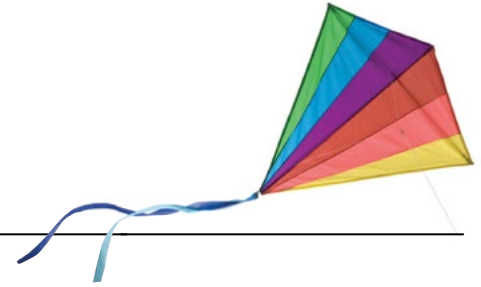




Alignment of



GOLD®

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



WITH

**Alignment of the *GOLD™ Objectives for Development & Learning: Birth Through Third Grade*
With
*Common Core State Standards***

This document aligns the content in the *Common Core State Standards* with the objectives, dimensions, and indicators of *GOLD™*.

References

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English Language Literacy	
Kindergarten	
Reading: Literature	
Key Ideas and Details	
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 6. Identifies story-related problems, events, and resolutions during conversations with an adult
RL.K.2 With prompting and support, retell familiar stories, including key details.	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 5 emerging to 6. Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Craft and Structure	
RL.K.4 Ask and answer questions about unknown words in a text.	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 2. Uses different strategies to make meaning from print: determines patterns in text, uses known words; asks questions; sounds out words; and uses frequently occurring affixes and inflections
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 8. Uses various types of books for their intended purposes
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 6. Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

Integration of Knowledge and Ideas	
<p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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</p>
<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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</p>
Range of Reading and Level of Text Complexity	
<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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</p>

Reading: Informational Text	
Key Ideas and Details	
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 6. Identifies story-related problems, events, and resolutions during conversations with an adult
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 5 emerging to 6. Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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
Craft and Structure	
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 2. Uses different strategies to make meaning from print: determines patterns in text, uses known words; asks questions; sounds out words; and uses frequently occurring affixes and inflections
RI.K.5 Identify the front cover, back cover, and title page of a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 6. Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 6. Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

Integration of Knowledge and Ideas	
<p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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</p>
<p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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</p>
<p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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</p>
Range of Reading and Level of Text Complexity	
<p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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</p>

Reading: Foundational Skills	
Print Concepts	
RF.K.1 Demonstrate understanding of the organization and basic features of print.	
RF.K.1.a Follow words from left to right, top to bottom, and page by page.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics concepts and knowledge of word structure to decode text 2. Shows understanding that a specific sequence of letters represents a spoken word
RF.K.1.c Understand that words are separated by spaces in print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
RF.K.1.d Recognize and name all uppercase and lowercase letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order
Phonological Awareness	
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.K.2.a Recognize and produce rhyming words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word
RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 7 emerging to 8. Verbally separates, blends, and adds or substitutes individual sounds in simple, one-syllable words to make new words; reads common high-frequency sight words

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 6. Verbally blends and separates onset and rime in one-syllable words
RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 8. Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant- vowel-consonant (CVC) words; reads common high-frequency words
RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 8. Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant- vowel-consonant (CVC) words; reads common high-frequency words
Phonics and Word Recognition	
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	16. Demonstrates knowledge of the alphabet 16b. Identifies letter-sound correspondences 7 emerging to 8. Produces short and long vowel sounds and most frequent sounds for each consonant
RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics concepts knowledge of word structure to decode text 4. Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (long-and short sounds); notices different letter sounds in similarly spelled words
RF.K.3.c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 8. Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant- vowel-consonant (CVC) words; reads common high-frequency words

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics concepts knowledge of word structure to decode text 4. Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (long-and short sounds); notices different letter sounds in similarly spelled words
Fluency	
RF.K.4 Read emergent-reader texts with purpose and understanding.	18. Comprehends and responds to books and other texts 18e. Reads fluently 2. Reads and comprehends emergent reader texts and other print materials
Writing	
Text Types and Purposes	
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.K.2 Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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

Production and Distribution of Writing	
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	28. Uses tools and other technology to perform tasks
Research to Build and Present Knowledge	
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	11. Demonstrate positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions; participate in grade-appropriate research projects 19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Speaking and Listening	
Comprehension and Collaboration	
SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and basic social rules during communication with others
SL.K.1.b Continue a conversation through multiple exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations of five or more exchanges
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	8. Listens to and understands increasingly complex language 8a. Comprehends language 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
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	8. Listens to and understands increasingly complex language 8a. Comprehends language 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 11. Demonstrate positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions; participate in grade-appropriate research projects

