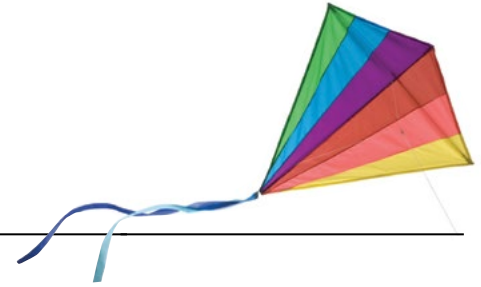




Alignment of

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*GOLD*®

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

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WITH

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

aligned to

**Mississippi College- and Career-Readiness Standards for English Language Arts**

**1<sup>st</sup> grade, adopted 2016**

<b>COMPETENCY</b>	<b>MS.RL.1.</b>	<b>Reading Literature</b>
<b>OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>NUMBERED ITEMS</b>	<b>RL.1.1.</b>	<p>Ask and answer questions about key details in a text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</b>  <b>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</b></p>
<b>NUMBERED ITEMS</b>	<b>RL.1.2.</b>	<p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</b>  <b>Objective 18c.10 Paraphrases grade-appropriate literature and informational texts and includes the major points and central message</b></p>
<b>NUMBERED ITEMS</b>	<b>RL.1.3.</b>	<p>Describe characters, settings, and major events in a story, using key details.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</b>  <b>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</b></p>
<b>COMPETENCY</b>	<b>MS.RL.1.</b>	<b>Reading Literature</b>
<b>OBJECTIVE</b>		<b>Craft and Structure</b>

NUMBERED ITEMS	RL.1.4.	<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</b>  <b>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</b></p>
NUMBERED ITEMS	RL.1.5.	<p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</b>  <b>Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</b></p>
NUMBERED ITEMS	RL.1.6.	<p>Identify who is telling the story at various points in a text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</b>  <b>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</b></p>
<b>COMPETENCY</b>	<b>MS.RL.1.</b>	<b>Reading Literature</b>
<b>OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
NUMBERED ITEMS	RL.1.7.	<p>Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</b>  <b>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</b></p>
NUMBERED ITEMS	RL.1.8.	<p>Not applicable to literature.</p> <p><b>No Correlations</b></p>

NUMBERED ITEMS	RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
COMPETENCY	MS.RL.1.	Reading Literature
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.4 Fluently reads and comprehends first-grade-level texts
COMPETENCY	MS.RI.1.	Reading Informational Text
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	RI.1.1.	Ask and answer questions about key details in a text.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
NUMBERED ITEMS	RI.1.2.	Identify the main topic and retell key details of a text.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.10 Paraphrases grade-appropriate literature and informational texts and includes the major points and central message
NUMBERED ITEMS	RI.1.3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
COMPETENCY	MS.RI.1.	Reading Informational Text
OBJECTIVE		Craft and Structure

NUMBERED ITEMS	RI.1.4.	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts  <b>Objective 18d.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)</b></p>
NUMBERED ITEMS	RI.1.5.	<p>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.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts  <b>Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</b></p>
NUMBERED ITEMS	RI.1.6.	<p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  <b>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</b></p>
<b>COMPETENCY</b>	<b>MS.RI.1.</b>	<b>Reading Informational Text</b>
<b>OBJECTIVE</b>		<b>Integration of Knowledge and Ideas</b>
NUMBERED ITEMS	RI.1.7.	<p>Use the illustrations and details in a text to describe its key ideas.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  <b>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</b></p>
NUMBERED ITEMS	RI.1.8.	<p>Identify the reasons an author gives to support points in a text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts  <b>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</b></p>

NUMBERED ITEMS	RI.1.9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
COMPETENCY	MS.RI.1.	Reading Informational Text
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.4 Fluently reads and comprehends first-grade-level texts
COMPETENCY	MS.RF.1.	Reading Foundational Skills
OBJECTIVE		Print Concepts
NUMBERED ITEMS	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.10 Distinguishes features of a sentence, including capitalization and punctuation
COMPETENCY	MS.RF.1.	Reading Foundational Skills
OBJECTIVE		Phonological Awareness
NUMBERED ITEMS	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words

INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words
INDICATOR	RF.1.2c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.8 Isolates and identifies the beginning sound of a word
INDICATOR	RF.1.2d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words
COMPETENCY	MS.RF.1.	Reading Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

INDICATOR	RF.1.3b.	<p>Decode regularly spelled one-syllable words</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition  d. Applies phonics concepts and knowledge of word structure to decode text  Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard</p>
INDICATOR	RF.1.3c.	<p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition  d. Applies phonics concepts and knowledge of word structure to decode text  Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard</p>
INDICATOR	RF.1.3d.	<p>Use knowledge that every syllable must have a vowel sound to determine the number of syllable in a printed word.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition  d. Applies phonics concepts and knowledge of word structure to decode text  Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard</p>
INDICATOR	RF.1.3e.	<p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition  c. Notices and discriminates discrete units of sound  Objective 15c.4 Shows awareness of separate syllables in words  Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition  d. Applies phonics concepts and knowledge of word structure to decode text  Objective 15d.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>



INDICATOR	RF.1.3f.	Read words with inflectional endings.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.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
INDICATOR	RF.1.3g.	Recognize and read grade-appropriate irregularly spelled words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words
COMPETENCY	MS.RF.1.	Reading Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a	Read grade-level text with purpose and understanding.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.4 Fluently reads and comprehends first-grade-level texts
INDICATOR	RF.1.4b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.4 Fluently reads and comprehends first-grade-level texts
INDICATOR	RF.1.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.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)
COMPETENCY	MS.W.1.	Writing
OBJECTIVE		Text Types and Purposes

NUMBERED ITEMS	W.1.1.	<p>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.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</b>  <b>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</b></p>
NUMBERED ITEMS	W.1.2.	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</b>  <b>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</b></p>
NUMBERED ITEMS	W.1.3.	<p>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.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</b>  <b>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</b></p>
COMPETENCY	MS.W.1.	Writing
OBJECTIVE		Production and Distribution of Writing
NUMBERED ITEMS	W.1.4.	<p>Begins in grade 3.</p> <p>No Correlations</p>

NUMBERED ITEMS	W.1.5.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</b>  <b>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</b></p>
NUMBERED ITEMS	W.1.6.	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>• Objective 28 Uses tools and other technology to perform tasks</b></p>
COMPETENCY	MS.W.1.	Writing
OBJECTIVE		Research to Build and Present Knowledge
NUMBERED ITEMS	W.1.7.	<p>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).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</b>  <b>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</b>  <b>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</b></p>

