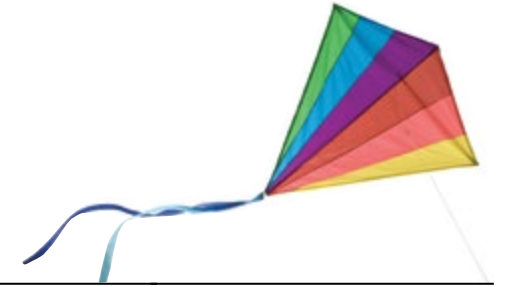**TeachingStrategies®**

Alignment of

Objectives for Development & Learning

WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Alabama Course of Study for English Language Arts

Standards adopted 2021

Kindergarten Content Standards

Content Area		RECURRING STANDARDS FOR K-3
Subarea		• Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. _GOLD_® 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
Subarea		• Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately. Gold Objectives for Development and Learning • 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 words11

Subarea		• Expand background knowledge and build vocabulary through discussion, reading, and writing. *GOLD*® Objectives for Development and Learning • 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
Subarea		• Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively. *GOLD*® Objectives for Development and Learning • Objective 28 Uses tools and other technology to perform tasks
Subarea		• Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. *GOLD*® Objectives for Development and Learning • 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		LITERACY FOUNDATIONS
Subarea		Oral Language
Standard	1	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
Expectation	1	• Use speech that is understandable with only grade-appropriate errors. • Use word endings to indicate plurals, possessives, and verb tenses in speech. • Use age-appropriate irregular plurals in conversation. • Listen to others and take turns speaking, carrying on a conversation through multiple exchanges. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns) • 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		LITERACY FOUNDATIONS
Subarea		Oral Language

Standard	2	• Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn. _GOLD_® Objectives for Development and Learning • 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
Standard	3	• Actively participate in teacher-led choral and shared reading experiences. _GOLD_® Objectives for Development and Learning • 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
Standard	4	• With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media. Gold Objectives for Development and Learning • 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
Content Area		LITERACY FOUNDATIONS
Subarea		Oral Language
Standard	5	With guidance and support, present information orally, using complete sentences in correct word order.

Expectation	5	• Speak audibly and express thoughts, feelings, and ideas clearly. • Describe people, places, things, and events with relevant details in a story with three to five events. **Gold Objectives for Development and Learning** • Objective 09 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.8 Tells elaborate stories that refer to other times and places
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Oral Language**
Standard	6	• Uses spatial and temporal concepts correctly. *GOLD*® **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.8 Tells elaborate stories that refer to other times and places • 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
Standard	7	• Restate and follow one- and two-step directions. **Gold Objectives for Development and Learning** • Objective 08 Listens to and understands increasingly complex language b. Follows increasingly complex language b. Follows directions Objective 8b.5 Emerging to 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Concepts of Print**
Standard	**8**	**Demonstrate understanding of the organization and basic features of printed materials.**

Expectation	8	• Recognize and demonstrate that print conveys meaning. • With prompting and support, explain the roles of the author and illustrator of a text. • Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line. • Identify the beginning and end of a sentence by locating the capital letter and end punctuation. • Point to words using one-to-one correspondence, noting that words are separated by spaces. • Distinguish letters from words within sentences. • Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing. **_GOLD® Objectives for Development and Learning_** • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.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
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonological Awareness/Phonemic Awareness**
Standard	9	**Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.**
Expectation	9	• Count the number of words in a spoken sentence. • Recognize alliterative spoken words. • Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words. • Count, blend, and segment syllables in spoken words, including compound words. • Blend and segment onsets and rimes of single-syllable spoken words. • Identify the initial, final, and medial sounds of spoken words. • Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes. • Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation. **_GOLD® Objectives for Development and Learning_** • 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 • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.8 Isolates and identifies the beginning sound of a word • 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

Content Area		LITERACY FOUNDATIONS
Subarea		Phonics
Standard	10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
Expectation	10	• Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds). • Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables. • Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text. • Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables. • With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables. • With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter. • With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound). • Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ. • Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. *GOLD*® Objectives for Development and Learning • 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 • 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		LITERACY FOUNDATIONS
Subarea		Fluency

Standard	11	• Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity. Gold Objectives for Development and Learning • 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
Standard	12	• Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. GOLD® Objectives for Development and Learning • 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
Standard	13	• With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. Gold Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard
Standard	14	• Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context. Gold Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard
Standard	15	• Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension. GOLD® Objectives for Development and Learning • 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