Presentation of Knowledge and Ideas	
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meanings for familiar words 9. Uses language to express thoughts and needs 9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	9. Uses language to express thoughts and needs 9b. Speaks clearly 8. Pronounces multisyllabic or unusual words correctly; speaks audibly
Language	
Conventions of Standard English	
L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
L.K.1.a Print many upper- and lowercase letters.	19. Demonstrates writing skills 19c. Writes using conventions 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>I</i>); writes simple words phonetically based on knowledge of sound-letter relationships
L.K.1.b Use frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

L.K.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meaning for familiar words
L.K.1.e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
L.K.1.f Produce and expand complete sentences in shared language activities.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
L.K.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
L.K.2.a Capitalize the first word in a sentence and the pronoun <i>I</i> .	19. Demonstrates writing skills 19c. Writes using conventions 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>I</i>); writes simple words phonetically based on knowledge of sound-letter relationships
L.K.2.b Recognize and name end punctuation.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	19. Demonstrates writing skills 19c. Writes using conventions 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>I</i>); writes simple words phonetically based on knowledge of sound-letter relationships

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	19. Demonstrates writing skills 19c. Writes using conventions 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>I</i>); writes simple words phonetically based on knowledge of sound-letter relationships
Vocabulary Acquisition and Use	
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meanings for familiar words
L.K.4.b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 2. Uses different strategies to make meaning from print: determines patterns in text, uses known words; asks questions; sounds out words; and uses frequently occurring affixes and inflections
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	
L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	13. Uses classification skills 6. Group objects by one characteristic; then regroups them using a different characteristic and indicates the reason
L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	8. Listens to and understands increasingly complex language 8a. Comprehends language 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

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful)	8. Listens to and understands increasingly complex language 8a. Comprehends language 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
L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings	8. Listens to and understands increasingly complex language 8a. Comprehends language 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
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meanings for familiar words

First Grade	
Reading: Literature	
Key Ideas and Details	
RL.1.1 Ask and answer questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 10. Paraphrases grade-appropriate literature and informational texts and includes the major points and central message
RL.1.3 Describe characters, settings, and major events in a story, using key details.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
Craft and Structure	
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 10. Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons); may need support

RL.1.6 Identify who is telling the story at various points in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
Integration of Knowledge and Ideas	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
Range of Reading and Level of Text Complexity	
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	18. Comprehends and responds to books and other texts 18e. Reads fluently 4. Fluently reads and comprehends first-grade-level texts
Reading: Informational Text	
Key Ideas and Details	
RI.1.1 Ask and answer questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
RI.1.2 Identify the main topic and retell key details of a text.	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 10. Paraphrases grade-appropriate literature and informational texts and includes the major points and central message

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
Craft and Structure	
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 4. Uses various strategies to make meaning when reading first-grade-level content; monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 10. Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons); may need support
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
Integration of Knowledge and Ideas	
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
RI.1.8 Identify the reasons an author gives to support points in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
Range of Reading and Level of Text Complexity	
RI.1.10 With prompting and support, read informational texts appropriately complex for Grade 1.	18. Comprehends and responds to books and other texts 18e. Reads fluently 4. Fluently reads and comprehends first-grade-level texts
Reading: Foundational Skills	
Print Concepts	
RF.1.1 Demonstrate understanding of the organization and basic features of print.	
RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 10. Distinguishes features of a sentence, including capitalization and punctuation
Phonological Awareness	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words
RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 8. Verbally separates, blends, and adds or substitutes individual sounds in simple one-syllable words to make new words; reads common high-frequency sight words

RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words
RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words
Phonics and Word Recognition	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics concepts and knowledge of word structure to decode text 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
RF.1.3.b Decode regularly spelled one-syllable words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of word structure to decode text 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

RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 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
RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 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
RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 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
RF.1.3.f Read words with inflectional endings.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 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
RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words

Fluency	
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.1.4.a Read on-level text with purpose and understanding.	18. Comprehends and responds to books and other texts 18e. Reads fluently 4. Fluently reads and comprehends first-grade-level texts
RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	18. Comprehends and responds to books and other texts 18e. Reads fluently 4. Fluently reads and comprehends first-grade-level texts
RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 4. Uses various strategies to make meaning when reading first-grade-level content; monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes
Writing	
Text Types and Purposes	
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very 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
W.1.2 Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very 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
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very 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

Production and Distribution of Writing	
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very 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
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	28. Uses tools and other technology to perform tasks
Research to Build and Present Knowledge	
W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 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 19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very 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
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	12. Remembers and connects experiences 12b. Makes connections 10. Connects the past with the present using general time estimates between events; connects time with specific daily events and salient events with the months and seasons 19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very 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