NUMBERED ITEMS	W.1.8.	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 12 Remembers and connects experiences b. Makes connections</b>  <b>Objective 12b.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</b>  • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation  <b>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</b>  <b>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</b></p>
NUMBERED ITEMS	W.1.9.	<p>Begins in grade 4.</p> <p>No Correlations</p>
COMPETENCY	MS.W.1.	Writing
OBJECTIVE		Range of Writing
NUMBERED ITEMS	W.1.10.	<p>Begins in grade 3.</p> <p>No Correlations</p>
COMPETENCY	MS.SL.1.	Speaking and Listening
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	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.
INDICATOR	SL.1.1a.	<p>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).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</b>  <b>Objective 10b.10 Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions)</b></p>

INDICATOR	SL.1.1b.	<p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</b>  <b>Objective 10a.10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions</b></p>
INDICATOR	SL.1.1c.	<p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</b>  <b>Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</b>  <b>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</b>  <b>Objective 10a.10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions</b></p>
COMPETENCY	MS.SL.1.	Speaking and Listening
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.1.2.	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</b>  <b>Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</b></p>

NUMBERED ITEMS	SL.1.3.	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material  • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation  Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>
COMPETENCY	MS.SL.1.	Speaking and Listening
OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	SL.1.4.	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details  Objective 12 Remembers and connects experiences a. Recognizes and recalls  Objective 12a.10 Begins to use rehearsal strategies, but may need adult prompts/cues; is able to describe details of people, places, things, and events from memory</p>
NUMBERED ITEMS	SL.1.5.	<p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically  Objective 14a.9 Emerging to 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference</p>

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

INDICATOR	L.1.1d.	<p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar  Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p>
INDICATOR	L.1.1e.	<p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar  Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p>
INDICATOR	L.1.1f.	<p>Use frequently occurring adjectives.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar  Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p>
INDICATOR	L.1.1g.	<p>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar  Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p>



INDICATOR	L.1.1h.	Use determiners (e.g., articles, demonstratives).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms
INDICATOR	L.1.1i.	Use frequently occurring prepositions (e.g., during, beyond, toward).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms
INDICATOR	L.1.1j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms
COMPETENCY	MS.L.1.	Language
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2a.	Capitalize dates and names of people.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

INDICATOR	L.1.2b.	Use end punctuation for sentences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
INDICATOR	L.1.2c.	Use commas in dates and to separate single words in a series.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
INDICATOR	L.1.2d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
INDICATOR	L.1.2e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
COMPETENCY	MS.L.1.	Language
OBJECTIVE		Knowledge of Language
NUMBERED ITEMS	L.1.3.	Begins in grade 2.  No Correlations
COMPETENCY	MS.L.1.	Language
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	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.

INDICATOR	L.1.4a.	<p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 8 Listens to and understands increasingly complex language a. Comprehends language</b>  <b>Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</b>  <b>• Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts</b>  <b>Objective 18d.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)</b></p>
INDICATOR	L.1.4b.	<p>Use frequently occurring affixes as a clue to the meaning of a word.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts</b>  <b>Objective 18d.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)</b></p>
INDICATOR	L.1.4c.	<p>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text</b>  <b>Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard</b>  <b>Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</b>  <b>Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</b></p>
COMPETENCY	MS.L.1.	Language
OBJECTIVE		Vocabulary Acquisition and Use

NUMBERED ITEMS	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 13 Uses classification skills Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations
INDICATOR	L.1.5b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 13 Uses classification skills Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations
INDICATOR	L.1.5c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material
INDICATOR	L.1.5d.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material
COMPETENCY	MS.L.1.	Language
OBJECTIVE		Vocabulary Acquisition and Use

NUMBERED ITEMS	L.1.6.	<p>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., because).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 9</b> Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  <b>Objective 9a.10</b> Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</p>
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**Mississippi College- and Career-Readiness Standards for English Language Arts**

**2<sup>nd</sup> grade, adopted 2016**

COMPETENCY	MS.RL.2.	Reading Literature
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	RL.2.1.	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 18</b> Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  <b>Objective 18a.12</b> Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters’ points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
NUMBERED ITEMS	RL.2.2.	<p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • <b>Objective 18</b> Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts  <b>Objective 18c.12</b> Summarizes the major points and central message in grade-appropriate literature and informational texts; makes interpretive comments about text</p>

NUMBERED ITEMS	RL.2.3.	Describe how characters in a story respond to major events and challenges.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
COMPETENCY	MS.RL.2.	Reading Literature
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
NUMBERED ITEMS	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
COMPETENCY	MS.RL.2.	Reading Literature
OBJECTIVE		Integration of Knowledge and Ideas

NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
NUMBERED ITEMS	RL.2.8.	Not applicable to literature.  No Correlations
NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
COMPETENCY	MS.RL.2.	Reading Literature
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.6 Fluently reads and comprehends second-grade-level texts
COMPETENCY	MS.RI.2.	Reading Informational Text
OBJECTIVE		Key Ideas and Details

NUMBERED ITEMS	RI.2.1.	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 18</b> Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  <b>Objective 18a.12</b> Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
NUMBERED ITEMS	RI.2.2.	<p>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 18</b> Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  <b>Objective 18a.12</b> Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
NUMBERED ITEMS	RI.2.3.	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • <b>Objective 18</b> Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  <b>Objective 18a.12</b> Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
COMPETENCY	MS.RI.2.	Reading Informational Text
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	RI.2.4.	<p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • <b>Objective 18</b> Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts  <b>Objective 18d.6</b> 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)</p>



NUMBERED ITEMS	RI.2.5.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts  Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>
NUMBERED ITEMS	RI.2.6.	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
COMPETENCY	MS.RI.2.	Reading Informational Text
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	RI.2.7.	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
NUMBERED ITEMS	RI.2.8.	<p>Describe how reasons support specific points the author makes in a text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts  Objective 18c.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</p>

NUMBERED ITEMS	RI.2.9.	Compare and contrast the most important points presented by two texts on the same topic.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
COMPETENCY	MS.RI.2.	Reading Informational Text
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.6 Fluently reads and comprehends second-grade-level texts
COMPETENCY	MS.RF.2.	Reading Foundational Skills
OBJECTIVE		Print Concepts
NUMBERED ITEMS	RF.2.1.	Not applicable in grade 2.  No Correlations
COMPETENCY	MS.RF.2.	Reading Foundational Skills
OBJECTIVE		Phonological Awareness
NUMBERED ITEMS	RF.2.2.	Not applicable in grade 2.  No Correlations
COMPETENCY	MS.RF.2.	Reading Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes

INDICATOR	RF.2.3b.	<p>Know spelling-sound correspondences for additional common vowel teams.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text</b>  <b>Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</b></p>
INDICATOR	RF.2.3c.	<p>Decode regularly spelled two-syllable words with long vowels.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text  <b>Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</b></p>
INDICATOR	RF.2.3d.	<p>Decode words with common prefixes and suffixes.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text  <b>Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</b></p>
INDICATOR	RF.2.3e.	<p>Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound</b>  <b>Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words</b></p>
INDICATOR	RF.2.3f.	<p>Recognize and read grade-appropriate irregularly spelled words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound  <b>Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words</b></p>
COMPETENCY	MS.RF.2.	Reading Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.2.4a.	Read grade-level text with purpose and understanding.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.6 Fluently reads and comprehends second-grade-level texts
INDICATOR	RF.2.4b.	Read grade-level text rally with accuracy, appropriate rate, and expression on successive readings.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.6 Fluently reads and comprehends second-grade-level texts
INDICATOR	RF.2.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)
COMPETENCY	MS.W.2.	Writing
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed
NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed

NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed
COMPETENCY	MS.W.2.	Writing
OBJECTIVE		Production and Distribution of Writing
NUMBERED ITEMS	W.2.4.	Begins in grade 3.  No Correlations
NUMBERED ITEMS	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed
NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
COMPETENCY	MS.W.2.	Writing
OBJECTIVE		Research to Build and Present Knowledge

NUMBERED ITEMS	W.2.7.	<p>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><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation  Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
NUMBERED ITEMS	W.2.8.	<p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 12 Remembers and connects experiences b. Makes connections  Objective 12b.12 Provides general descriptions of events to occur in the future; links material learned previously and in other contexts  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
NUMBERED ITEMS	W.2.9.	<p>Begins in grade 4.</p> <p>No Correlations</p>
COMPETENCY	MS.W.2.	Writing
OBJECTIVE		Range of Writing
NUMBERED ITEMS	W.2.10.	<p>Begins in grade 3.</p> <p>No Correlations</p>
COMPETENCY	MS.SL.2.	Speaking and Listening
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1a.	<p>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).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</b>  <b>Objective 10b.12 Enters discussions in respectful ways (e.g., says, “Excuse me,” waits, and signals for a chance to speak); identifies the difference between formal and informal English</b></p>
INDICATOR	SL.2.1b.	<p>Build on others’ talk in conversations by linking their comments to the remark of others.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</b>  <b>Objective 10a.12 Connects others’ ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions</b></p>
INDICATOR	SL.2.1c.	<p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • <b>Objective 8 Listens to and understands increasingly complex language a. Comprehends language</b>  <b>Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</b>  <b>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</b>  <b>Objective 10a.12 Connects others’ ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions</b></p>
COMPETENCY	MS.SL.2.	Speaking and Listening
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.2.2.	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • <b>Objective 8 Listens to and understands increasingly complex language a. Comprehends language</b>  <b>Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</b></p>

NUMBERED ITEMS	SL.2.3.	<p>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><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material  Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation  Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
COMPETENCY	MS.SL.2.	Speaking and Listening
OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	SL.2.4.	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information  • Objective 9 Uses language to express thoughts and needs b. Speaks clearly  Objective 9b.12 Speaks clearly when giving a lengthy description of an event or personal experience to an individual or group; adapts word choices to be appropriate to the audience  Objective 9 Uses language to express thoughts and needs d. Tells about another time or place  Objective 9d.10 Tells stories with clear sequence of events, including a climax and resolution</p>
NUMBERED ITEMS	SL.2.5.	<p>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><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically  Objective 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference</p>



NUMBERED ITEMS	SL.2.6.	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</p> <p>Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
COMPETENCY	MS.L.2.	Language
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
INDICATOR	L.2.1a.	<p>Use collective nouns (e.g., group).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
INDICATOR	L.2.1b.	<p>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
INDICATOR	L.2.1c.	<p>Use reflexive pronouns (e.g., myself, ourselves).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>

INDICATOR	L.2.1d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences
INDICATOR	L.2.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences
INDICATOR	L.2.1f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences
COMPETENCY	MS.L.2.	Language
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2a.	Capitalize holidays, product names, and geographic names.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading

INDICATOR	L.2.2b.	Use commas in greetings and closings of letters.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
INDICATOR	L.2.2c.	Use an apostrophe to form contractions and frequently occurring possessives.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
INDICATOR	L.2.2d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy→boil).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
INDICATOR	L.2.2e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
COMPETENCY	MS.L.2.	Language
OBJECTIVE		Knowledge of Language
NUMBERED ITEMS	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.2.3a.	<p>Compare formal and informal uses of English.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language  Objective 10b.12 Enters discussions in respectful ways (e.g., says, “Excuse me,” waits, and signals for a chance to speak); identifies the difference between formal and informal English</p>
COMPETENCY	MS.L.2.	Language
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.2.4a.	<p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material  • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts  Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>
INDICATOR	L.2.4b.	<p>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts  Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>

INDICATOR	L.2.4c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)
INDICATOR	L.2.4d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)
INDICATOR	L.2.4e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
<b>COMPETENCY</b>	<b>MS.L.2.</b>	<b>Language</b>
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	<b>L.2.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
INDICATOR	L.2.5a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material
INDICATOR	L.2.5b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

		<p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p>
<b>COMPETENCY</b>	<b>MS.L.2.</b>	<b>Language</b>
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	<b>L.2.6.</b>	<p>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).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> <li>Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</li> </ul>

## Mississippi College- and Career-Readiness Standards for English Language Arts

3<sup>rd</sup> grade, adopted 2016

<b>COMPETENCY</b>	<b>MS.RL.3.</b>	<b>Reading Literature</b>
<b>OBJECTIVE</b>		<b>Key Ideas and Details</b>
<b>NUMBERED ITEMS</b>	<b>RL.3.1.</b>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> <li>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</li> </ul>

NUMBERED ITEMS	RL.3.2.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts  Objective 18c.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</p>
NUMBERED ITEMS	RL.3.3.	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
COMPETENCY	MS.RL.3.	Reading Literature
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	RL.3.4.	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts  Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p>
NUMBERED ITEMS	RL.3.5.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts  Objective 17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p>

NUMBERED ITEMS	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
COMPETENCY	MS.RL.3.	Reading Literature
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	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).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
NUMBERED ITEMS	RL.3.8.	Not applicable to literature.  No Correlations
NUMBERED ITEMS	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).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
COMPETENCY	MS.RL.3.	Reading Literature
OBJECTIVE		Range of Reading and Level of Text Complexity



NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts
COMPETENCY	MS.RI.3.	Reading Informational Text
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
NUMBERED ITEMS	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.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
NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
COMPETENCY	MS.RI.3.	Reading Informational Text
OBJECTIVE		Craft and Structure

NUMBERED ITEMS	RI.3.4.	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts  Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p>
NUMBERED ITEMS	RI.3.5.	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts  Objective 17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p>
NUMBERED ITEMS	RI.3.6.	<p>Distinguish their own point of view from that of the author of a text.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
COMPETENCY	MS.RI.3.	Reading Informational Text
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	RI.3.7.	<p>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><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>