Standard	16	• Recognize and read grade-appropriate high frequency words with accuracy and automaticity. Gold Objectives for Development and Learning • 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
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Vocabulary**
Standard	17	• With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge. *GOLD*® Objectives for Development and Learning • Objective 9 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
Standard	18	• Identify new meanings for familiar words and apply them accurately. *GOLD*® Objectives for Development and Learning • Objective 9 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
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Vocabulary**
Standard	**19**	**Ask and answer questions about unfamiliar words in discussions and/or text.**
Expectation	19.a.	• Describe the relationship between words, including relating them to synonyms and antonyms. Gold Objectives for Development and Learning • 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
Content Area		**LITERACY FOUNDATIONS**

Subarea		Vocabulary
Standard	20	• Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge. *GOLD*® **Objectives for Development and Learning** • Objective 13 Uses classification skills Objective 13.8 Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons
Content Area		**LITERACY FOUNDATIONS**
Subarea		Vocabulary
Standard	21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
Expectation	21	• Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. • Use new words and phrases acquired through conversations, reading and being read to, and responding to text. *GOLD*® **Objectives for Development and Learning** • Objective 9 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
Content Area		**LITERACY FOUNDATIONS**
Subarea		Comprehension
Standard	22	• Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing. *GOLD*® **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

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Standard	23	• With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level. **_GOLD_® Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
Standard	24	• With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. **Gold Objectives for Development and Learning** • 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
Standard	25	• With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues. **_GOLD_® Objectives for Development and Learning** • 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
Standard	26	• With prompting and support, describe the relationship between illustrations and the text in which they appear. **Gold Objectives for Development and Learning** • 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		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard	27	Identify and describe the main story elements in a literary text.

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Expectation	27.a.	• With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order. **_GOLD_® Objectives for Development and Learning** • 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		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard	**28**	• With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text. **_GOLD_® Objectives for Development and Learning** • 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
Standard	**29**	• With prompting and support, identify the main topic and key details in an informational text. **_GOLD_® Objectives for Development and Learning** • 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
Standard	**30**	• With prompting and support, ask and answer questions about key details in literary and informational texts. **_GOLD_® Objectives for Development and Learning** • 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

Standard	31	• With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking. *GOLD*® Objectives for Development and Learning • 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		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard	32	With prompting and support, compare and contrast two texts.
Expectation	32	• Distinguish between literary texts and informational texts. • Compare and contrast the experiences of characters in a literary text. • Compare and contrast two informational texts on the same topic. *GOLD*® Objectives for Development and Learning • 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		LITERACY FOUNDATIONS
Subarea		Writing
Standard	33	• Express ideas orally and connect these ideas through drawing and emergent writing. *GOLD*® Objectives for Development and Learning • 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		LITERACY FOUNDATIONS
Subarea		Writing
Standard	34	Print legibly, using proper pencil grip.

Expectation	34	• Print upper and lower case letters using proper approach strokes, letter formation, and line placement. • With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name. • With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate. *GOLD*® Objectives for Development and Learning • 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		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard	35	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
Expectation	35	• Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound). • With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words. • With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. • With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern. *GOLD*® Objectives for Development and Learning • 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		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard	36	When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.

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Expectation	36	• With prompting and support, transcribe spoken words to demonstrate that print represents oral language. • With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment. • With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys. • With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence. • With prompting and support, begin each sentence with a capital letter. • With prompting and support, capitalize the pronoun I and names of individuals. • With prompting and support, recognize, name, and correctly use end punctuation. _GOLD_® Objectives for Development and Learning • 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		LITERACY FOUNDATIONS
Subarea		Writing
Standard	37	Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
Expectation	37	• Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration. • Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing. • Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing. • Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing. • With prompting and support, compose writing for varied purposes and audiences, across different genres. _GOLD_® Objectives for Development and Learning • 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		LITERACY FOUNDATIONS
Subarea		Writing

Standard	38	• **Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.** **Gold Objectives for Development and Learning** • **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		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard	39	**Participate in shared research and writing projects to answer a question or describe a topic.**
Expectation	39	• **Include information recalled from personal experiences in research and writing projects.** • **Gather information from provided sources for research and writing projects.** **Gold Objectives for Development and Learning** • **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		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard	40	**With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.** ***GOLD*® Objectives for Development and Learning** • **Objective 28 Uses tools and other technology to perform tasks**

Grade 1 Content Standards

Content Area		RECURRING STANDARDS FOR K-3
Subarea	R1.	• Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material
Subarea	R2.	• Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard
Subarea	R3.	• Expand background knowledge and build vocabulary through discussion, reading, and writing. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events
Subarea	R4.	• Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively. *GOLD*® Objectives for Development and Learning • Objective 28 Uses tools and other technology to perform tasks

Subarea	R5.	• Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. ***GOLD*® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Oral Language**
Standard	1	• Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules. ***GOLD*® Objectives for Development and Learning** • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material
Standard	2	• Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound. **Gold Objectives for Development and Learning** • 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
Standard	3	• Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format. ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Oral Language**

