing</b>	
<b>Text Types and Purposes</b>	
<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</p> <p>14a. Thinks symbolically</p> <p>8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19b. Writes to convey meaning</p> <p>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</p> <p>14a. Thinks symbolically</p> <p>8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>9b. Writes to convey meaning</p> <p>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</p> <p>9d. Tells about another time or place</p> <p>8. Tells elaborate stories that refer to other times and places</p> <p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>6. Late invented spelling</p>
<b>Production and Distribution of Writing</b>	
<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</p> <p>11b. Persists</p> <p>7 emerging to 8. Plans and pursues own goal until it is reached</p> <p>11c. Solves problems</p>

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<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>7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results</p> <p>28. Uses tools and other technology to perform tasks</p>
<p><b>Research to Build and Present Knowledge</b></p>	
<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>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 7 emerging to 8. Uses a few deliberate strategies to remember information</p>
<p>9. (Begins in grade 4)</p>	<p>NA</p>
<p><b>Range of Writing</b></p>	
<p>10. (Begins in grade 3)</p>	<p>NA</p>
<p><b>Speaking &amp; Listening</b></p>	
<p><b>Comprehension and Collaboration</b></p>	
<p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>▪ Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>▪ Continue a conversation through multiple exchanges.</li> </ul>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges) 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others</p>
<p>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.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</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>

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<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>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</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>9. Uses language to express thoughts and needs 9b. Speaks clearly 8. Pronounces multisyllabic or unusual words correctly</p>
<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>▪ Print many upper- and lowercase letters.</li> <li>▪ Use frequently occurring nouns and verbs.</li> <li>▪ Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>▪ Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>▪ Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>▪ Produce and expand complete sentences in shared language activities.</li> </ul>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules</p> <p>19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name 19b. Writes to convey meaning 6. Late invented spelling</p> <p>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</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>▪ Capitalize the first word in a sentence and the pronoun I.</li> <li>▪ Recognize and name end punctuation.</li> <li>▪ Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>▪ Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>

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 kindergarten reading and content. <ul style="list-style-type: none"> <li>▪ Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>▪ Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul>	9. Uses language to express thoughts and needs <ul style="list-style-type: none"> <li>9a. Uses an expanding expressive vocabulary</li> <li>8. Incorporates new, less-familiar or technical words in everyday conversations</li> </ul>
5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>▪ Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>▪ Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>▪ Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>▪ Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul>	8. Listens to and understands increasingly complex language <ul style="list-style-type: none"> <li>8a. Comprehends language <ul style="list-style-type: none"> <li>7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</li> </ul> </li> <li>12. Remembers and connects experiences <ul style="list-style-type: none"> <li>12b. Makes connections <ul style="list-style-type: none"> <li>7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</li> </ul> </li> </ul> </li> <li>13. Uses classification skills <ul style="list-style-type: none"> <li>7 emerging to 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons</li> </ul> </li> </ul>
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	9. Uses language to express thoughts and needs <ul style="list-style-type: none"> <li>9a. Uses an expanding expressive vocabulary</li> <li>8. Incorporates new, less-familiar or technical words in everyday conversations</li> </ul>