NUMBERED ITEMS	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
NUMBERED ITEMS	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
COMPETENCY	MS.RI.3.	Reading Informational Text
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts
COMPETENCY	MS.RF.3.	Reading Foundational Skills
OBJECTIVE		Print Concepts
NUMBERED ITEMS	RF.3.1.	Not applicable in grade 3.  No Correlations
COMPETENCY	MS.RF.3.	Reading Foundational Skills
OBJECTIVE		Phonological Awareness
NUMBERED ITEMS	RF.3.2.	Not applicable in grade 3.  No Correlations
COMPETENCY	MS.RF.3.	Reading Foundational Skills
OBJECTIVE		Phonics and Word Recognition

NUMBERED ITEMS	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
INDICATOR	RF.3.3b.	Decode words with common Latin suffixes.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
INDICATOR	RF.3.3c.	Decode multisyllable words  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
INDICATOR	RF.3.3d.	Read grade-appropriate irregularly spelled words.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.14 Reads grade-appropriate irregularly spelled words
COMPETENCY	MS.RF.3.	Reading Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4a.	Read grade-level text with purpose and understanding.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts

INDICATOR	RF.3.4b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts
INDICATOR	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)
COMPETENCY	MS.W.3.	Writing
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons
INDICATOR	W.3.1a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
INDICATOR	W.3.1b.	Provide reasons that support the opinion.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

INDICATOR	W.3.1c.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
INDICATOR	W.3.1d.	Provide a concluding statement or section.  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
COMPETENCY	MS.W.3.	Writing
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
INDICATOR	W.3.2b.	Develop the topic with facts, definitions, and details.  <b><u>GOLD® Objectives for Development and Learning</u></b> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

INDICATOR	W.3.2c.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
INDICATOR	W.3.2d.	Provide a concluding statement or section.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
COMPETENCY	MS.W.3.	Writing
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.3.3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
INDICATOR	W.3.3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose

INDICATOR	W.3.3c.	Use temporal words and phrases to signal event order.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
INDICATOR	W.3.3d.	Provide a sense of closure.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
COMPETENCY	MS.W.3.	Writing
OBJECTIVE		Production and Distribution of Writing
NUMBERED ITEMS	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).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
NUMBERED ITEMS	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).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose



NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
COMPETENCY	MS.W.3.	Writing
OBJECTIVE		Research to Build and Present Knowledge
NUMBERED ITEMS	W.3.7.	Conduct short research projects that build knowledge about a topic.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.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 Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
NUMBERED ITEMS	W.3.9.	Begins in grade 4.  No Correlations
COMPETENCY	MS.W.3.	Writing
OBJECTIVE		Range of Writing

NUMBERED ITEMS	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
COMPETENCY	MS.SL.3.	Speaking and Listening
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1a.	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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.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 Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic
INDICATOR	SL.3.1b.	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).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.14 Engages politely in conversations in which both speakers present and listen to arguments respectfully

INDICATOR	SL.3.1c.	<p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</b>  <b>Objective 10a.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</b></p>
INDICATOR	SL.3.1d.	<p>Explain their own ideas and understanding in light of the discussion.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 8 Listens to and understands increasingly complex language a. Comprehends language</b>  <b>Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)</b>  <b>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</b>  <b>Objective 10a.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</b></p>
COMPETENCY	MS.SL.3.	Speaking and Listening
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.3.2.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 8 Listens to and understands increasingly complex language a. Comprehends language</b>  <b>Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)</b></p>

NUMBERED ITEMS	SL.3.3.	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 8</b> Listens to and understands increasingly complex language a. Comprehends language  <b>Objective 8a.14</b> Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)  <b>Objective 11</b> Demonstrates positive approaches to learning d. Shows curiosity and motivation  <b>Objective 11d.14</b> Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
COMPETENCY	MS.SL.3.	Speaking and Listening
OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	SL.3.4.	<p>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><u><b>GOLD® Objectives for Development and Learning</b></u>  • <b>Objective 9</b> Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  <b>Objective 9a.14</b> Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns  • <b>Objective 9</b> Uses language to express thoughts and needs b. Speaks clearly  <b>Objective 9b.14</b> Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group  • <b>Objective 9</b> Uses language to express thoughts and needs d. Tells about another time or place  <b>Objective 9d.12</b> Accurately and thoroughly retells previously heard stories or information</p>
NUMBERED ITEMS	SL.3.5.	<p>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.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • <b>Objective 9</b> Uses language to express thoughts and needs b. Speaks clearly  <b>Objective 9b.14</b> Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group</p>

NUMBERED ITEMS	SL.3.6.	<p>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 for specific expectations.)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 9</b> Uses language to express thoughts and needs c. Uses conventional grammar  <b>Objective 9c.14</b> 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</p>
COMPETENCY	MS.L.3.	Language
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
INDICATOR	L.3.1a.	<p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 9</b> Uses language to express thoughts and needs c. Uses conventional grammar  <b>Objective 9c.14</b> 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</p>
INDICATOR	L.3.1b.	<p>Form and use regular and irregular plural nouns.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 9</b> Uses language to express thoughts and needs c. Uses conventional grammar  <b>Objective 9c.14</b> 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</p>

INDICATOR	L.3.1c.	<p>Use abstract nouns (e.g., childhood).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</p>
INDICATOR	L.3.1d.	<p>Form and use regular and irregular verbs.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar  Objective 9c.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</p>
INDICATOR	L.3.1e.	<p>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar  Objective 9c.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</p>
INDICATOR	L.3.1f.	<p>Ensure subject-verb and pronoun-antecedent agreement.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar  Objective 9c.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</p>

INDICATOR	L.3.1g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.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
INDICATOR	L.3.1h.	Use coordinating and subordinating conjunctions.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.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
INDICATOR	L.3.1i.	Produce simple, compound, and complex sentences.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.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
COMPETENCY	MS.L.3.	Language
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2a.	Capitalize appropriate words in titles.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft

INDICATOR	L.3.2b.	<p>Use commas in addresses.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills c. Writes using conventions  Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
INDICATOR	L.3.2c.	<p>Use commas and quotation marks in dialogue.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills c. Writes using conventions  Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
INDICATOR	L.3.2d.	<p>Form and use possessives.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills c. Writes using conventions  Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
INDICATOR	L.3.2e.	<p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills c. Writes using conventions  Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
INDICATOR	L.3.2f.	<p>Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills c. Writes using conventions  Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>



INDICATOR	L.3.2g.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
COMPETENCY	MS.L.3.	Language
OBJECTIVE		Knowledge of Language
NUMBERED ITEMS	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3a.	Choose words and phrases for effect.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns
INDICATOR	L.3.3b.	Recognize and observe differences between the conventions of spoken and written standard English.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.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
COMPETENCY	MS.L.3.	Language
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.3.4a.	<p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts  Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p>
INDICATOR	L.3.4b.	<p>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts  Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p>
INDICATOR	L.3.4c.	<p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts  Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p>
INDICATOR	L.3.4d.	<p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts  Objective 17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p>
COMPETENCY	MS.L.3.	Language
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