Standard	4	Present information orally using complete sentences and appropriate volume.
Expectation	4.a.	• Orally describe people, places, things, and events, expressing ideas with relevant details. *GOLD*® **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.10 Tells stories with clear sequence of events, including a climax and resolution
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Concepts of Print**
Standard	5	Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).
Expectation	5.a.	• Explain the roles of author(s) and illustrator(s). **Gold Objectives for Development and Learning** • 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		**LITERACY FOUNDATIONS**
Subarea		**Phonological Awareness/Phonemic Awareness**
Standard	6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
Expectation	6	• Count, blend, segment, and delete syllables in spoken words, including polysyllabic words. • Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words. • Produce alliterative words. • Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends. • Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word. • Distinguish long from short vowel sounds in spoken, single-syllable words. • Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation. • Identify the sound substitution in words with five to six phonemes. *GOLD*® **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word

		recognition a. Notices and discriminates rhyme **Objective 15a.10 Generates rhyming words without a prompt word; identifies rhyming words in written text; uses rhyme to decode text** • **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.8 Isolates and identifies the beginning sound of a word** • **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonics**
Standard	7	**Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.**
Expectation	7	• **Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels.** • **Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.** • **Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.** • **Decode words with a after w read /ä/ and a before l read /â/.** • **With prompting and support, decode words with the hard and soft sounds of c and g, in context and in isolation.** • **Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words.** • **Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.** • **With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.** • **With prompting and support, decode words that follow the -ild, -ost, -old, -olt, and -ind patterns.** • **With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.** • **With prompting and support, decode words with silent letter combinations.** • **With prompting and support, decode words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex.**

		• With prompting and support, decode words with common suffixes, including words with dropped e and y-to-i changes for suffix addition. • Decode contractions with am, is, has, and not. • Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. Gold Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Fluency**
Standard	8	• Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context. Gold Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Fluency**
Standard	9	Read grade-appropriate texts with accuracy and fluency.
Expectation	9	• Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. • Recognize and self-correct decoding and other errors in word recognition and reread for clarification. • Participate in poetry reading, noticing phrasing, rhythm, and rhyme. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.4 Fluently reads and comprehends first-grade-level texts

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Content Area		LITERACY FOUNDATIONS
Subarea		Fluency
Standard	10	• Read high-frequency words commonly found in grade-appropriate text. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.4 Fluently reads and comprehends first-grade-level texts
Content Area		LITERACY FOUNDATIONS
Subarea		Vocabulary
Standard	11	Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.
Expectation	11.a.	• Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning. *GOLD*® Objectives for Development and Learning • 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		LITERACY FOUNDATIONS
Subarea		Vocabulary
Standard	12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
Expectation	12	• Identify possessives and plurals and use them as clues to the meaning of text. • Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est. • Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

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Content Area		LITERACY FOUNDATIONS
Subarea		Vocabulary
Standard	13	• Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase. *GOLD*® Objectives for Development and Learning • 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)
Standard	14	• Sort and categorize groups of words or pictures based on meaning, and label each category. Gold Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations
Standard	15	• Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences
Standard	16	• Use grade-appropriate academic vocabulary in speaking and writing. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension

Standard	17	• Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
Standard	18	• Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences
Standard	19	• Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. Gold Objectives for Development and Learning • 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
Standard	20	• Use text features to locate key facts or information in printed or digital text. Gold Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)
Standard	21	• Identify the main topic and key details of literary and informational texts. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

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Standard	22	• Ask and answer questions about key details in literary and informational texts. ***GOLD*®** Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard	23	Identify and describe the main story elements in a literary text.
Expectation	23	• Describe the characters and settings, using illustrations and textual evidence from a story. • Retell the plot or sequence of major events in chronological order. ***GOLD*®** Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard	24	Identify who is telling the story, using evidence from the text.
Expectation	24.a.	• Use the term narrator to refer to the speaker who is telling the story. ***GOLD*®** Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard	25	• Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text. ***GOLD*®** Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

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Standard	26	• **With prompting and support, use textual evidence to explain the central message or moral of a literary text.** ***GOLD*® Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
Standard	27	• **Make predictions using information found within a literary text.** ***GOLD*® Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
Standard	28	• **Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.** ***GOLD*® Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard	**29**	**Compare and contrast texts.**
Expectation	29	• **Compare and contrast characters, settings, and major events in literary texts.** • **Describe the connections between individuals, events, ideas, or pieces of information in an informational text.** • **Point out similarities and differences between two texts on the same topic.** ***GOLD*® Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard	**30**	**Write legibly, using proper pencil grip.**