Speaking and Listening	
Comprehension and Collaboration	
SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.	
SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 10. Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions)
SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 10. Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions
SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.	8. Listens to and understands increasingly complex language 8a. Comprehends language 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 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 10. Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>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</p>
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>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</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>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</p>
Presentation of Knowledge and Ideas	
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>10. Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</p> <p>9. Uses language to express thoughts and needs</p> <p>9d. Tells about another time or place</p> <p>9 emerging to 10. Tells stories with clear sequence of events, including a climax and resolution</p>
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>9 emerging to 10. Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference</p>

SL.1.6 Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 1 and 3 for specific expectations.)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, includes nouns (common proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>), articles (e.g., <i>a</i> , <i>an</i> , <i>the</i>), and demonstratives (e.g., <i>this</i> , <i>these</i> , <i>that</i>); identifies root words in frequently occurring forms
Language	
Conventions of Standard English	
L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
L.1.1.a Print all upper- and lowercase letters.	19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
L.1.1.b Use common, proper, and possessive nouns.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 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., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>), articles (e.g., <i>a</i> , <i>an</i> , <i>the</i>), and demonstratives (e.g., <i>this</i> , <i>these</i> , <i>that</i>); identifies root words in frequently occurring forms
L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i> ; <i>We hop</i>).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 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., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>), articles (e.g., <i>a</i> , <i>an</i> , <i>the</i>), and demonstratives (e.g., <i>this</i> , <i>these</i> , <i>that</i>); identifies root words in frequently occurring forms

L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	<p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>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., <i>and, but, or, so, because</i>), articles (e.g., <i>a, an, the</i>), and demonstratives (e.g., <i>this, these, that</i>); identifies root words in frequently occurring forms</p>
L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	<p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>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., <i>and, but, or, so, because</i>), articles (e.g., <i>a, an, the</i>), and demonstratives (e.g., <i>this, these, that</i>); identifies root words in frequently occurring forms</p>
L.1.1.f Use frequently occurring adjectives.	<p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>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., <i>and, but, or, so, because</i>), articles (e.g., <i>a, an, the</i>), and demonstratives (e.g., <i>this, these, that</i>); identifies root words in frequently occurring forms</p>
L.1.1.g Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	<p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>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., <i>and, but, or, so, because</i>), articles (e.g., <i>a, an, the</i>), and demonstratives (e.g., <i>this, these, that</i>); identifies root words in frequently occurring forms</p>

L.1.1.h Use determiners (e.g., articles, demonstratives).	<p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>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., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>), articles (e.g., <i>a</i>, <i>an</i>, <i>the</i>), and demonstratives (e.g., <i>this</i>, <i>these</i>, <i>that</i>); identifies root words in frequently occurring forms</p>
L.1.1.i Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).	<p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>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., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>), articles (e.g., <i>a</i>, <i>an</i>, <i>the</i>), and demonstratives (e.g., <i>this</i>, <i>these</i>, <i>that</i>); identifies root words in frequently occurring forms</p>
L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>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., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>), articles (e.g., <i>a</i>, <i>an</i>, <i>the</i>), and demonstratives (e.g., <i>this</i>, <i>these</i>, <i>that</i>); identifies root words in frequently occurring forms</p>
L.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
L.1.2.a Capitalize dates and names of people.	<p>19. Demonstrates writing skills</p> <p>19c. Writes using conventions</p> <p>4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p>

L.1.2.b Use end punctuation for sentences.	19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
L.1.2.c Use commas in dates and to separate single words in a series.	19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

Vocabulary Acquisition and Use	
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.	
L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>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</p> <p>18. Comprehends and responds to books and other texts</p> <p>18d. Uses context clues to read and comprehend texts</p> <p>4. Uses various strategies to make meaning when reading first-grade-level content; monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes</p>
L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.	<p>18. Comprehends and responds to books and other texts</p> <p>18d. Uses context clues to read and comprehend texts</p> <p>4. Uses various strategies to make meaning when reading first-grade-level content; monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes</p>

<p>L.1.4.c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 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., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>), articles (e.g., <i>a</i>, <i>an</i>, <i>the</i>), and demonstratives (e.g., <i>this</i>, <i>these</i>, <i>that</i>); identifies root words in frequently occurring forms</p> <p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics concepts and knowledge of word structure to decode text 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</p>
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>13. Uses classification skills 10. Groups objects and words in multiple ways based on physical attributes function, and semantic or conceptual associations</p>
<p>L.1.5.b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	<p>13. Uses classification skills 10. Groups objects and words in multiple ways based on physical attributes function, and semantic or conceptual associations</p>
<p>L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 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</p>