INDICATOR	L.3.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)
INDICATOR	L.3.5b.	Identify real life connections between words and their use (e.g., describe people who are friendly or helpful).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)
INDICATOR	L.3.5c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)
COMPETENCY	MS.L.3.	Language
OBJECTIVE		Vocabulary Acquisition and Use

NUMBERED ITEMS	L.3.6.	<p>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., After dinner that night we went looking for them).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 10 Uses appropriate conversational and other communication skills b. Uses social 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</p>
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## Mississippi College- and Career-Readiness Standards for Mathematics

1<sup>st</sup> grade, adopted 2016

COMPETENCY	MS.MP.	Standards for Mathematical Practice
OBJECTIVE	MP.1.	<p>Make sense of problems and persevere in solving them.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  Objective 11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems</p>
OBJECTIVE	MP.2.	<p>Reason abstractly and quantitatively.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking  Objective 11e.14 Reverses thoughts mentally; understands directional perspectives other than his or her own</p>
OBJECTIVE	MP.3.	<p>Construct viable arguments and critique the reasoning of others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  Objective 11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems</p>

OBJECTIVE	MP.4.	<p>Model with mathematics.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.12 Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work</p>
OBJECTIVE	MP.5.	<p>Use appropriate tools strategically.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p>Objective 11e.14 Reverses thoughts mentally; understands directional perspectives other than his or her own</p>
OBJECTIVE	MP.6.	<p>Attend to precision.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.14 Directs attention based on previous performance and concentrates on activities that require additional study</p>
OBJECTIVE	MP.7.	<p>Look for and make use of structure.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.12 Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work</p>
OBJECTIVE	MP.8.	<p>Look for and express regularity in repeated reasoning.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p>Objective 11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems</p>
COMPETENCY	MS.1.OA.	Operations and Algebraic Thinking (OA)
OBJECTIVE		Represent and solve problems involving addition and subtraction

NUMBERED ITEMS	1.OA.1.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships  Objective 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
NUMBERED ITEMS	1.OA.2.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships  Objective 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
COMPETENCY	MS.1.OA.	Operations and Algebraic Thinking (OA)
OBJECTIVE		Understand and apply properties of operations and the relationship between addition and Subtraction
NUMBERED ITEMS	1.OA.3.	<p>Apply properties of operations as strategies to add and subtract. Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships  Objective 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>

NUMBERED ITEMS	1.OA.4.	<p>Understand subtraction as an unknown-addend problem. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 20</b> Uses number concepts and operations e. Applies properties of mathematical operations and relationships  <b>Objective 20e.4</b> Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
COMPETENCY	MS.1.OA.	Operations and Algebraic Thinking (OA)
OBJECTIVE		Add and subtract within 20
NUMBERED ITEMS	1.OA.5.	<p>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations b. Quantifies  <b>Objective 20b.9</b> Emerging to <b>20b.10</b> Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</p>
NUMBERED ITEMS	1.OA.6.	<p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 20</b> Uses number concepts and operations e. Applies properties of mathematical  <b>20</b> Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations  <b>Objective 20f.4</b> 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)</p>
COMPETENCY	MS.1.OA.	Operations and Algebraic Thinking (OA)
OBJECTIVE		Work with addition and subtraction equations

NUMBERED ITEMS	1.OA.7.	<p>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? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p> <p><u>GOLD® Objectives for Development and Learning</u>  <b>Objective 20</b> Uses number concepts and operations e. Applies properties of mathematical operations and relationships  <b>Objective 20e.4</b> Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
NUMBERED ITEMS	1.OA.8.	<p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = [] - 3</math>, <math>6 + 6 = []</math>.</p> <p><u>GOLD® Objectives for Development and Learning</u>  <b>Objective 20</b> Uses number concepts and operations e. Applies properties of mathematical operations and relationships  <b>Objective 20e.4</b> Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
COMPETENCY	MS.1.NBT.	Number and Operations in Base Ten (NBT)
OBJECTIVE		Extend the counting sequence
NUMBERED ITEMS	1.NBT.1.	<p>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><u>GOLD® Objectives for Development and Learning</u>  <b>Objective 20</b> Uses number concepts and operations a. Counts  <b>Objective 20a.10</b> 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  <b>Objective 20</b> Uses number concepts and operations c. Connects numerals with their quantities  <b>Objective 20c.10</b> Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<math>,</math> <math>=</math>) to indicate relationships between whole numbers  <b>Objective 20</b> Uses number concepts and operations d. Understands and uses place value and base ten</p>
COMPETENCY	MS.1.NBT.	Number and Operations in Base Ten (NBT)
OBJECTIVE		Understand place value
NUMBERED ITEMS	1.NBT.2.	<p>Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p>



INDICATOR	1.NBT.2.a.	<p>10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.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>
INDICATOR	1.NBT.2.b.	<p>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><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.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>
INDICATOR	1.NBT.2.c.	<p>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><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.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>
COMPETENCY	MS.1.NBT.	Number and Operations in Base Ten (NBT)
OBJECTIVE		Understand place value
NUMBERED ITEMS	1.NBT.3.	<p>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations c. Connects numerals with their quantities  Objective 20c.10 Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<math>,</math> <math>=</math>) to indicate relationships between whole numbers  • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.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>
COMPETENCY	MS.1.NBT.	Number and Operations in Base Ten (NBT)

<b>OBJECTIVE</b>		<b>Use place value understanding and properties of operations to add and subtract</b>
<b>NUMBERED ITEMS</b>	<b>1.NBT.4.</b>	<p>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> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.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>
<b>NUMBERED ITEMS</b>	<b>1.NBT.5.</b>	<p>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p><b><u>No GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.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>
<b>NUMBERED ITEMS</b>	<b>1.NBT.6.</b>	<p>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> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.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>
<b>COMPETENCY</b>	<b>MS.1.MD.</b>	<b>Measurement and Data (MD)</b>
<b>OBJECTIVE</b>		<b>Measure lengths indirectly and by iterating length units</b>
<b>NUMBERED ITEMS</b>	<b>1.MD.1.</b>	<p>Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 22 Compares and measures a. Measures objects  Objective 22a.10 Measures length accurately and expresses the measurement in whole numbers</p>