Expectation	30	• Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement. • Print first and last names using proper letter formation, capitalization, and punctuation. • Use lower case letters in the majority of written work, using capitals only when appropriate. • Write letters of the English alphabet in alphabetical order from memory. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
Content Area		LITERACY FOUNDATIONS
Subarea		Writing
Standard	31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
Expectation	31	• Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables. • Encode consonant-vowel (CV) words using knowledge of open syllable patterns. • Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation. • Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters. • Encode words with vowel-consonant-e syllable patterns. • With prompting and support, encode words with the common vowel teams and diphthongs. • With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur. • With prompting and support, encode words with final /ch/ sound spelled -ch and -tch. • With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound. • Encode words with final /v/ sound, using knowledge that no English word ends with a v. • Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. • Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern. • Encode words with suffixes -s, -es, -ing, -ed, -er, and -est. • With prompting and support, encode words with common prefixes re-, un-, and mis-.

		• With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning. **_GOLD_® Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**
Content Area		LITERACY FOUNDATIONS
Subarea		Writing
Standard	32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Expectation	32	• Identify the required features of a sentence, including capitalization of the first word and end punctuation. • Transcribe spoken words to demonstrate that print represents oral language. • Compose a simple sentence, including a subject and a predicate, that expresses a complete thought. • With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys. • Write the correct number of words, with proper spacing, for a spoken phrase or sentence. • Begin each sentence with a capital letter. • Capitalize the pronoun I and names of individuals. • Use commas in dates and words in a series. • With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary. **_GOLD_® Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**
Content Area		LITERACY FOUNDATIONS
Subarea		Writing

Standard	33	• Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events
Standard	34	• With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
Standard	35	• With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure. Gold Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
Standard	36	• With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed

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Standard	37	• With prompting and support, write simple poems about a chosen subject. _GOLD_® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
Standard	38	• Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression. _GOLD_® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
Standard	39	• Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions. _GOLD_® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
Standard	40	• Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify. _GOLD_® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed

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Standard	41	• Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words. ***GOLD*® Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard	42	**Participate in shared research and writing projects to answer a question or describe a topic.**
Expectation	42	• **Recall information from experiences to contribute to shared research and writing projects.** • **Gather information from provided sources.** ***GOLD*® Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard	43	**Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.** ***GOLD*® Objectives for Development and Learning** • **Objective 28 Uses tools and other technology to perform tasks**

Grade 2 Content Standards

Content Area		RECURRING STANDARDS FOR K-3
Subarea	R1.	• Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. _GOLD_® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material
Subarea	R2.	• Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately. _GOLD_® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes
Subarea	R3.	• Expand background knowledge and build vocabulary through discussion, reading, and writing. _GOLD_® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic
Subarea	R4.	• Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively. _GOLD_® Objectives for Development and Learning • Objective 28 Uses tools and other technology to perform tasks

Subarea	R5.	• Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. ***GOLD*® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Oral Language**
Standard	1	• Participate in conversations and discussions with groups and peers utilizing agreed-upon rules. ***GOLD*® Objectives for Development and Learning** • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.12 Enters discussions in respectful ways (e.g., says, "Excuse me," waits, and signals for a chance to speak); identifies the difference between formal and informal English
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Oral Language**
Standard	2	Present information orally using complete sentences, appropriate volume, and clear pronunciation.
Expectation	2	• Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond. • Use complex sentence structures when speaking. • Ask and answer questions to seek help, clarify meaning, or get information. ***GOLD*® Objectives for Development and Learning** • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences

Content Area		LITERACY FOUNDATIONS
Subarea		Oral Language
Standard	3	• Demonstrate oral literacy skills by participating in a variety of oral language activities. _GOLD® Objectives for Development and Learning_ • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)
Content Area		LITERACY FOUNDATIONS
Subarea		Oral Language
Standard		READING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Oral Language
Standard		LISTENING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Oral Language
Standard		WRITING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Oral Language
Standard		SPEAKING

Expectation	4	• Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details. ***GOLD*® Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)**
Expectation	5	• Create recordings of stories or poems. ***GOLD*® Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.12 Speaks clearly when giving a lengthy description of an event or personal experience to an individual or group; adapts word choices to be appropriate to the audience**
Expectation	6	• Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas. ***GOLD*® Objectives for Development and Learning** • **Objective 28 Uses tools and other technology to perform tasks**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Oral Language**
Standard		**SPEAKING**
Expectation	**7**	**Demonstrate standard English usage when speaking.**
Expectation	7	• Use collective nouns. • Form and use frequently-occurring irregular plural nouns. • Use reflexive pronouns. • Form and use past tense forms of frequently-occurring irregular verbs. • Use adjectives and adverbs. • Produce and expand complete simple and compound sentences when speaking. ***GOLD*® Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences**