<p>L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 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</p>
<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 10. Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</p>

Second Grade	
Reading: Literature	
Key Ideas and Details	
RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 12. Summarizes the major points and central message in grade-appropriate literature and informational texts; makes interpretive comments about text
RL.2.3 Describe how characters in a story respond to major events and challenges.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning
Craft and Structure	
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 12. Locates information using text features (captions, bold, print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning
Integration of Knowledge and Ideas	
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning
Range of Reading and Level of Text Complexity	
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	18. Comprehends and responds to books and other texts 18e. Ready fluently 6. Fluently reads and comprehends second-grade-level texts

Reading: Informational Text	
Key Ideas and Details	
RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning
Craft and Structure	
RI.2.4 Determine the meaning of words and phrases in a text relevant to <i>a Grade 2 topic or subject area</i> .	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 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

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 12. Locates information using text features (captions, bold, print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning
Integration of Knowledge and Ideas	
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning
RI.2.8 Describe how reasons support specific points the author makes in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning
Range of Reading and Level of Text Complexity	
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	18. Comprehends and responds to books and other texts 18e. Ready fluently 6. Fluently reads and comprehends second-grade-level texts
Reading: Foundational Skills	
Phonics and Word Recognition	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics concepts and knowledge of word structure to decode text 7 emerging to 8. Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes
RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics concepts and knowledge of word structure to decode text 8. Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes
RF.2.3.c Decode regularly spelled two-syllable words with long vowels.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics concepts and knowledge of word structure to decode text 8. Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes

RF.2.3.d Decode words with common prefixes and suffixes.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics concepts and knowledge of word structure to decode text 8. Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes
RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 12. Reads grade-appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words
RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 12. Reads grade-appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words
Fluency	
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4.a Read on-level text with purpose and understanding.	18. Comprehends and responds to books and other texts 18e. Ready fluently 6. Fluently reads and comprehends second-grade-level texts
RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	18. Comprehends and responds to books and other texts 18e. Ready fluently 6. Fluently reads and comprehends second-grade-level texts
RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses various strategies to make meaning when reading second-grade-level content; monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds

Writing	
Text Types and Purposes	
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
Production and Distribution of Writing	
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	28. Uses tools and other technology to perform tasks

Research to Build and Present Knowledge	
<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 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</p>
<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>12. Remembers and connects experiences 12b. Makes connections 12. Provides general descriptions of events to occur in the future; links material learned previously and in other contexts</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 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</p>

Speaking and Listening	
Comprehension and Collaboration	
SL.2.1 Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.	
SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 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
SL.2.1.b Build on others’ talk in conversations by linking their comments to the remarks of others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 12. Connects others’ ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions
SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.	8. Listens to and understands increasingly complex language 8a. Comprehends language 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 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 12. Connects others’ ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	8. Listens to and understands increasingly complex language 8a. Comprehends language 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

<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>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</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>12. Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p> <p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>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</p> <p>9. Uses language to express thoughts and needs</p> <p>9d. Tells about another time or place</p> <p>10. Tells stories with clear sequence of events, including a climax and resolution</p>
<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>10. Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference</p>

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 1 and 3 for specific expectations.)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 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
Language	
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
L.2.1.a Use collective nouns (e.g., <i>group</i>).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 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
L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 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
L.2.1.c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 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
L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 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

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 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
L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i> ; <i>The little boy watched the movie</i> ; <i>The action movie was watched by the little boy</i>).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 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
L.2.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
L.2.2.a Capitalize holidays, product names, and geographic names.	19. Demonstrates writing skills 19c. Writes using conventions 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
L.2.2.b Use commas in greetings and closings of letters.	19. Demonstrates writing skills 19c. Writes using conventions 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
L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.	19. Demonstrates writing skills 19c. Writes using conventions 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

L.2.2.d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	19. Demonstrates writing skills 19c. Writes using conventions 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
L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 12. Locates information using text features (captions, bold, print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
Knowledge of Language	
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.3.a Compare formal and informal uses of English.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 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
Vocabulary Acquisition and Use	
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 2 reading and content</i>, choosing flexibly from an array of strategies.	
L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	8. Listens to and understands increasingly complex language 8a. Comprehends language 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 18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses various strategies to make meaning when reading second-grade-level content; monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds

L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses various strategies to make meaning when reading second-grade-level content; monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds
L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses various strategies to make meaning when reading second-grade-level content; monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds
L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses various strategies to make meaning when reading second-grade-level content; monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds
L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 12. Locates information using text features (captions, bold, print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	
L.2.5.a Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	8. Listens to and understands increasingly complex language 8a. Comprehends language 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
L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).	8. Listens to and understands increasingly complex language 8a. Comprehends language 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

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

9. Uses language to express thoughts and needs

9a. Uses an expanding expressive vocabulary

12. Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information

Third Grade	
Reading: Literature	
Key Ideas and Details	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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; differentiate own viewpoint with those in text
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 14. Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea; connects and compares a series of historical events, scientific ideas, and procedures using language reflecting time, cause and effect, and sequence
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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; differentiate own viewpoint with those in text
Craft and Structure	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 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 together
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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; differentiate own viewpoint with those in text
Integration of Knowledge and Ideas	
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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; differentiate own viewpoint with those in text

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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; differentiate own viewpoint with those in text
Range of Reading and Level of Text Complexity	
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.	18. Comprehends and responds to books and other texts 18e. Ready fluently 8. Fluently reads and comprehends third-grade-level texts
Reading: Informational Text	
Key Ideas and Details	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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; differentiate own viewpoint with those in text
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 14. Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea; connects and compares a series of historical events, scientific ideas, and procedures using language reflecting time, cause and effect, and sequence

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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; differentiate own viewpoint with those in text
Craft and Structure	
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 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 together
RI.3.6 Distinguish their own point of view from that of the author of a text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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; differentiate own viewpoint with those in text

Integration of Knowledge and Ideas	
<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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; differentiate own viewpoint with those in text</p>
<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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; differentiate own viewpoint with those in text</p>
<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 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; differentiate own viewpoint with those in text</p>
Range of Reading and Level of Text Complexity	
<p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.</p>	<p>18. Comprehends and responds to books and other texts 18e. Ready fluently 8. Fluently reads and comprehends third-grade-level texts</p>

Reading: Foundational Skills	
Phonics and Word Recognition	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics concepts and knowledge of word structure to decode text 10. Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
RF.3.3.b Decode words with common Latin suffixes.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics concepts and knowledge of word structure to decode text 10. Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
RF.3.3.c Decode multisyllable words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15d Applies phonics concepts and knowledge of word structure to decode text 10. Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
RF.3.3.d Read grade-appropriate irregularly spelled words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 14. Reads grade-appropriate irregularly spelled words
Fluency	
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.3.4.a Read on-level text with purpose and understanding.	18. Comprehends and responds to books and other texts 18e. Ready fluently 8. Fluently reads and comprehends third-grade-level texts
RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	18. Comprehends and responds to books and other texts 18e. Ready fluently 8. Fluently reads and comprehends third-grade-level texts

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content
Writing	
Text Types and Purposes	
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.3.1.b Provide reasons that support the opinion.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.3.1.c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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

W.3.1.d Provide a concluding statement or section.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.3.2.b Develop the topic with facts, definitions, and details.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.3.2.c Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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

W.3.2.d Provide a concluding statement or section.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.3.3.c Use temporal words and phrases to signal event order.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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

W.3.3.d Provide a sense of closure.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
Production and Distribution of Writing	
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	28. Uses tools and other technology to perform tasks

Research to Build and Present Knowledge	
<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 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</p>
<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>12. Remembers and connects experiences 12b. Makes connections 14. Associates people and events with the past, present, and future; begins to organize and compile information from multiple sources to create a useful document connecting events</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 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</p>

Range of Writing	
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
Speaking and Listening	
Comprehension and Collaboration	
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	
SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 14. Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic
SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 14. Engages politely in conversations in which both speakers present and listen to arguments respectfully

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 14. Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation
SL.3.1.d Explain their own ideas and understanding in light of the discussion.	8. Listens to and understands increasingly complex language 8a. Comprehends language 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 non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might</i> , <i>must</i> , <i>will</i>) 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 14. Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	8. Listens to and understands increasingly complex language 8a. Comprehends language 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 non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might</i> , <i>must</i> , <i>will</i>)

<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>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 non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might</i>, <i>must</i>, <i>will</i>)</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>14. Incorporates new grade-appropriate words (acquired through texts and conversations); uses conventional and academic words and phrases; correctly uses abstract nouns</p> <p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>14. Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group</p> <p>9. Uses language to express thoughts and needs</p> <p>9d. Tells about another time or place</p> <p>12. Accurately and thoroughly retells previously heard stories</p>

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	9. Uses language to express thoughts and needs 9b. Speaks clearly 14. Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 here for specific expectations.)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English
Language	
Conventions of Standard English	
L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