NUMBERED ITEMS	1.MD.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 22 Compares and measures a. Measures objects Objective 22a.10 Measures length accurately and expresses the measurement in whole numbers
COMPETENCY	MS.1.MD.	Measurement and Data (MD)
OBJECTIVE		Tell and write time with respect to a clock and a calendar
NUMBERED ITEMS	1.MD.3a.	Tell and write time in hours and half-hours using analog and digital clocks.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 22 Compares and measures b. Measures time and money Objective 22b.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)
NUMBERED ITEMS	1.MD.3b.	Identify the days of the week, the number of days in a week, and the number of weeks in each month.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 22 Compares and measures b. Measures time and money Objective 22b.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)
COMPETENCY	MS.1.MD.	Measurement and Data (MD)
OBJECTIVE		Represent and interpret data
NUMBERED ITEMS	1.MD.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.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.6 Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings
COMPETENCY	MS.1.MD.	Measurement and Data (MD)
OBJECTIVE		Work with money

NUMBERED ITEMS	1.MD.5a.	<p>Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, \$1).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 22 Compares and measures b. Measures time and money  Objective 22b.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)</p>
NUMBERED ITEMS	1.MD.5b.	<p>Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 22 Compares and measures b. Measures time and money  Objective 22b.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)</p>
NUMBERED ITEMS	1.MD.5c.	<p>Count like U.S. coins up to the equivalent of a dollar.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 22 Compares and measures b. Measures time and money  Objective 22b.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)</p>
NUMBERED ITEMS	1.MD.5d.	<p>Find the equivalent value for all greater value U.S. coins using like value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal dime, but not 1 nickel and 5 pennies equal 1 dime).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 22 Compares and measures b. Measures time and money  Objective 22b.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)</p>
COMPETENCY	MS.1.G.	Geometry (G)
OBJECTIVE		Reason with shapes and their attributes
NUMBERED ITEMS	1.G.1.	<p>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.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes  Objective 21b.10 Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes</p>

NUMBERED ITEMS	1.G.2.	<p>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><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 21</b> Explores and describes spatial relationships and shapes b. Understands shapes  <b>Objective 21b.10</b> Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes</p>
NUMBERED ITEMS	1.G.3.	<p>Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. 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><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 20</b> Uses number concepts and operations b. Quantifies  <b>Objective 20b.10</b> Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</p>

## Mississippi College- and Career-Readiness Standards for Mathematics

2<sup>nd</sup> grade, adopted 2016

COMPETENCY	MS.MP.	Standards for Mathematical Practice
OBJECTIVE	MP.1.	<p>Make sense of problems and persevere in solving them.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • <b>Objective 11</b> Demonstrates positive approaches to learning c. Solves problems  <b>Objective 11c.10</b> Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers</p>
OBJECTIVE	MP.2.	<p>Reason abstractly and quantitatively.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • <b>Objective 11</b> Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking  <b>Objective 11e.12</b> Accepts last minute changes and requires less detailed instructions; experiments with invention</p>

OBJECTIVE	MP.3.	Construct viable arguments and critique the reasoning of others.  <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers
OBJECTIVE	MP.4.	Model with mathematics.  <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference
OBJECTIVE	MP.5.	Use appropriate tools strategically.  <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.12 Accepts last minute changes and requires less detailed instructions; experiments with invention
OBJECTIVE	MP.6.	Attend to precision.  <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.12 Concentrates on tasks for extended periods but may become restless, especially during activities viewed as less interesting; repeatedly practices activities thought to be enjoyable
OBJECTIVE	MP.7.	Look for and make use of structure.  <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference
OBJECTIVE	MP.8.	Look for and express regularity in repeated reasoning.  <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers
COMPETENCY	MS.2.OA.	Operations and Algebraic Thinking (OA)
OBJECTIVE		Represent and solve problems involving addition and subtraction

NUMBERED ITEMS	2.OA.1.	<p>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.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 20</b> Uses number concepts and operations e. Applies properties of mathematical operations and relationships  <b>Objective 20e.6</b> 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 five rows and five columns)</p>
COMPETENCY	MS.2.OA.	Operations and Algebraic Thinking (OA)
OBJECTIVE		Add and subtract within 20
NUMBERED ITEMS	2.OA.2.	<p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 20</b> Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations  <b>Objective 20f.6</b> Adds and subtracts whole numbers fluently within 20 using previously learned mental strategies; knows all the addition combinations of two, one-digit numbers from memory</p>
COMPETENCY	MS.2.OA.	Operations and Algebraic Thinking (OA)
OBJECTIVE		Work with equal groups of objects to gain foundations for multiplication
NUMBERED ITEMS	2.OA.3.	<p>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.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • <b>Objective 23</b> Demonstrates knowledge of patterns  <b>Objective 23.12</b> Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition</p>
NUMBERED ITEMS	2.OA.4.	<p>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.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 20</b> Uses number concepts and operations e. Applies properties of mathematical operations and relationships  <b>Objective 20e.6</b> 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 five rows and five columns)</p>

<b>COMPETENCY</b>	<b>MS.2.NBT.</b>	<b>Number and Operations in Base Ten (NBT)</b>
<b>OBJECTIVE</b>		<b>Understand place value</b>
<b>NUMBERED ITEMS</b>	<b>2.NBT.1.</b>	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:
<b>INDICATOR</b>	<b>2.NBT.1.a.</b>	100 can be thought of as a bundle of ten tens — called a “hundred.”  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
<b>INDICATOR</b>	<b>2.NBT.1.b.</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).  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
<b>COMPETENCY</b>	<b>MS.2.NBT.</b>	<b>Number and Operations in Base Ten (NBT)</b>
<b>OBJECTIVE</b>		<b>Understand place value</b>
<b>NUMBERED ITEMS</b>	<b>2.NBT.2.</b>	Count within 1000; skip-count by 5s starting at any number ending in 5 or 0. Skip-count by 10s and 100s starting at any number.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 20 Uses number concepts and operations a. Counts Objective 20a.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 • Objective 23 Demonstrates knowledge of patterns Objective 23.12 Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition



NUMBERED ITEMS	2.NBT.3.	<p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations c. Connects numerals with their quantities  Objective 20c.12 Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
NUMBERED ITEMS	2.NBT.4.	<p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations c. Connects numerals with their quantities  Objective 20c.12 Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
COMPETENCY	MS.2.NBT.	Number and Operations in Base Ten (NBT)
OBJECTIVE		Use place value understanding and properties of operations to add and subtract
NUMBERED ITEMS	2.NBT.5.	<p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction..</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>

NUMBERED ITEMS	2.NBT.6.	<p>Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
NUMBERED ITEMS	2.NBT.7.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
NUMBERED ITEMS	2.NBT.8.	<p>Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
NUMBERED ITEMS	2.NBT.9.	<p>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten  Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
COMPETENCY	MS.2.MD.	Measurement and Data (MD)
OBJECTIVE		Measure and estimate lengths in standard units

NUMBERED ITEMS	2.MD.1.	<p>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 22 Compares and measures a. Measures objects  Objective 22a.11 Emerging to 22a.12 Measures and compares the length of two objects using standard length units</p>
NUMBERED ITEMS	2.MD.2.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 22 Compares and measures a. Measures objects  Objective 22a.11 Emerging to 22a.12 Measures and compares the length of two objects using standard length units</p>
NUMBERED ITEMS	2.MD.3.	<p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 22 Compares and measures a. Measures objects  Objective 22a.12 Measures and compares the length of two objects using standard length units</p>
NUMBERED ITEMS	2.MD.4.	<p>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 22 Compares and measures a. Measures objects  Objective 22a.12 Measures and compares the length of two objects using standard length units</p>
COMPETENCY	MS.2.MD.	Measurement and Data (MD)
OBJECTIVE		Relate addition and subtraction to length
NUMBERED ITEMS	2.MD.5.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships  Objective 20e.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 five rows and five columns)</p>

NUMBERED ITEMS	2.MD.6.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 22 Compares and measures c. Represents and analyzes data  <b>Objective 22c.8 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions</b></p>
COMPETENCY	MS.2.MD.	Measurement and Data (MD)
OBJECTIVE		Work with time with respect to a clock and a calendar, and work with money
NUMBERED ITEMS	2.MD.7.	<p>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 22 Compares and measures b. Measures time and money  <b>Objective 22b.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</b></p>
NUMBERED ITEMS	2.MD.8a.	<p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 22 Compares and measures b. Measures time and money  <b>Objective 22b.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</b></p>
NUMBERED ITEMS	2.MD.8b.	<p>Fluently use a calendar to answer simple real world problems such as “How many weeks are in a year?” or “James gets a \$5 allowance every 2 months, how much money will he have at the end of each year?”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 22 Compares and measures b. Measures time and money  <b>Objective 22b.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</b></p>
COMPETENCY	MS.2.MD.	Measurement and Data (MD)
OBJECTIVE		Represent and interpret data

NUMBERED ITEMS	2.MD.9.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and measures a. Measures objects</b>  <b>Objective 22c.8 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions</b></p>
NUMBERED ITEMS	2.MD.10.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and measures c. Represents and analyzes data</b>  <b>Objective 22c.8 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions</b></p>
COMPETENCY	MS.2.G.	Geometry (G)
OBJECTIVE		Reason with shapes and their attributes
NUMBERED ITEMS	2.G.1.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</b>  <b>Objective 21b.12 Uses 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</b></p>
NUMBERED ITEMS	2.G.2.	<p>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>• Objective 20 Uses number concepts and operations b. Quantifies</b>  <b>Objective 20b.12 Answers how much questions about wholes partitioned into equal shares of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</b></p>

NUMBERED ITEMS	2.G.3.	<p>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, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 20 Uses number concepts and operations b. Quantifies  <b>Objective 20b.12</b> Answers how much questions about wholes partitioned into equal shares of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</p>
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**Mississippi College- and Career-Readiness Standards for Mathematics**

**3<sup>rd</sup> grade, adopted 2016**

COMPETENCY	MS.MP.	Standards for Mathematical Practice
OBJECTIVE	MP.1.	<p>Make sense of problems and persevere in solving them.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  <b>Objective 11c.12</b> Plans, considers various alternatives, and combines skills and strategies needed to solve problems</p>
OBJECTIVE	MP.2.	<p>Reason abstractly and quantitatively.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking  <b>Objective 11e.14</b> Reverses thoughts mentally; understands directional perspectives other than his or her own</p>
OBJECTIVE	MP.3.	<p>Construct viable arguments and critique the reasoning of others.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  <b>Objective 11c.12</b> Plans, considers various alternatives, and combines skills and strategies needed to solve problems</p>

OBJECTIVE	MP.4.	<p>Model with mathematics.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.12 Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work</p>
OBJECTIVE	MP.5.	<p>Use appropriate tools strategically.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p>Objective 11e.14 Reverses thoughts mentally; understands directional perspectives other than his or her own</p>
OBJECTIVE	MP.6.	<p>Attend to precision.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.14 Directs attention based on previous performance and concentrates on activities that require additional study</p>
OBJECTIVE	MP.7.	<p>Look for and make use of structure.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.12 Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work</p>
OBJECTIVE	MP.8.	<p>Look for and express regularity in repeated reasoning.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p>Objective 11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems</p>
COMPETENCY	MS.3.OA.	Operations and Algebraic Thinking (OA)
OBJECTIVE		Represent and solve problems involving multiplication and division

NUMBERED ITEMS	3.OA.1.	<p>Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships  Objective 20e.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>
NUMBERED ITEMS	3.OA.2.	<p>Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> 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. For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships  Objective 20e.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>
NUMBERED ITEMS	3.OA.3.	<p>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><u><b>GOLD® Objectives for Development and Learning</b></u>  Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships  Objective 20e.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>



NUMBERED ITEMS	3.OA.4.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors 0-10. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$ , $5 = ? \div 3$ , $6 \times 6 = ?$ .  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.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
COMPETENCY	MS.3.OA.	Operations and Algebraic Thinking (OA)
OBJECTIVE		Understand properties of multiplication and the relationship between multiplication and division
NUMBERED ITEMS	3.OA.5.	Apply properties of operations as strategies to multiply and divide. 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 $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.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
NUMBERED ITEMS	3.OA.6.	Understand division as an unknown-factor problem, where a remainder does not exist. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8 with no remainder  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.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
COMPETENCY	MS.3.OA.	Operations and Algebraic Thinking (OA)
OBJECTIVE		Multiply and divide within 100

NUMBERED ITEMS	3.OA.7.	<p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand the concept when a remainder does not exist under division.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 20</b> Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations  <b>Objective 20f.8</b> 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/subtraction and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory</p>
COMPETENCY	MS.3.OA.	Operations and Algebraic Thinking (OA)
OBJECTIVE		Solve problems involving the four operations, and identify and explain patterns in arithmetic
NUMBERED ITEMS	3.OA.8.	<p>Solve two-step (two operational steps) 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. Include problems with whole dollar amounts</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 20</b> Uses number concepts and operations e. Applies properties of mathematical operations and relationships  <b>Objective 20e.8</b> 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>
NUMBERED ITEMS	3.OA.9.	<p>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • <b>Objective 23</b> Demonstrates knowledge of patterns  <b>Objective 23.14</b> Recognizes arithmetic patterns and explains them using properties of operations</p>
COMPETENCY	MS.3.NBT.	Number and Operations in Base Ten (NBT)
OBJECTIVE		Use place value understanding and properties of operations to perform multi-digit arithmetic