Content Area		LITERACY FOUNDATIONS
Subarea		Phonological Awareness/Phonemic Awareness
Standard	8	• Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes
Content Area		LITERACY FOUNDATIONS
Subarea		Phonological Awareness/Phonemic Awareness
Standard	9	Demonstrate advanced phonemic awareness skills in spoken words.
Expectation	9	• Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word. • Delete the initial sound in an initial blend in a one-syllable base word. • With prompting and support, delete the medial and final sounds in blends in one syllable base words. • Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next. • With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words
Content Area		LITERACY FOUNDATIONS
Subarea		Phonological Awareness/Phonemic Awareness
Standard		READING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Phonological Awareness/Phonemic Awareness
Standard		LISTENING

Expectation		(intentional omission)
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonological Awareness/Phonemic Awareness**
Standard		**WRITING**
Expectation		(intentional omission)
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonological Awareness/Phonemic Awareness**
Standard		**SPEAKING**
Expectation		(intentional omission)
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonics**
Standard	10	**Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.**

Expectation	10	• Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables. • Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. • Decode and encode words with three-consonant blends and blends containing digraphs. • Decode and encode words with consonant digraphs, trigraphs, and combinations. • Decode and encode words with variable vowel teams and vowel diphthongs. • Decode and encode words with vowel-r combinations. • Decode and encode words that follow the -ild, -ost, -old, -olt, and -ind patterns. • Decode and encode words with a after w read /ä/ and a before l read /â/. • Decode and encode words with or after w read /er/. • Decode and encode words with the hard and soft sounds of c and g, in context and in isolation. • Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words. • Decode words with silent letter combinations. • Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. • Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. • Decode and encode contractions with am, is, has, not, have, would, and will. *GOLD*® **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes
Expectation	10.o.	• Decode and encode contractions with am, is, has, not, have, would, and will. **Gold Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonics**
Standard		**READING**

Expectation		(intentional omission)
		No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Phonics
Standard		LISTENING
Expectation		(intentional omission)
		No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Phonics
Standard		WRITING
Expectation		(intentional omission)
		No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Phonics
Standard		SPEAKING
Expectation		(intentional omission)
		No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Fluency
Standard	11	• Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.6 Fluently reads and comprehends second-grade-level texts
Standard	12	• Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.6 Fluently reads and comprehends second-grade-level texts

Standard	13	• Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. _GOLD_® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.6 Fluently reads and comprehends second-grade-level texts
Standard	14	• Read high-frequency words commonly found in grade-appropriate text. _GOLD_® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.6 Fluently reads and comprehends second-grade-level texts
Content Area		LITERACY FOUNDATIONS
Subarea		Fluency
Standard		READING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Fluency
Standard		LISTENING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Fluency
Standard		WRITING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Fluency
Standard		SPEAKING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Vocabulary
Standard	15	Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.

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Expectation	15.a.	• Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning. ***GOLD® Objectives for Development and Learning*** • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Vocabulary**
Standard	**16**	**Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.**
Expectation	16	• Use knowledge of antonyms and synonyms. • Distinguish shades of meaning among verbs and adjectives. • Use knowledge of homophones to determine use of the correct word. • With prompting and support, interpret figurative language. ***GOLD® Objectives for Development and Learning*** • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Vocabulary**
Standard	**17**	**Analyze meaningful parts of words and phrases in discussions and/or text.**
Expectation	17	• Identify possessives and plurals and use them as clues to the meaning of text. • Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. ***GOLD® Objectives for Development and Learning*** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences
Content Area		**LITERACY FOUNDATIONS**

Subarea		Vocabulary
Standard	18	• Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words. *GOLD*® **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information
Standard	19	• Identify new vocabulary and the use of word meanings in text to establish real-life connections. *GOLD*® **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information
Content Area		LITERACY FOUNDATIONS
Subarea		Vocabulary
Standard		READING
Expectation	20	• Use grade-level academic and domain-specific vocabulary to gain meaning from text. *GOLD*® **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information
Content Area		LITERACY FOUNDATIONS
Subarea		Vocabulary
Standard		LISTENING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Vocabulary
Standard		WRITING

Expectation	21	• Use grade-level academic and domain-specific vocabulary in writing. ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Vocabulary**
Standard		**SPEAKING**
Expectation		**(intentional omission)** **No Correlations**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard	22	• Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard	23	**Identify the main story elements in a literary text.**

Expectation	23	• Explain the plot of a narrative, using textual evidence to list the major events in sequence. • Describe the characters' traits, feelings, and behaviors in a story. • Describe the setting of a narrative, using textual evidence. • Identify the central message or moral of a story. • Identify the theme in myths, fables, and folktales. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard	24	Identify the main idea and supporting details of literary and informational texts.
Expectation	24	• Explain how the supporting details contribute to the main idea. • Recount or summarize key ideas from the text. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard	25	Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.
Expectation	25	• Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations. • Explain how specific features can clarify a text or enhance comprehension. *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure

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Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard	26	Compare and contrast important details presented by two texts on the same topic or theme.
Expectation	26	• Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view. • Compare and contrast story elements of literary texts. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard	27	• Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events. *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
Standard	28	• Establish a purpose before reading literary and informational texts to enhance comprehension. *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard		READING

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Expectation	29	• With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level. ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard		**READING**
Expectation	**30**	**Read and comprehend literary and informational texts.**
Expectation	30	• State and confirm predictions about a text. • Use background knowledge to make connections to new text. • Draw conclusions based on the text. ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard		**READING**
Expectation	31	• Use information from a text to determine the author's purpose in different forms of informational and literary texts. ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

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Expectation	32	• Identify rhyme schemes in poems or songs. Gold Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.10 Generates rhyming words without a prompt word; identifies rhyming words in written text; uses rhyme to decode text
Expectation	33	• Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. GOLD® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard		READING
Expectation	34	Differentiate between fact and opinion in a text.
Expectation	34	• Use prior knowledge and information gathered from research to evaluate opinions in texts. • Use textual evidence and gathered research from reliable sources to prove facts. GOLD® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard		LISTENING

Expectation	35	• Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard		**WRITING**
Expectation	36	• Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard		**SPEAKING**
Expectation		(intentional omission) No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard	37	**Write legibly.**

Expectation	37	• Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing. • Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant. • Form uppercase and lowercase letters in cursive. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.10 Demonstrates control and appropriate pressure when using writing and drawing tools; writes legibly
Content Area		LITERACY FOUNDATIONS
Subarea		Writing
Standard	38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.

Expectation	38	• Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant -le. • Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly. • Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or. • Encode one- and two-syllable words with long and short vowel patterns. • Encode words with two- and three-consonant blends, including those containing digraphs. • Encode words with consonant digraphs, trigraphs, and combinations. • Encode words with the common vowel teams, including diphthongs. • Encode words with vowel-r combinations. • Encode words that follow the -ild, -ost, -old, -olt, and -ind patterns. • Encode words with a after w read /ä/ and a before l read /â/. • Encode words with or after w read /er/. • Encode words with hard and soft c and g. • Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words. • Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. • Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. • Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately. • Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning. *GOLD*® **Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**

| Standard | 39 | • Organize a list of words into alphabetical order according to first, second, and third letters.

GOLD® Objectives for Development and Learning
 • Objective 19 Demonstrates writing skills c. Writes using conventions
Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading |
|---|---|---|
| **Content Area** | | **LITERACY FOUNDATIONS** |
| **Subarea** | | **Writing** |
| **Standard** | | **READING** |
| **Expectation** | | (intentional omission)

No Correlations |
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**LISTENING**
Expectation		(intentional omission)

No Correlations |
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**WRITING**
Expectation	40	• Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.

Gold Objectives for Development and Learning
 • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information
Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed |

Expectation	41	• Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion. **Gold Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed
Expectation	42	• Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure. **Gold Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**WRITING**
Expectation	**43**	**Write complete sentences demonstrating knowledge of punctuation conventions.**
Expectation	43	• Utilize commas with words in a series in a sentence. • Use apostrophes to form contractions and possessives. • Use punctuation to set off interjections. • Expand sentences using frequently-occurring conjunctions. ***GOLD*® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**WRITING**

Expectation	44	• With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. Gold Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed
Content Area		LITERACY FOUNDATIONS
Subarea		Writing
Standard		WRITING
Expectation	45	Demonstrate understanding of standard English language conventions when writing.
Expectation	45	• Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. • Form regular nouns and verbs by adding -s or -es. • Form and use simple present and past verb tenses. • Form plurals by changing -y to -ies. • Form and use frequently-occurring irregular plural nouns and verbs. • Use plural possessives. GOLD® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
Content Area		LITERACY FOUNDATIONS
Subarea		Writing
Standard		WRITING
Expectation	46	Gather and use research to answer questions to complete a research product.
Expectation	46.a.	• Create topics of interest for a research project. • Create questions to gather information for a research project. • Find information from a variety of sources. • Define plagiarism and explain the importance of using their own words. GOLD® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic
Content Area		LITERACY FOUNDATIONS

Subarea		Writing
Standard		SPEAKING
Expectation		(intentional omission) No Correlations