L.3.1.b Form and use regular and irregular plural nouns.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English
L.3.1.c Use abstract nouns (e.g., <i>childhood</i>).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 14. Incorporates new grade-appropriate words (acquired through texts and conversations); uses conventional and academic words and phrases; correctly uses abstract nouns
L.3.1.d Form and use regular and irregular verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English
L.3.1.e Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English
L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English
L.3.1.h. Use coordinating and subordinating conjunctions.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English
L.3.1.i Produce simple, compound, and complex sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
L.3.2.a Capitalize appropriate words in titles.	19. Demonstrates writing skills 19c. Writes using conventions 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
L.3.2.b Use commas in addresses.	19. Demonstrates writing skills 19c. Writes using conventions 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
L.3.2.c Use commas and quotation marks in dialogue.	19. Demonstrates writing skills 19c. Writes using conventions 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
L.3.2.d Form and use possessives.	19. Demonstrates writing skills 19c. Writes using conventions 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
L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).	19. Demonstrates writing skills 19c. Writes using conventions 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

L.3.2.f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.	19. Demonstrates writing skills 19c. Writes using conventions 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
L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 12. Locates information using text features (captions, bold, print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
Knowledge of Language	
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3.a Choose words and phrases for effect.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 14. Incorporates new grade-appropriate words (acquired through texts and conversations); uses conventional and academic words and phrases; correctly uses abstract nouns
L.3.3.b Recognize and observe differences between the conventions of spoken and written Standard English.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

Vocabulary Acquisition and Use	
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies.	
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content
L.3.4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content
L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 14. Uses text features and search tools (keyboards, 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 together

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	8. Listens to and understands increasingly complex language 8a. Comprehends language 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 non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might, must, will</i>)
L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i>).	8. Listens to and understands increasingly complex language 8a. Comprehends language 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 non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might, must, will</i>)
L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	8. Listens to and understands increasingly complex language 8a. Comprehends language 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 non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might, must, will</i>)
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 14. Incorporates new grade-appropriate words (acquired through texts and conversations); uses conventional and academic words and phrases; correctly uses abstract nouns

Mathematics	
Kindergarten	
Counting and Cardinality	
Know number names and the count sequence.	
K.CC.A.1 Count to 100 by ones and by tens.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100 by ones and tens; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100 by ones and tens; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects; represent <i>how many</i> by writing one-digit numerals and some two-digit numerals
Count to tell the number of objects.	
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	
K.CC.B.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting 20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects; represent <i>how many</i> by writing one-digit numerals and some two-digit numerals

K.CC.B.4.b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
K.CC.B.4.c Understand that each successive number name refers to a quantity that is one larger.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100 by ones and tens; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 23. Demonstrate knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns
K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	20. Uses number concepts and operations 20b. Quantifies 8. Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts
Compare numbers.	
K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 7 emerging to 8. Identifies numerals to 20 by name and connects each to counted objects; represent <i>how many</i> by writing one-digit numerals and some two-digit numerals

Operations and Algebraic Thinking	
Understand addition, and understand subtraction.	
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	20. Uses number concepts and operations 20b. Quantifies 8. Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 2. Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 2. Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
K.OA.A.5 Fluently add and subtract within 5.	20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 2. Adds and subtracts whole numbers fluently within 5

Number and Operations in Base Ten	
Work with numbers 11-19 to gain foundations for place value.	
K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 2. Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations
Measurement and Data	
Describe and compare measurable attributes.	
K.MD.A.1 Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.	22. Compares and measures 22a. Measures objects 8. Uses measurement words and some standard measurement tools accurately
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	22. Compares and measures 22a. Measures objects 8. Uses measurement words and some standard measurement tools accurately
Classify objects and count the number of objects in each category.	
K.MD.B.3 Classify objects into given categories; count the number of objects in each category, and sort the categories by count.	22. Compares and measures 22c. Represents and analyzes data 4. Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Geometry	
Identify and describe shapes.	
K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	<p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>6. Uses and responds appropriately to positional words indicating location, direction, and distance</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>7 emerging to 8. Shows that shapes remain the same when they are moved, turned, flipped, or slid; break apart or combines shapes to create different shapes and sizes</p>
Analyze, compare, create, and compose shapes.	
K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices or “corners”), and other attributes (e.g., having sides of equal length).	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>8. Shows that shapes remain the same when they are moved, turned, flipped, or slid; break apart or combines shapes to create different shapes and sizes</p>
K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>8. Shows that shapes remain the same when they are moved, turned, flipped, or slid; break apart or combines shapes to create different shapes and sizes</p>
K.G.B.6 Compose simple shapes to form larger shapes. For example, <i>"Can you join these two triangles with full sides touching to make a rectangle?"</i>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>8. Shows that shapes remain the same when they are moved, turned, flipped, or slid; break apart or combines shapes to create different shapes and sizes</p>