NUMBERED ITEMS	3.NBT.1.	Use place value understanding to round whole numbers to the nearest 10 or 100.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.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
NUMBERED ITEMS	3.NBT.2.	Fluently add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole dollar amounts.  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.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/subtraction and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory
NUMBERED ITEMS	3.NBT.3.	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.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
COMPETENCY	MS.3.NF.	Number and Operations—Fractions (NF)
OBJECTIVE		Develop understanding of fractions as numbers
NUMBERED ITEMS	3.NF.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 of size $1/b$ .  <u><b>GOLD® Objectives for Development and Learning</b></u> Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.14 Represents fractional quantities as parts of a whole ( $a/2$ , $a/3$ , $a/4$ , $a/6$ , $a/8$ ); uses relation symbols ( $,$ $=$ ) to show fractional comparisons
COMPETENCY	MS.3.NF.	Number and Operations—Fractions (NF)

<b>OBJECTIVE</b>		<b>Develop understanding of fractions as numbers</b>
<b>NUMBERED ITEMS</b>	<b>3.NF.2.</b>	<b>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</b>
<b>INDICATOR</b>	<b>3.NF.2.a.</b>	<p>Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 20</b> Uses number concepts and operations b. Quantifies  <b>Objective 20b.14</b> Compares fractions and explains them using physical models, pictorial representations, and number lines</p>
<b>INDICATOR</b>	<b>3.NF.2.b.</b>	<p>Represent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 20</b> Uses number concepts and operations b. Quantifies  <b>Objective 20b.14</b> Compares fractions and explains them using physical models, pictorial representations, and number lines</p>
<b>COMPETENCY</b>	<b>MS.3.NF.</b>	<b>Number and Operations—Fractions (NF)</b>
<b>OBJECTIVE</b>		<b>Develop understanding of fractions as numbers</b>
<b>NUMBERED ITEMS</b>	<b>3.NF.3.</b>	<b>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</b>
<b>INDICATOR</b>	<b>3.NF.3.a.</b>	<p>Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize that comparisons are valid only when the two fractions refer to the same whole.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 20</b> Uses number concepts and operations b. Quantifies  <b>Objective 20b.14</b> Compares fractions and explains them using physical models, pictorial representations, and number lines  <b>Objective 20</b> Uses number concepts and operations c. Connects numerals with their quantities  <b>Objective 20c.14</b> Represents fractional quantities as parts of a whole (<math>a/2</math>, <math>a/3</math>, <math>a/4</math>, <math>a/6</math>, <math>a/8</math>); uses relation symbols (<math>,</math> <math>=</math>) to show fractional comparisons</p>
<b>INDICATOR</b>	<b>3.NF.3.b.</b>	<p>Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 20</b> Uses number concepts and operations b. Quantifies  <b>Objective 20b.14</b> Compares fractions and explains them using physical models, pictorial representations, and number lines</p>

INDICATOR	3.NF.3.c.	<p>Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations b. Quantifies  Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines  Objective 20 Uses number concepts and operations c. Connects numerals with their quantities  Objective 20c.14 Represents fractional quantities as parts of a whole (<math>a/2</math>, <math>a/3</math>, <math>a/4</math>, <math>a/6</math>, <math>a/8</math>); uses relation symbols (<math>,</math> <math>=</math>) to show fractional comparisons</p>
INDICATOR	3.NF.3.d.	<p>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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 20 Uses number concepts and operations b. Quantifies  Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines  Objective 20 Uses number concepts and operations c. Connects numerals with their quantities  Objective 20c.14 Represents fractional quantities as parts of a whole (<math>a/2</math>, <math>a/3</math>, <math>a/4</math>, <math>a/6</math>, <math>a/8</math>); uses relation symbols (<math>,</math> <math>=</math>) to show fractional comparisons</p>
COMPETENCY	MS.3.MD.	Measurement and Data (MD)
OBJECTIVE		Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
NUMBERED ITEMS	3.MD.1.	<p>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> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  Objective 22 Compares and measures b. Measures time and money  Objective 22b.12 Solves one-step word problems related to time to the nearest minute</p>

NUMBERED ITEMS	3.MD.2.	<p>Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 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> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and measures a. Measures objects</b>  <b>Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</b></p>
COMPETENCY	MS.3.MD.	Measurement and Data (MD)
OBJECTIVE		Represent and interpret data
NUMBERED ITEMS	3.MD.3.	<p>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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and measures c. Represents and analyzes data</b>  <b>Objective 22c.10 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions</b></p>
NUMBERED ITEMS	3.MD.4.	<p>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> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and measures a. Measures objects</b>  <b>Objective 22a.13 Emerging to 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</b></p>
COMPETENCY	MS.3.MD.	Measurement and Data (MD)
OBJECTIVE		Geometric measurement: understand concepts of area and relate area to multiplication and to addition
NUMBERED ITEMS	3.MD.5.	Recognize area as an attribute of plane figures and understand concepts of area measurement.
INDICATOR	3.MD.5.a.	<p>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.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  <b>• Objective 22 Compares and measures a. Measures objects</b>  <b>Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</b></p>

INDICATOR	3.MD.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.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 22 Compares and measures a. Measures objects Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
COMPETENCY	MS.3.MD.	Measurement and Data (MD)
OBJECTIVE		Geometric measurement: understand concepts of area and relate area to multiplication and to addition
NUMBERED ITEMS	3.MD.6.	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 22 Compares and measures a. Measures objects Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
COMPETENCY	MS.3.MD.	Measurement and Data (MD)
OBJECTIVE		Geometric measurement: understand concepts of area and relate area to multiplication and to addition
NUMBERED ITEMS	3.MD.7.	Relate area to the operations of multiplication and addition.
INDICATOR	3.MD.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.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 22 Compares and measures a. Measures objects Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
INDICATOR	3.MD.7.b.	Multiply side lengths to find areas of rectangles with whole-number side lengths (where factors can be between 1 and 10, inclusively) in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 22 Compares and measures a. Measures objects Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter

INDICATOR	3.MD.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.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</b>
INDICATOR	3.MD.7.d.	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. Recognize area as additive.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</b>
COMPETENCY	MS.3.MD.	Measurement and Data (MD)
OBJECTIVE		Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures
NUMBERED ITEMS	3.MD.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 (including, but not limited to: modeling, drawing, designing, and creating) rectangles with the same perimeter and different areas or with the same area and different perimeters.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</b>
COMPETENCY	MS.3.G.	Geometry (G)
OBJECTIVE		Reason with shapes and their attributes



<p><b>NUMBERED ITEMS</b></p>	<p><b>3.G.1.</b></p>	<p>Understand that shapes in different categories (e.g., rhombuses, rectangles, circles, 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.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 21</b> Explores and describes spatial relationships and shapes b. Understands shapes  <b>Objective 21b.14</b> 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</p>
<p><b>NUMBERED ITEMS</b></p>	<p><b>3.G.2.</b></p>	<p>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  <b>Objective 21</b> Explores and describes spatial relationships and shapes b. Understands shapes  <b>Objective 21b.14</b> 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</p>

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