Grade 3 Content Standards

Content Area		RECURRING STANDARDS FOR K-3
Subarea	R1.	• **Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.** *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)**
Subarea	R2.	• **Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.** **Gold Objectives for Development and Learning** • **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text** **Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions**
Subarea	R3.	• **Expand background knowledge and build vocabulary through discussion, reading, and writing.** *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic**
Subarea	R4.	• **Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.** *GOLD*® **Objectives for Development and Learning** • **Objective 28 Uses tools and other technology to perform tasks**

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Subarea	R5.	• Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. ***GOLD*® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Oral Language**
Standard	1	Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.
Expectation	1.a.	• Elaborate on responses in conversations and discussions. ***GOLD*® Objectives for Development and Learning** • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Oral Language**
Standard	2	Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.
Expectation	2.a.	• Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond. ***GOLD*® Objectives for Development and Learning** • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Oral Language**

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Standard	3	• Apply oral literacy skills by participating in a variety of oral language activities. _GOLD_® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)
Content Area		LITERACY FOUNDATIONS
Subarea		Oral Language
Standard		READING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Oral Language
Standard		LISTENING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Oral Language
Standard		WRITING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Oral Language
Standard		SPEAKING

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Expectation	4	• Ask and answer questions using complete sentences and grade-level vocabulary. ***GOLD*® Objectives for Development and Learning** • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)
Expectation	5	• Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar. ***GOLD*® Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.14 Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group
Expectation	6	• Use digital tools to enhance oral presentations, working collaboratively. ***GOLD*® Objectives for Development and Learning** • Objective 28 Uses tools and other technology to perform tasks
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonological Awareness/Phonemic Awareness**
Standard	**7**	**Demonstrate advanced phonemic awareness skills in spoken words.**
Expectation	7	• Delete phonemes in initial and final blends of a spoken word. • Substitute phonemes in initial and final blends in a spoken word. • Reverse phonemes in a spoken word. • In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next. • Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes. ***GOLD*® Objectives for Development and Learning** Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.14 Reads grade-appropriate irregularly spelled words
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonological Awareness/Phonemic Awareness**
Standard		**READING**

Expectation		(intentional omission)
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonological Awareness/Phonemic Awareness**
Standard		**LISTENING**
Expectation		**(intentional omission)**
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonological Awareness/Phonemic Awareness**
Standard		**WRITING**
Expectation		**(intentional omission)**
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonological Awareness/Phonemic Awareness**
Standard		**SPEAKING**
Expectation		**(intentional omission)**
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonics**
Standard	8	**Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.**

Expectation	8	• Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant -le, and odd or schwa syllables. • Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. • Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh, combinations, diphthongs, and silent letter combinations. • Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency. • Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the schwa sound when appropriate. • Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. • Decode and encode contractions with am, is, has, not, have, would, and will. • Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning. • Decode and encode words with hard and soft c and g. • Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular. ***GOLD*® Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
Content Area		**LITERACY FOUNDATIONS**
Subarea		Phonics
Standard		READING
Expectation		(intentional omission) No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		Phonics
Standard		LISTENING
Expectation		(intentional omission) No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		Phonics
Standard		WRITING

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Expectation		(intentional omission)
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Phonics**
Standard		**SPEAKING**
Expectation		(intentional omission)
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Fluency**
Standard	9	• Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. Gold Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
Standard	10	• Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts
Standard	11	• Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts
Standard	12	• Read high-frequency words commonly found in grade-appropriate text accurately and automatically. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Fluency**
Standard		**READING**

Expectation		(intentional omission)
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Fluency**
Standard		**LISTENING**
Expectation		**(intentional omission)**
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Fluency**
Standard		**WRITING**
Expectation		**(intentional omission)**
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Fluency**
Standard		**SPEAKING**
Expectation		**(intentional omission)**
		No Correlations
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Vocabulary**
Standard	13	**Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.**
Expectation	13.a.	**• Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.** _**GOLD**_**® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** **Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Vocabulary**

Standard	14	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.
Expectation	14	• Determine meaning of words using synonyms in context. • Determine meaning of words using antonyms as a clue. • Describe the similarities and differences between related words. • Use knowledge of homophones to determine appropriate use of words. • Interpret figurative language. • Identify relationships and nuances in word meanings to determine real-life connections between words and their use. _GOLD_® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)
Content Area		LITERACY FOUNDATIONS
Subarea		Vocabulary
Standard	15	Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.
Expectation	15	• Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections. • Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word. • Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning. • Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words. • Sort words with shared and varied suffixes by parts of speech. _GOLD_® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)
Content Area		LITERACY FOUNDATIONS
Subarea		Vocabulary
Standard		READING

Expectation	16	• Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text. ***GOLD*® Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** **Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Vocabulary**
Standard		**LISTENING**
Expectation		**(intentional omission)** **No Correlations**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Vocabulary**
Standard		**WRITING**
Expectation	17	• Use grade-level academic and domain-specific vocabulary in writing. ***GOLD*® Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Vocabulary**
Standard		**SPEAKING**
Expectation		**(intentional omission)** **No Correlations**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**

Standard	18	• Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard	19	**Determine the explicit or implied main idea and supporting details of a text.**
Expectation	19	• **Explain how supporting details contribute to the main idea, using textual evidence.** • **Recount or summarize the key ideas from the text.** ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard	20	• **Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.** ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard		**READING**

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Expectation	21	• Identify and interpret various cohesive devices that link words and sentences to one another within the text. ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard		**READING**
Expectation	**22**	**Describe literary elements within a story, including setting, plot, characters, and themes.**
Expectation	22	• Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story. • Explain how the characters' actions and dialogue contribute to the meaning of the story. • Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage. • Compare and contrast the themes, settings, and plots from two texts. ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard		**READING**
Expectation	**23**	**Identify and use text features in informational passages to locate information.**

Expectation	23	• Explain how text features support details in the text. • Explain how illustrations contribute to meaning in a story. • Interpret text features used in written and digital formats. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard		READING
Expectation	24	Identify the text structures within literary and informational texts.
Expectation	24.a.	• Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard		READING
Expectation	25	Identify statements in informational texts as facts or opinions.
Expectation	25	• Use prior knowledge and/or details from the text to distinguish fact from opinion. • Use information gathered from research to evaluate opinions. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
Content Area		LITERACY FOUNDATIONS

Subarea		Comprehension
Standard		READING
Expectation	26	Use text comparisons (text to text, text to self, and text to world) to make meaning.
Expectation	26	• Use prior knowledge to determine similarities between texts they are reading and texts they have previously read. • Compare different versions of the same story. _GOLD_® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard		READING
Expectation	27	• Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning. Gold Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work
Expectation	28	• Identify the narration of a literary text as first person or third person. _GOLD_® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
Content Area		LITERACY FOUNDATIONS
Subarea		Comprehension
Standard		LISTENING

Expectation	29	• Determine the main idea of a text read aloud or information presented in an audible format. **_GOLD_® Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard		**WRITING**
Expectation	30	• Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, or so, and complex sentences to help build syntactic awareness and comprehension at the sentence level. **_GOLD_® Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Comprehension**
Standard		**SPEAKING**
Expectation		(intentional omission) **No Correlations**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard	31	• Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words. **_GOLD_® Objectives for Development and Learning** • **Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** **Objective 7b.12 Moves writing or drawing utensils fluidly across the page with increasing speed and accuracy; produces letters and number symbols having accurate formation, size, proportion, slant, and spacing; may use cursive writing**

Content Area		LITERACY FOUNDATIONS
Subarea		Writing
Standard	32	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.
Expectation	32	• Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. • Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant -le, and odd or schwa syllables. • Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph eigh, vowel y, hard and soft c and g, silent letter combinations, and contractions. • Encode words with less common prefixes, suffixes, and common Latin roots. • Encode frequently confused homophones accurately, using context to determine correct spelling. _GOLD_® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
Content Area		LITERACY FOUNDATIONS
Subarea		Writing
Standard		READING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Writing
Standard		LISTENING
Expectation		(intentional omission) No Correlations
Content Area		LITERACY FOUNDATIONS
Subarea		Writing
Standard		WRITING

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Expectation	33	• Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure. ***GOLD*® Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
Expectation	34	• Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion. ***GOLD*® Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
Expectation	35	• Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion. ***GOLD*® Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**WRITING**
Expectation	36	**Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.**

Expectation	36	• Use articles a, an, and the correctly. • Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys. • Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. • Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**WRITING**
Expectation	37	**Compose simple, compound, and complex sentences with correct subject-verb agreement.**
Expectation	37	• Identify and correct sentence fragments and run-on sentences. • Identify the subject and predicate of a sentence. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**WRITING**
Expectation	38	• Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**WRITING**

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Expectation	39	**Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.**
Expectation	39.a.	**• Avoid plagiarism by using their own words and utilizing digital sources ethically.** _**GOLD**_**® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**WRITING**
Expectation	40	**Use grade-level and domain-appropriate vocabulary in writing.**
Expectation	40	**• Use specific vocabulary to develop a story.** **• Use specific vocabulary to explain or inform on a topic.** _**GOLD**_**® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**WRITING**
Expectation	41	**Use words and phrases in writing for effect and elaboration.**
Expectation	41.a.	**• Use transition words and phrases for sentence variety.** _**GOLD**_**® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**WRITING**

Expectation	42	• Write poetry or prose in response to visual images to interpret their meanings. _GOLD_® **Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
Content Area		**LITERACY FOUNDATIONS**
Subarea		**Writing**
Standard		**SPEAKING**
Expectation		**(intentional omission)** **No Correlations**

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