First Grade	
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 4. Solves and creates three-number word problems with answers to 20 using addition properties (associative, communicative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20
1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 4. Solves and creates three-number word problems with answers to 20 using addition properties (associative, communicative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20
Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.B.3 Apply properties of operations as strategies to add and subtract.2 <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 4. Solves and creates three-number word problems with answers to 20 using addition properties (associative, communicative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20
1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 4. Solves and creates three-number word problems with answers to 20 using addition properties (associative, communicative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20

Add and subtract within 20.	
1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	20. Uses number concepts and operations 20b. Quantifies 9 emerging to 10. Answers <i>how much</i> questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 4. Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums)
Work with addition and subtraction equations.	
1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 4. Solves and creates three-number word problems with answers to 20 using addition properties (associative, communicative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20
1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i>	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 4. Solves and creates three-number word problems with answers to 20 using addition properties (associative, communicative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20

Number and Operations in Base Ten	
Extend the counting sequence.	
<p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>20. Uses number concepts and operations 20a. Counts 10. Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 10. Represents <i>how many</i> by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers</p>
Understand place value.	
1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	
<p>1.NBT.B.2.a 10 can be thought of as a bundle of ten ones - called a “ten.”</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>
<p>1.NBT.B.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>
<p>1.NBT.B.2.c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>

1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	<p>20. Uses number concepts and operations</p> <p>20c. Connects numerals with their quantities</p> <p>10. Represents <i>how many</i> by writing one-, two-, and three-digit numerals to 120; uses relational symbols ($<$, $>$, $=$) to indicate relationships between whole numbers</p> <p>20. Uses number concepts and operations</p> <p>20d. Understands and uses place value and base ten</p> <p>4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>
Use place value understanding and properties of operations to add and subtract.	
1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	<p>20. Uses number concepts and operations</p> <p>20d. Understands and uses place value and base ten</p> <p>4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>
1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number without having to count; explain the reasoning used.	<p>20. Uses number concepts and operations</p> <p>20d. Understands and uses place value and base ten</p> <p>4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>
1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used.	<p>20. Uses number concepts and operations</p> <p>20d. Understands and uses place value and base ten</p> <p>4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>

Measurement and Data	
Measure lengths indirectly and by iterating length units.	
1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	22. Compares and measures 22a. Measures objects 10. Measures length accurately and expresses the measurement in whole numbers
1.MD.A.2 Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	22. Compares and measures 22a. Measures objects 10. Measures length accurately and expresses the measurement in whole numbers
Tell and write time.	
1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	22. Compares and measures 22b. Measures time and money 8. Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)
Represent and interpret data.	
1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings
Geometry	
Reason with shapes and their attributes.	
1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 10. Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes

<p>1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 10. Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes</p>
<p>1.G.A.3 Partition circles and rectangles into two and four equal shares; describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>; and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 10. Answers <i>how much</i> questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</p>

Second Grade	
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 6. Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to 5 rows and 5 columns)
Add and subtract within 20.	
2.OA.B.2 Fluently add and subtract within 20 using mental strategies. (See standard 6, Grade 1, for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.	20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 6. Adds and subtracts whole numbers fluently within 20 using previously learned mental strategies; identifies the sums of all one-digit numbers from memory
Work with equal groups of objects to gain foundations for multiplication.	
2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	23. Demonstrates knowledge of patterns 12. Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition
2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 6. Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to 5 rows and 5 columns)

Number and Operations in Base Ten	
Understand place value.	
2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	
2.NBT.A.1.a 100 can be thought of as a bundle of ten tens - called a “hundred.”	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
2.NBT.A.1.b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	20. Uses number concepts and operations 20a. Counts 12. Counts to 1,000 to determine how many; uses skip counting (2s, 5s, 10s, and 100s); begins counting at any number between 1 and 1,000; switches between skip counts 23. Demonstrates knowledge of patterns 12. Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition

<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 12. Represents <i>how many</i> by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers</p> <p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
<p>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 12. Represents <i>how many</i> by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers</p> <p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>

Use place value understanding and properties of operations to add and subtract.	
2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
2.NBT.B.8 Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100 – 900.	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)

Measurement and Data	
Measure and estimate lengths in standard units.	
2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	22. Compares and measures 22a. Measures objects 11 emerging to 12. Measures and compares the length of two objects using standard length units
2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	22. Compares and measures 22a. Measures objects 11 emerging to 12. Measures and compares the length of two objects using standard length units
2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	22. Compares and measures 22a. Measures objects 12. Measures and compares the length of two objects using standard length units
2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	22. Compares and measures 22a. Measures objects 12. Measures and compares the length of two objects using standard length units
Relate addition and subtraction to length.	
2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 6. Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to 5 rows and 5 columns)
2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2..., and represent whole-number sums and differences within 100 on a number line diagram.	22. Compares and measures 22c. Represents and analyzes data 8. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts

Work with time and money.	
2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	22. Compares and measures 22b. Measures time and money 10. Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols
2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	22. Compares and measures 22b. Measures time and money 10. Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols
Represent and interpret data.	
2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by making a line plot where the horizontal scale is marked off in whole-number units.	22. Compares and measures 22c. Represents and analyzes data 8. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	22. Compares and measures 22c. Represents and analyzes data 8. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts
Geometry	
Reason with shapes and their attributes.	
2.G.A.1 Recognize and draw shapes having specified attributes such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 12. Use essential attributes to label and create quadrilaterals, pentagons, hexagons, and cubes; visualizes and predicts the results of combining and taking apart two-dimensional and three-dimensional shapes

<p>2.G.A.2 Partition a rectangle into rows and columns of same-size squares, and count to find the total number of them.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 12. Answers <i>how much</i> questions about wholes partitioned into equal share of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</p>
<p>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 12. Answers <i>how much</i> questions about wholes partitioned into equal share of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</p>

Third Grade	
Operations and Algebraic Thinking	
Represent and solve problems involving multiplication and division.	
<p>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
<p>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
<p>3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
<p>3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i></p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>

Understand properties of multiplication and the relationship between multiplication and division.	
<p>3.OA.B.5 Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
<p>3.OA.B.6 Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i></p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
Multiply and divide within 100.	
<p>3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 8. Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/multiplication and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory</p>
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
<p>3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>

3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	23. Demonstrates knowledge of patterns 14. Recognizes arithmetic patterns and explains them using properties of operations
Number and Operations in Base Ten	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 8. Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10-90); rounds three-digit whole numbers to the nearest ten or hundred
3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 8. Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/multiplication and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory
3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10 - 90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 8. Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10-90); rounds three-digit whole numbers to the nearest ten or hundred

Number and Operations – Fractions	
Develop understanding of fractions as numbers.	
<p>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts and size $1/b$.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 14. Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); and uses relation symbols ($<$, $>$, $=$)</p>
3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
<p>3.NF.A.2.a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p>
<p>3.NF.A.2.b Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p>

3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
<p>3.NF.A.3.a Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 14. Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); and uses relation symbols ($<$, $>$, $=$)</p>
<p>3.NF.A.3.b Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p>
<p>3.NF.A.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i></p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 14. Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); and uses relation symbols ($<$, $>$, $=$)</p>

3.NF.A.3.d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	<p>20. Uses number concepts and operations</p> <p>20b. Quantifies</p> <p>14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>20. Uses number concepts and operations</p> <p>20c. Connects numerals with their quantities</p> <p>14. Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); and uses relation symbols ($<$, $>$, $=$)</p>
Measurement and Data	
Solve problems involving measurement and estimation.	
3.MD.A.1 Tell and write time to the nearest minute, and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	<p>22. Compares and measures</p> <p>22b. Measures time and money</p> <p>12. Solves one-step word problems related to time to the nearest minute</p>
3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	<p>22. Compares and measures</p> <p>22a. Measures objects</p> <p>14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>
Represent and interpret data.	
3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	<p>22. Compares and measures</p> <p>22c. Represents and analyzes data</p> <p>10. Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; used the graph to ask and answer questions</p>
3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.	<p>22. Compares and measures</p> <p>22a. Measures objects</p> <p>13 emerging to 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	
3.MD.C.5 Recognize area as an attribute of plane figures, and understand concepts of area measurement.	
3.MD.C.5.a A square with side length 1 unit called “a unit square,” is said to have “one square unit” of area and can be used to measure area.	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
3.MD.C.5.b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
3.MD.C.7 Relate area to the operations of multiplication and addition.	
3.MD.C.7.a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
3.MD.C.7.b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
3.MD.C.7.c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
3.MD.C.7.d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter

Geometric measurement: recognize perimeter.	
3.MD.D.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
Geometry	
Reason with shapes and their attributes.	
3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 14. Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions
3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 14. Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions