**TeachingStrategies®**

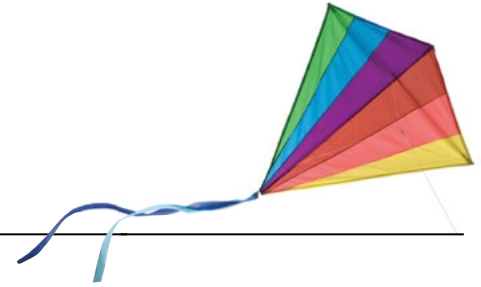**Alignment of**

*GOLD*®

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

WITH

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

## aligned to

## Maine Learning Results: English Language Arts

## Grade: Kindergarten – Adopted 2010

| STRAND / DOMAIN | ME.CC.RL.K. | Reading Standards for Literature |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | RL.K.1. | With prompting and support, ask and answer questions about key details in a text.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult** |
| STANDARD | RL.K.2. | With prompting and support, retell familiar stories, including key details.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts<br>Objective 18a.5 Emerging to **18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate** |
| STANDARD | RL.K.3. | With prompting and support, identify characters, settings, and major events in a story.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult** |
| STRAND / DOMAIN | ME.CC.RL.K. | Reading Standards for Literature |
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |

| STANDARD | RL.K.4. | Ask and answer questions about unknown words in a text.<br><br>_GOLD_® **Objectives for Development and Learning**<br> • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>**Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)** |
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| STANDARD | RL.K.5. | Recognize common types of texts (e.g., storybooks, poems).<br><br>_GOLD_® **Objectives for Development and Learning**<br> • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.8 Uses various types of books for their intended purposes** |
| STANDARD | RL.K.6. | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.<br><br>_GOLD_® **Objectives for Development and Learning**<br> • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors** |
| **STRAND / DOMAIN** | **ME.CC.RL.K.** | **Reading Standards for Literature** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Integration of Knowledge and Ideas** |
| STANDARD | RL.K.7. | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br><br>_GOLD_® **Objectives for Development and Learning**<br> • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points** |
| STANDARD | RL.K.8. | (Not applicable to literature)<br><br>**No Correlations** |

| STANDARD | RL.K.9. | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points |
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| **STRAND / DOMAIN** | **ME.CC.RL.K.** | **Reading Standards for Literature** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Range of Reading and Level of Text Complexity** |
| STANDARD | RL.K.10. | Actively engage in group reading activities with purpose and understanding.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points |
| **STRAND / DOMAIN** | **ME.CC.RI.K.** | **Reading Standards for Informational Text** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Key Ideas and Details** |
| STANDARD | RI.K.1. | With prompting and support, ask and answer questions about key details in a text.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult** |
| STANDARD | RI.K.2. | With prompting and support, identify the main topic and retell key details of a text.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.5 Emerging to **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult** |

| STANDARD | RI.K.3. | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.<br><br>***GOLD*® Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points |
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| **STRAND / DOMAIN** | **ME.CC.RI.K.** | **Reading Standards for Informational Text** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Craft and Structure** |
| STANDARD | RI.K.4. | With prompting and support, ask and answer questions about unknown words in a text.<br><br>***GOLD*® Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts<br>Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections) |
| STANDARD | RI.K.5. | Identify the front cover, back cover, and title page of a book.<br><br>***GOLD*® Objectives for Development and Learning**<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors |
| STANDARD | RI.K.6. | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.<br><br>***GOLD*® Objectives for Development and Learning**<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors |
| **STRAND / DOMAIN** | **ME.CC.RI.K.** | **Reading Standards for Informational Text** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Integration of Knowledge and Ideas** |

| STANDARD | RI.K.7. | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points |
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| STANDARD | RI.K.8. | With prompting and support, identify the reasons an author gives to support points in a text.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points |
| STANDARD | RI.K.9. | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points |
| **STRAND / DOMAIN** | **ME.CC.RI.K.** | **Reading Standards for Informational Text** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Range of Reading and Level of Text Complexity** |
| STANDARD | RI.K.10. | Actively engage in group reading activities with purpose and understanding.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points |

| STRAND / DOMAIN | ME.CC.RF.K. | Reading Standards: Foundational Skills |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | | Print Concepts |
| STANDARD | RF.K.1. | Demonstrate understanding of the organization and basic features of print. |
| EXPECTATION | RF.K.1(a) | Follow words from left to right, top to bottom, and page by page.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow** |
| EXPECTATION | RF.K.1(b) | Recognize that spoken words are represented in written language by specific sequences of letters.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word** |
| EXPECTATION | RF.K.1(c) | Understand that words are separated by spaces in print.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation** |
| EXPECTATION | RF.K.1(d) | Recognize and name all upper- and lowercase letters of the alphabet.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order** |
| STRAND / DOMAIN | ME.CC.RF.K. | Reading Standards: Foundational Skills |
| CATEGORY / PERFORMANCE INDICATOR | | Phonological Awareness |
| STANDARD | RF.K.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| EXPECTATION | RF.K.2(a) | Recognize and produce rhyming words.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.8 Generates a group of rhyming words when given a word** |

| EXPECTATION | RF.K.2(b) | Count, pronounce, blend, and segment syllables in spoken words.<br><br>*GOLD*® **Objectives for Development and Learning**<br>*GOLD*® **Objectives for Development and Learning**<br>• **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>**Objective 15c.7 Emerging to 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words** |
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| EXPECTATION | RF.K.2(c) | Blend and segment onsets and rimes of single-syllable spoken words.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>**Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words** |
| EXPECTATION | RF.K.2(d) | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)<br><br>*GOLD*® **Objectives for Development and Learning**<br>• **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>**Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words** |
| EXPECTATION | RF.K.2(e) | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>**Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words** |
| **STRAND / DOMAIN** | **ME.CC.RF.K.** | **Reading Standards: Foundational Skills** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Phonics and Word Recognition** |
| **STANDARD** | **RF.K.3.** | **Know and apply grade-level phonics and word analysis skills in decoding words.** |

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| EXPECTATION | RF.K.3(a) | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences<br>Objective 16b.7 Emerging to 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant |
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| EXPECTATION | RF.K.3(b) | Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text<br>Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words |
| EXPECTATION | RF.K.3(c) | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words |
| EXPECTATION | RF.K.3(d) | Distinguish between similarly spelled words by identifying the sounds of the letters that differ.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text<br>Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words |
| STRAND / DOMAIN | ME.CC.RF.K. | Reading Standards: Foundational Skills |
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |

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| STANDARD | RF.K.4. | Read emergent-reader texts with purpose and understanding.<br><br>***GOLD*® Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials |
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| **STRAND / DOMAIN** | **ME.CC.W.K.** | **Writing Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Text Types and Purposes** |
| STANDARD | W.K.1. | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).<br><br>***GOLD*® Objectives for Development and Learning**<br> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed |
| STANDARD | W.K.2. | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.<br><br>***GOLD*® Objectives for Development and Learning**<br> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed |
| STANDARD | W.K.3. | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.<br><br>***GOLD*® Objectives for Development and Learning**<br> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed |
| **STRAND / DOMAIN** | **ME.CC.W.K.** | **Writing Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Production and Distribution of Writing** |
| STANDARD | W.K.4. | (Begins in grade 3)<br><br>**No Correlations** |

| STANDARD | W.K.5. | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed |
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| STANDARD | W.K.6. | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **28 Uses tools and other technology to perform tasks** |
| STRAND / DOMAIN | ME.CC.W.K. | **Writing Standards** |
| CATEGORY / PERFORMANCE INDICATOR | | **Research to Build and Present Knowledge** |
| STANDARD | W.K.7. | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects |
| STANDARD | W.K.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **12 Remembers and connects experiences b. Makes connections**<br>Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context |
| STANDARD | W.K.9. | (Begins in grade 4)<br><br>No Correlations |
| STRAND / DOMAIN | ME.CC.W.K. | **Writing Standards** |
| CATEGORY / PERFORMANCE INDICATOR | | **Range of Writing** |
| STANDARD | W.K.10. | (Begins in grade 3)<br><br>No Correlations |
| STRAND / DOMAIN | ME.CC.SL.K. | **Speaking and Listening Standards** |

| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
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| STANDARD | SL.K.1. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.K.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language<br>Objective 10b.8 Uses acceptable language and basic social rules during communication with others |
| EXPECTATION | SL.K.1(b) | Continue a conversation through multiple exchanges.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations<br>Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges |
| STRAND / DOMAIN | ME.CC.SL.K. | Speaking and Listening Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
| STANDARD | SL.K.2. | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs |

| STANDARD | SL.K.3. | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs<br> • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**<br>**Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects** |
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| **STRAND / DOMAIN** | **ME.CC.SL.K.** | **Speaking and Listening Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Presentation of Knowledge and Ideas** |
| STANDARD | SL.K.4. | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective **9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words**<br> • Objective **9 Uses language to express thoughts and needs d. Tells about another time or place**<br>**Objective 9d.8 Tells elaborate stories that refer to other times and places** |
| STANDARD | SL.K.5. | Add drawings or other visual displays to descriptions as desired to provide additional detail.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically**<br>**Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols** |
| STANDARD | SL.K.6. | Speak audibly and express thoughts, feelings, and ideas clearly.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly<br>**Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly** |
| **STRAND / DOMAIN** | **ME.CC.L.K.** | **Language Standards** |
| **CATEGORY / PERFORMANCE** | | **Conventions of Standard English** |

| INDICATOR | | |
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| STANDARD | L.K.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.K.1(a) | Print many upper- and lowercase letters.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 19 Demonstrates writing skills c. Writes using conventions<br>Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of letter-sound relationships |
| EXPECTATION | L.K.1(b) | Use frequently occurring nouns and verbs.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns) |
| EXPECTATION | L.K.1(c) | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns) |
| EXPECTATION | L.K.1(d) | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words |
| EXPECTATION | L.K.1(e) | Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships<br>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance |

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| EXPECTATION | L.K.1(f) | Produce and expand complete sentences in shared language activities.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>**Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)** |
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| **STRAND / DOMAIN** | **ME.CC.L.K.** | **Language Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Conventions of Standard English** |
| **STANDARD** | **L.K.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| EXPECTATION | L.K.2(a) | Capitalize the first word in a sentence and the pronoun I.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **19 Demonstrates writing skills c. Writes using conventions**<br>Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of letter-sound relationships |
| EXPECTATION | L.K.2(b) | Recognize and name end punctuation.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts**<br>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation |
| EXPECTATION | L.K.2(c) | Write a letter or letters for most consonant and short-vowel sounds (phonemes).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships** |
| EXPECTATION | L.K.2(d) | Spell simple words phonetically, drawing on knowledge of sound-letter relationships.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **19 Demonstrates writing skills c. Writes using conventions**<br>**Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships** |
| **STRAND / DOMAIN** | **ME.CC.L.K.** | **Language Standards** |

| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
|---|---|---|
| STANDARD | L.K.3. | (Begins in grade 2)<br><br>No Correlations |
| STRAND / DOMAIN | ME.CC.L.K. | Language Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.K.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| EXPECTATION | L.K.4(a) | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words |
| EXPECTATION | L.K.4(b) | Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **18** Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts<br>Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections) |
| STRAND / DOMAIN | ME.CC.L.K. | Language Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.K.5. | With guidance and support from adults, explore word relationships and nuances in word meanings. |
| EXPECTATION | L.K.5(a) | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 13 Uses classification skills<br>Objective **13.6** Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason |

| EXPECTATION | L.K.5(b) | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs |
|---|---|---|
| EXPECTATION | L.K.5(c) | Identify real-life connections between words and their use (e.g., note places at school that are colorful).<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs |
| EXPECTATION | L.K.5(d) | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs |
| **STRAND / DOMAIN** | **ME.CC.L.K.** | **Language Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Vocabulary Acquisition and Use** |
| STANDARD | L.K.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words |

# Maine Learning Results: English Language Arts

## 1st Grade – Adopted 2010

| STRAND / DOMAIN | ME.CC.RL.1. | Reading Standards for Literature |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | RL.1.1. | Ask and answer questions about key details in a text.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information |
| STANDARD | RL.1.2. | Retell stories, including key details, and demonstrate understanding of their central message or lesson.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**<br>Objective 18c.10 Paraphrases grade-appropriate literature and informational texts and includes the major points and central message |
| STANDARD | RL.1.3. | Describe characters, settings, and major events in a story, using key details.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information |
| STRAND / DOMAIN | ME.CC.RL.1. | Reading Standards for Literature |
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information |

| STANDARD | RL.1.5. | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons) |
|---|---|---|
| STANDARD | RL.1.6. | Identify who is telling the story at various points in a text.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information |
| **STRAND / DOMAIN** | **ME.CC.RL.1.** | **Reading Standards for Literature** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Integration of Knowledge and Ideas** |
| STANDARD | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information |
| STANDARD | RL.1.8. | (Not applicable to literature)<br><br>**No Correlations** |
| STANDARD | RL.1.9. | Compare and contrast the adventures and experiences of characters in stories.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information |
| **STRAND / DOMAIN** | **ME.CC.RL.1.** | **Reading Standards for Literature** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Range of Reading and Level of Text Complexity** |

| STANDARD | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts e. Reads fluently**<br>**Objective 18e.4 Fluently reads and comprehends first-grade-level texts** |
|---|---|---|
| **STRAND / DOMAIN** | **ME.CC.RI.1.** | **Reading Standards for Informational Text** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Key Ideas and Details** |
| STANDARD | RI.1.1. | Ask and answer questions about key details in a text.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information** |
| STANDARD | RI.1.2. | Identify the main topic and retell key details of a text.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**<br>**Objective 18c.10 Paraphrases grade-appropriate literature and informational texts and includes the major points and central message** |
| STANDARD | RI.1.3. | Describe the connection between two individuals, events, ideas, or pieces of information in a text.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information** |
| **STRAND / DOMAIN** | **ME.CC.RI.1.** | **Reading Standards for Informational Text** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Craft and Structure** |
| STANDARD | RI.1.4. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>**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)** |

| STANDARD | RI.1.5. | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.<br><br>_GOLD®_ _Objectives for Development and Learning_<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons) |
|---|---|---|
| STANDARD | RI.1.6. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.<br><br>_GOLD®_ _Objectives for Development and Learning_<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective **18a.10** Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information |
| **STRAND / DOMAIN** | **ME.CC.RI.1.** | **Reading Standards for Informational Text** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Integration of Knowledge and Ideas** |
| STANDARD | RI.1.7. | Use the illustrations and details in a text to describe its key ideas.<br><br>_GOLD®_ _Objectives for Development and Learning_<br> • Objective **18** Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective **18a.10** Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information |
| STANDARD | RI.1.8. | Identify the reasons an author gives to support points in a text.<br><br>_GOLD®_ _Objectives for Development and Learning_<br> • Objective **18** Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective **18a.10** Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information |
| STANDARD | RI.1.9. | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).<br><br>_GOLD®_ _Objectives for Development and Learning_<br> • Objective **18** Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective **18a.10** Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information |

| STRAND / DOMAIN | ME.CC.RI.1. | Reading Standards for Informational Text |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | | Range of Reading and Level of Text Complexity |
| STANDARD | RI.1.10. | With prompting and support, read informational texts appropriately complex for grade<br><br>*GOLD®* **Objectives for Development and Learning**<br> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.8 Uses various types of books for their intended purposes<br> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently<br>Objective 18e.4 Fluently reads and comprehends first-grade-level texts |
| STRAND / DOMAIN | ME.CC.RF.1. | Reading Standards: Foundational Skills |
| CATEGORY / PERFORMANCE INDICATOR | | Print Concepts |
| STANDARD | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).<br><br>*GOLD®* **Objectives for Development and Learning**<br> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts<br>Objective 17b.10 Distinguishes features of a sentence, including capitalization and punctuation |
| STRAND / DOMAIN | ME.CC.RF.1. | Reading Standards: Foundational Skills |
| CATEGORY / PERFORMANCE INDICATOR | | Phonological Awareness |
| STANDARD | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| EXPECTATION | RF.1.2(a) | Distinguish long from short vowel sounds in spoken single-syllable words.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>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 |

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| EXPECTATION | RF.1.2(b) | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words |
|---|---|---|
| EXPECTATION | RF.1.2(c) | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>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 |
| EXPECTATION | RF.1.2(d) | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>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 |
| STRAND / DOMAIN | ME.CC.RF.1. | Reading Standards: Foundational Skills |
| CATEGORY / PERFORMANCE INDICATOR | | Phonics and Word Recognition |
| STANDARD | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | RF.1.3(a) | Know the spelling-sound correspondences for common consonant digraphs.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text<br>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 |

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

| EXPECTATION | RF.1.3(f) | Read words with inflectional endings.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text<br>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 |
|---|---|---|
| EXPECTATION | RF.1.3(g) | Recognize and read grade-appropriate irregularly spelled words.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>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 |
| **STRAND / DOMAIN** | **ME.CC.RF.1.** | **Reading Standards: Foundational Skills** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Fluency** |
| **STANDARD** | **RF.1.4.** | **Read with sufficient accuracy and fluency to support comprehension.** |
| EXPECTATION | RF.1.4(a) | Read on-level text with purpose and understanding.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently<br>Objective 18e.4 Fluently reads and comprehends first-grade-level texts |
| EXPECTATION | RF.1.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently<br>Objective 18e.4 Fluently reads and comprehends first-grade-level texts |
| EXPECTATION | RF.1.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>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) |
| **STRAND / DOMAIN** | **ME.CC.W.1.** | **Writing Standards** |

| CATEGORY / PERFORMANCE INDICATOR | | Text Types and Purposes |
|---|---|---|
| STANDARD | W.1.1. | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.<br><br>_GOLD®_ Objectives for Development and Learning<br>• Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed** |
| STANDARD | W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.<br><br>_GOLD®_ Objectives for Development and Learning<br>• Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed** |
| STANDARD | W.1.3. | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.<br><br>_GOLD®_ Objectives for Development and Learning<br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed |
| **STRAND / DOMAIN** | **ME.CC.W.1.** | **Writing Standards** |
| CATEGORY / PERFORMANCE INDICATOR | | **Production and Distribution of Writing** |
| STANDARD | W.1.4. | (Begins in grade 3)<br><br>**No Correlations** |

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| STANDARD | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed |
|---|---|---|
| STANDARD | W.1.6. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **28 Uses tools and other technology to perform tasks** |
| **STRAND / DOMAIN** | **ME.CC.W.1.** | **Writing Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Research to Build and Present Knowledge** |
| STANDARD | W.1.7. | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).<br><br>_GOLD® Objectives for Development and Learning_<br> • 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<br> • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed |

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| STANDARD | W.1.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.<br><br>*GOLD®* **Objectives for Development and Learning**<br>• Objective **12 Remembers and connects experiences b. Makes connections**<br>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 • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information**<br>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed |
|---|---|---|
| STANDARD | W.1.9. | (Begins in grade 4)<br><br>No Correlations |
| STRAND / DOMAIN | ME.CC.W.1. | Writing Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Range of Writing |
| STANDARD | W.1.10. | (Begins in grade 3)<br><br>No Correlations |
| STRAND / DOMAIN | ME.CC.SL.1. | Speaking and Listening Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
| STANDARD | 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. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).<br><br>*GOLD®* **Objectives for Development and Learning**<br>• Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language**<br>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) |

| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations**<br>**Objective 10a.10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions** |
|---|---|---|
| EXPECTATION | SL.1.1(c) | Ask questions to clear up any confusion about the topics and texts under discussion.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **8 Listens to and understands increasingly complex language a. Comprehends language**<br>**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**<br>• Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations**<br>**Objective 10a.10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions** |
| STRAND / DOMAIN | ME.CC.SL.1. | **Speaking and Listening Standards** |
| CATEGORY / PERFORMANCE INDICATOR | | **Comprehension and Collaboration** |
| STANDARD | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **8 Listens to and understands increasingly complex language a. Comprehends language**<br>**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** |

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| STANDARD | SL.1.3. | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **8 Listens to and understands increasingly complex language a. Comprehends language**<br>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**<br> • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**<br>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** |
| STRAND / DOMAIN | ME.CC.SL.1. | **Speaking and Listening Standards** |
| CATEGORY / PERFORMANCE INDICATOR | | **Presentation of Knowledge and Ideas** |
| STANDARD | SL.1.4. | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**<br>Objective **9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details**<br> • Objective **9 Uses language to express thoughts and needs d. Tells about another time or place**<br>Objective **9d.9 Emerging to 9d.10 Tells stories with clear sequence of events, including a climax and resolution** |
| STANDARD | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically**<br>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** |

| STANDARD | SL.1.6. | Produce complete sentences when appropriate to task and situation.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>**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** |
|---|---|---|
| STRAND / DOMAIN | ME.CC.L.1. | Language Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills c. Writes using conventions**<br>**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** |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>**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** |

| EXPECTATION | L.1.1(c) | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>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** |
| --- | --- | --- |
| EXPECTATION | L.1.1(d) | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>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** |
| EXPECTATION | L.1.1(e) | 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).<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>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** |

| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>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 |
| --- | --- | --- |
| EXPECTATION | L.1.1(g) | Use frequently occurring conjunctions (e.g., and, but, or, so, because).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>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 |
| EXPECTATION | L.1.1(h) | Use determiners (e.g., articles, demonstratives).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>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 |

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

| EXPECTATION | L.1.2(c) | Use commas in dates and to separate single words in a series.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **19 Demonstrates writing skills c. Writes using conventions**<br>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** |
|---|---|---|
| EXPECTATION | L.1.2(d) | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **19 Demonstrates writing skills c. Writes using conventions**<br>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** |
| EXPECTATION | L.1.2(e) | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **19 Demonstrates writing skills c. Writes using conventions**<br>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** |
| **STRAND / DOMAIN** | **ME.CC.L.1.** | **Language Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Knowledge of Language** |
| STANDARD | L.1.3. | (Begins in grade 2)<br><br>**No Correlations** |
| **STRAND / DOMAIN** | **ME.CC.L.1.** | **Language Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Vocabulary Acquisition and Use** |
| **STANDARD** | **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.** |

| EXPECTATION | L.1.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>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<br>• Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts<br>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) |
|---|---|---|
| EXPECTATION | L.1.4(b) | Use frequently occurring affixes as a clue to the meaning of a word.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts<br>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) |
| EXPECTATION | L.1.4(c) | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>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<br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text<br>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 |
| **STRAND / DOMAIN** | **ME.CC.L.1.** | **Language Standards** |

| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
|---|---|---|
| STANDARD | L.1.5. | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.1.5(a) | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 13 Uses classification skills<br>Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations |
| EXPECTATION | L.1.5(b) | 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).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 13 Uses classification skills<br>Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations |
| EXPECTATION | L.1.5(c) | Identify real-life connections between words and their use (e.g., note places at home that are cozy).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>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 |
| EXPECTATION | L.1.5(d) | 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.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>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 materialEnglish |
| STRAND / DOMAIN | ME.CC.L.1. | Language Standards |

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| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
|---|---|---|
| STANDARD | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**<br>**Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details** |

## Maine Learning Results: English Language Arts

## 2nd Grade – Adopted 2010

| STRAND / DOMAIN | ME.CC.RL.2. | Reading Standards for Literature |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | RL.2.1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| STANDARD | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**<br>**Objective 18c.12 Summarizes the major points and central message in grade-appropriate literature and informational texts; makes interpretive comments about text** |

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| STANDARD | RL.2.3. | Describe how characters in a story respond to major events and challenges.<br><br>_GOLD_® **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
|---|---|---|
| **STRAND / DOMAIN** | **ME.CC.RL.2.** | **Reading Standards for Literature** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Craft and Structure** |
| STANDARD | 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.<br><br>_GOLD_® **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| STANDARD | RL.2.5. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.<br><br>_GOLD_® **Objectives for Development and Learning**<br> • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure** |
| STANDARD | 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.<br><br>_GOLD_® **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| **STRAND / DOMAIN** | **ME.CC.RL.2.** | **Reading Standards for Literature** |

| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
|---|---|---|
| STANDARD | 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.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>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 |
| STANDARD | RL.2.8. | (Not applicable to literature)<br><br>**No Correlations** |
| STANDARD | 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.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>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 |
| STRAND / DOMAIN | ME.CC.RL.2. | Reading Standards for Literature |
| CATEGORY / PERFORMANCE INDICATOR | | Range of Reading and Level of Text Complexity |
| STANDARD | 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.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts e. Reads fluently**<br>**Objective 18e.6 Fluently reads and comprehends second-grade-level texts** |
| STRAND / DOMAIN | ME.CC.RI.2. | Reading Standards for Informational Text |
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |

| STANDARD | RI.2.1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
|---|---|---|
| STANDARD | RI.2.2. | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| STANDARD | RI.2.3. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| **STRAND / DOMAIN** | **ME.CC.RI.2.** | **Reading Standards for Informational Text** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Craft and Structure** |
| STANDARD | RI.2.4. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>**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)** |

| STANDARD | RI.2.5. | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure** |
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| STANDARD | RI.2.6. | Identify the main purpose of a text, including what the author wants to answer, explain, or describe.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| **STRAND / DOMAIN** | **ME.CC.RI.2.** | **Reading Standards for Informational Text** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Integration of Knowledge and Ideas** |
| STANDARD | RI.2.7. | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| STANDARD | RI.2.8. | Describe how reasons support specific points the author makes in a text.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>**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** |
| STANDARD | RI.2.9. | Compare and contrast the most important points presented by two texts on the same |

| | | topic. |
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| | | **GOLD® Objectives for Development and Learning**<br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>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 |
| **STRAND / DOMAIN** | **ME.CC.RI.2.** | **Reading Standards for Informational Text** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Range of Reading and Level of Text Complexity** |
| **STANDARD** | **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.**<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective **18 Comprehends and responds to books and other texts e. Reads fluently**<br>Objective **18e.6 Fluently reads and comprehends second-grade-level texts** |
| **STRAND / DOMAIN** | **ME.CC.RF.2.** | **Reading Standards: Foundational Skills** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Phonics and Word Recognition** |
| **STANDARD** | **RF.2.3.** | **Know and apply grade-level phonics and word analysis skills in decoding words.** |
| **EXPECTATION** | **RF.2.3(a)** | **Distinguish long and short vowels when reading regularly spelled one-syllable words.**<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**<br>Objective **15d.7 Emerging to 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes** |
| **EXPECTATION** | **RF.2.3(b)** | **Know spelling-sound correspondences for additional common vowel teams.**<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**<br>Objective **15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes** |

| EXPECTATION | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • 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 |
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| EXPECTATION | RF.2.3(d) | Decode words with common prefixes and suffixes.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text** Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes |
| EXPECTATION | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words |
| EXPECTATION | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**<br>Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words |
| **STRAND / DOMAIN** | **ME.CC.RF.2.** | **Reading Standards: Foundational Skills** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Fluency** |
| **STANDARD** | **RF.2.4.** | **Read with sufficient accuracy and fluency to support comprehension.** |
| EXPECTATION | RF.2.4(a) | Read on-level text with purpose and understanding.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective **18 Comprehends and responds to books and other texts e. Reads fluently**<br>Objective 18e.6 Fluently reads and comprehends second-grade-level texts |

| EXPECTATION | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective **18 Comprehends and responds to books and other texts e. Reads fluently**<br>Objective **18e.6 Fluently reads and comprehends second-grade-level texts** |
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| EXPECTATION | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>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)** |
| **STRAND / DOMAIN** | **ME.CC.W.2.** | **Writing Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Text Types and Purposes** |
| STANDARD | 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.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information**<br>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** |
| STANDARD | 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.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information**<br>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** |

| STANDARD | 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.<br><br>*GOLD®* Objectives for Development and Learning<br> • 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 |
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| STRAND / DOMAIN | ME.CC.W.2. | Writing Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Production and Distribution of Writing |
| STANDARD | W.2.4. | (Begins in grade 3)<br><br>No Correlations |
| STANDARD | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.<br><br>*GOLD®* Objectives for Development and Learning<br> • 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 |
| STANDARD | 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.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective 28 Uses tools and other technology to perform tasks |
| STRAND / DOMAIN | ME.CC.W.2. | Writing Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Research to Build and Present Knowledge |

| STANDARD | W.2.7. | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**<br>Objective **11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic**<br> • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information**<br>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** |
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| STANDARD | W.2.8. | Recall information from experiences or gather information from provided sources to answer a question.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **12 Remembers and connects experiences b. Makes connections**<br>Objective **12b.12 Provides general descriptions of events to occur in the future; links material learned previously and in other contexts**<br> • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information**<br>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** |
| STANDARD | W.2.9. | (Begins in grade 4)<br><br>No Correlations |
| STRAND / DOMAIN | ME.CC.W.2. | **Writing Standards** |
| CATEGORY / PERFORMANCE INDICATOR | | **Range of Writing** |
| STANDARD | W.2.10. | (Begins in grade 3)<br><br>No Correlations |
| STRAND / DOMAIN | ME.CC.SL.2. | **Speaking and Listening Standards** |
| CATEGORY / PERFORMANCE INDICATOR | | **Comprehension and Collaboration** |
| STANDARD | 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.** |

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| EXPECTATION | SL.2.1(a) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language<br>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 |
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| EXPECTATION | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations<br>Objective 10a.12 Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions |
| EXPECTATION | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>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<br>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations<br>Objective 10a.12 Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions |
| **STRAND / DOMAIN** | **ME.CC.SL.2.** | **Speaking and Listening Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Comprehension and Collaboration** |

| STANDARD | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>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 |
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| STANDARD | SL.2.3. | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>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<br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic |
| STRAND / DOMAIN | ME.CC.SL.2. | Speaking and Listening Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Presentation of Knowledge and Ideas |
| STANDARD | SL.2.4. | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information<br> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly<br>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<br> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place<br>Objective 9d.10 Tells stories with clear sequence of events, including a climax and resolution |

| STANDARD | SL.2.5. | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically**<br>Objective **14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference** |
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| STANDARD | SL.2.6. | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>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** |
| **STRAND / DOMAIN** | **ME.CC.L.2.** | **Language Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Conventions of Standard English** |
| **STANDARD** | **L.2.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| EXPECTATION | L.2.1(a) | Use collective nouns (e.g., group).<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>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** |
| EXPECTATION | L.2.1(b) | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>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** |

| EXPECTATION | L.2.1(c) | Use reflexive pronouns (e.g., myself, ourselves).<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>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 |
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| EXPECTATION | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>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 |
| EXPECTATION | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>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 |
| EXPECTATION | L.2.1(f) | 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).<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>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 |
| **STRAND / DOMAIN** | **ME.CC.L.2.** | **Language Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Conventions of Standard English** |

| STANDARD | L.2.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| EXPECTATION | L.2.2(a) | Capitalize holidays, product names, and geographic names.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **19** Demonstrates writing skills c. Writes using conventions<br>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 |
| EXPECTATION | L.2.2(b) | Use commas in greetings and closings of letters.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **19** Demonstrates writing skills c. Writes using conventions<br>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 |
| EXPECTATION | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **19** Demonstrates writing skills c. Writes using conventions<br>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 |
| EXPECTATION | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **19** Demonstrates writing skills c. Writes using conventions<br>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 |
| EXPECTATION | L.2.2(e) | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **17** Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective **17a.12** Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure |
| STRAND / DOMAIN | ME.CC.L.2. | Language Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |

| STANDARD | L.2.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| EXPECTATION | L.2.3(a) | Compare formal and informal uses of English.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language<br>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 |
| STRAND / DOMAIN | ME.CC.L.2. | Language Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | 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. |
| EXPECTATION | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>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<br> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts<br>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) |
| EXPECTATION | L.2.4(b) | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts<br>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) |

| EXPECTATION | L.2.4(c) | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>**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)** |
|---|---|---|
| EXPECTATION | L.2.4(d) | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>**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)** |
| EXPECTATION | L.2.4(e) | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure** |
| STRAND / DOMAIN | ME.CC.L.2. | **Language Standards** |
| CATEGORY / PERFORMANCE INDICATOR | | **Vocabulary Acquisition and Use** |
| STANDARD | L.2.5. | **Demonstrate understanding of word relationships and nuances in word meanings.** |
| EXPECTATION | L.2.5(a) | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective **8 Listens to and understands increasingly complex language a. Comprehends language**<br>**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** |

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| EXPECTATION | L.2.5(b) | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **8** Listens to and understands increasingly complex language a. Comprehends language<br>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 |
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| STRAND / DOMAIN | ME.CC.L.2. | **Language Standards** |
| CATEGORY / PERFORMANCE INDICATOR | | **Vocabulary Acquisition and Use** |
| STANDARD | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective **9a.12** Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information |

## Maine Learning Results: English Language Arts

## 3rd Grade – Adopted 2010

| STRAND / DOMAIN | ME.CC.RL.3. | **Reading Standards for Literature** |
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| CATEGORY / PERFORMANCE INDICATOR | | **Key Ideas and Details** |
| STANDARD | RL.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **18** Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>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 |

| STANDARD | RL.3.2. | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**<br>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** |
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| STANDARD | RL.3.3. | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>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** |
| **STRAND / DOMAIN** | **ME.CC.RL.3.** | **Reading Standards for Literature** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Craft and Structure** |
| STANDARD | RL.3.4. | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>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)** |
| STANDARD | RL.3.5. | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>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** |

| STANDARD | RL.3.6. | Distinguish their own point of view from that of the narrator or those of the characters.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>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 |
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| **STRAND / DOMAIN** | **ME.CC.RL.3.** | **Reading Standards for Literature** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Integration of Knowledge and Ideas** |
| STANDARD | 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).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>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 |
| STANDARD | RL.3.8. | (Not applicable to literature)<br><br>**No Correlations** |
| STANDARD | 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).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>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 |
| **STRAND / DOMAIN** | **ME.CC.RL.3.** | **Reading Standards for Literature** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Range of Reading and Level of Text Complexity** |

| STANDARD | 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.<br><br>*GOLD*® **Objectives for Development and Learning**<br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts** |
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| **STRAND / DOMAIN** | **ME.CC.RI.3.** | **Reading Standards for Informational Text** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Key Ideas and Details** |
| STANDARD | RI.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>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** |
| STANDARD | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**<br>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** |
| STANDARD | 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.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>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** |
| **STRAND / DOMAIN** | **ME.CC.RI.3.** | **Reading Standards for Informational Text** |

| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
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| STANDARD | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.<br><br>Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>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)** |
| STANDARD | RI.3.5. | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>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** |
| STANDARD | RI.3.6. | Distinguish their own point of view from that of the author of a text.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>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** |
| STRAND / DOMAIN | ME.CC.RI.3. | Reading Standards for Informational Text |
| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
| STANDARD | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>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** |

| STANDARD | 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).<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>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 |
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| STANDARD | RI.3.9. | Compare and contrast the most important points and key details presented in two texts on the same topic.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**<br>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 |
| STRAND / DOMAIN | ME.CC.RI.3. | Reading Standards for Informational Text |
| CATEGORY / PERFORMANCE INDICATOR | | Range of Reading and Level of Text Complexity |
| STANDARD | 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.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **18 Comprehends and responds to books and other texts e. Reads fluently**<br>Objective **18e.8 Fluently reads and comprehends third-grade-level texts** |
| STRAND / DOMAIN | ME.CC.RF.3. | Reading Standards: Foundational Skills |
| CATEGORY / PERFORMANCE INDICATOR | | Phonics and Word Recognition |
| STANDARD | RF.3.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | RF.3.3(a) | Identify and know the meaning of the most common prefixes and derivational suffixes.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text**<br>Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions |

| EXPECTATION | RF.3.3(b) | Decode words with common Latin suffixes.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **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** |
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| EXPECTATION | RF.3.3(c) | Decode multisyllable words.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **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** |
| EXPECTATION | RF.3.3(d) | Read grade-appropriate irregularly spelled words.<br><br>*GOLD*® **Objectives for Development and Learning**<br>**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** |
| **STRAND / DOMAIN** | **ME.CC.RF.3.** | **Reading Standards: Foundational Skills** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Fluency** |
| **STANDARD** | **RF.3.4.** | **Read with sufficient accuracy and fluency to support comprehension.** |
| EXPECTATION | RF.3.4(a) | Read on-level text with purpose and understanding.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts** |
| EXPECTATION | RF.3.4(b) | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts** |

| EXPECTATION | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>**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)** |
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| **STRAND / DOMAIN** | **ME.CC.W.3.** | **Writing Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Text Types and Purposes** |
| **STANDARD** | **W.3.1.** | **Write opinion pieces on topics or texts, supporting a point of view with reasons.** |
| EXPECTATION | W.3.1(a) | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information**<br>**Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose** |
| EXPECTATION | W.3.1(b) | Provide reasons that support the opinion.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information**<br>**Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose** |
| EXPECTATION | W.3.1(c) | Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.<br><br>_GOLD®_ **Objectives for Development and Learning**<br> • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information**<br>**Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose** |

| EXPECTATION | W.3.1(d) | Provide a concluding statement or section.<br><br>**GOLD® Objectives for Development and Learning**<br>• 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** |
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| **STRAND / DOMAIN** | **ME.CC.W.3.** | **Writing Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Text Types and Purposes** |
| **STANDARD** | **W.3.2.** | **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** |
| EXPECTATION | W.3.2(a) | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose** |
| EXPECTATION | W.3.2(b) | Develop the topic with facts, definitions, and details.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose** |
| EXPECTATION | W.3.2(c) | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose** |

| EXPECTATION | W.3.2(d) | Provide a concluding statement or section. |
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| | | **_GOLD_®  Objectives for Development and Learning**<br>• 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** |
| **STRAND / DOMAIN** | **ME.CC.W.3.** | **Writing Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Text Types and Purposes** |
| **STANDARD** | **W.3.3.** | **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** |
| EXPECTATION | W.3.3(a) | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br><br>**_GOLD_®  Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose** |
| EXPECTATION | W.3.3(b) | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br><br>**_GOLD_®  Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose** |
| EXPECTATION | W.3.3(c) | Use temporal words and phrases to signal event order.<br><br>**_GOLD_®  Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose** |

| EXPECTATION | W.3.3(d) | Provide a sense of closure.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • 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** |
| STRAND / DOMAIN | ME.CC.W.3. | Writing Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Production and Distribution of Writing |
| STANDARD | 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.)<br><br>*GOLD*® **Objectives for Development and Learning**<br> • 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** |
| STANDARD | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • 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** |
| STANDARD | 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.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **28 Uses tools and other technology to perform tasks** |
| STRAND / DOMAIN | ME.CC.W.3. | Writing Standards |
| CATEGORY / PERFORMANCE INDICATOR | | Research to Build and Present Knowledge |

| STANDARD | W.3.7. | Conduct short research projects that build knowledge about a topic.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>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<br>• Objective **19 Demonstrates writing skills b. Writes to convey ideas and information**<br>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 |
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| STANDARD | 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.<br><br>**GOLD® Objectives for Development and Learning**<br>• Objective 12 Remembers and connects experiences b. Makes connections<br>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<br>**GOLD® Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills b. Writes to convey ideas and information**<br>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 |
| STANDARD | W.3.9. | (Begins in grade 4)<br><br>**No Correlations** |
| **STRAND / DOMAIN** | **ME.CC.W.3.** | **Writing Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Range of Writing** |

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| STANDARD | 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.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • 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** |
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| **STRAND / DOMAIN** | **ME.CC.SL.3.** | **Speaking and Listening Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Comprehension and Collaboration** |
| **STANDARD** | **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.** |
| EXPECTATION | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations**<br>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**<br> • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**<br>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** |
| EXPECTATION | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language**<br>Objective **10b.14 Engages politely in conversations in which both speakers present and listen to arguments respectfully** |

| EXPECTATION | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br><br>_GOLD_® **Objectives for Development and Learning**<br> • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations**<br>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** |
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| EXPECTATION | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion.<br><br>_GOLD_® **Objectives for Development and Learning**<br>• Objective **8 Listens to and understands increasingly complex language a. Comprehends language**<br>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)**<br>• Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations**<br>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** |
| **STRAND / DOMAIN** | **ME.CC.SL.3.** | **Speaking and Listening Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Comprehension and Collaboration** |
| STANDARD | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br>_GOLD_® **Objectives for Development and Learning**<br> • Objective **8 Listens to and understands increasingly complex language a. Comprehends language**<br>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)** |

| STANDARD | SL.3.3. | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language**<br>**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)**<br> • **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**<br>**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** |
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| **STRAND / DOMAIN** | **ME.CC.SL.3.** | **Speaking and Listening Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Presentation of Knowledge and Ideas** |
| STANDARD | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**<br>**Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns**<br> • **Objective 9 Uses language to express thoughts and needs b. Speaks clearly**<br>**Objective 9b.14 Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group**<br> • **Objective 9 Uses language to express thoughts and needs d. Tells about another time or place**<br>**Objective 9d.12 Accurately and thoroughly retells previously heard stories or information** |
| STANDARD | SL.3.5. | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.<br><br>**_GOLD®_ Objectives for Development and Learning**<br> • **Objective 9 Uses language to express thoughts and needs b. Speaks clearly**<br>**Objective 9b.14 Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group** |

| STANDARD | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>**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** |
|---|---|---|
| **STRAND / DOMAIN** | **ME.CC.L.3.** | **Language Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Conventions of Standard English** |
| **STANDARD** | **L.3.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| EXPECTATION | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>**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** |
| EXPECTATION | L.3.1(b) | Form and use regular and irregular plural nouns.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>**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** |

| EXPECTATION | L.3.1(c) | Use abstract nouns (e.g., childhood).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**<br>**Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns** |
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| EXPECTATION | L.3.1(d) | Form and use regular and irregular verbs.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **8 Listens to and understands increasingly complex language a. Comprehends language**<br>**Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs**<br> • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>**Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)** |
| EXPECTATION | L.3.1(e) | Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>**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** |
| EXPECTATION | L.3.1(f) | Ensure subject-verb and pronoun-antecedent agreement.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>**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** |

| EXPECTATION | L.3.1(g) | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.<br><br>***GOLD*® Objectives for Development and Learning**<br> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>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 |
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| EXPECTATION | L.3.1(h) | Use coordinating and subordinating conjunctions.<br><br>***GOLD*® Objectives for Development and Learning**<br> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>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 |
| EXPECTATION | L.3.1(i) | Produce simple, compound, and complex sentences.<br><br>***GOLD*® Objectives for Development and Learning**<br> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>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 |
| **STRAND / DOMAIN** | **ME.CC.L.3.** | **Language Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Conventions of Standard English** |
| **STANDARD** | **L.3.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |

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| EXPECTATION | L.3.2(a) | Capitalize appropriate words in titles.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills c. Writes using conventions**<br>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** |
|---|---|---|
| EXPECTATION | L.3.2(b) | Use commas in addresses.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills c. Writes using conventions**<br>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** |
| EXPECTATION | L.3.2(c) | Use commas and quotation marks in dialogue.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills c. Writes using conventions**<br>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** |
| EXPECTATION | L.3.2(d) | Form and use possessives.<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills c. Writes using conventions**<br>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** |
| EXPECTATION | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).<br><br>_GOLD®_ **Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills c. Writes using conventions**<br>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** |

| EXPECTATION | L.3.2(f) | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **19 Demonstrates writing skills c. Writes using conventions**<br>**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** |
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| EXPECTATION | L.3.2(g) | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>**Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure** |
| **STRAND / DOMAIN** | **ME.CC.L.3.** | **Language Standards** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Knowledge of Language** |
| **STANDARD** | **L.3.3.** | **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| EXPECTATION | L.3.3(a) | Choose words and phrases for effect.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**<br>**Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns** |
| EXPECTATION | L.3.3(b) | Recognize and observe differences between the conventions of spoken and written standard English.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar**<br>**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** |

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| STRAND / DOMAIN | ME.CC.L.3. | Language Standards |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | | **Vocabulary Acquisition and Use** |
| STANDARD | 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. |
| EXPECTATION | L.3.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase.<br><br>_GOLD®_ Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>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)** |
| EXPECTATION | L.3.4(b) | 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).<br><br>_GOLD®_ Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>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)** |
| EXPECTATION | L.3.4(c) | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br><br>_GOLD®_ Objectives for Development and Learning<br>• Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts**<br>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)** |
| EXPECTATION | L.3.4(d) | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.<br><br>_GOLD®_ Objectives for Development and Learning<br>• Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**<br>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** |
| STRAND / DOMAIN | ME.CC.L.3. | Language Standards |

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

| STANDARD | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **8** Listens to and understands increasingly complex language a. Comprehends language<br>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) |
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## Maine Learning Results: Mathematics

## Grade: Kindergarten – Adopted 2010

| STRAND / DOMAIN | ME.CC.MP.K. | Mathematical Practices |
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| CATEGORY / PERFORMANCE INDICATOR | MP.K.1. | Make sense of problems and persevere in solving them.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **11** Demonstrates positive approaches to learning c. Solves problems<br>Objective **11c.6** Solves problems without having to try every possibility |
| CATEGORY / PERFORMANCE INDICATOR | MP.K.2. | Reason abstractly and quantitatively.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **11** Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br>Objective **11e.8** Thinks through possible long-term solutions and takes on more abstract challenges |
| CATEGORY / PERFORMANCE INDICATOR | MP.K.3. | Construct viable arguments and critique the reasoning of others.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **11** Demonstrates positive approaches to learning c. Solves problems<br>Objective **11c.6** Solves problems without having to try every possibility |

| CATEGORY / PERFORMANCE INDICATOR | MP.K.4. | Model with mathematics.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically**<br>Objective **14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas** |
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| CATEGORY / PERFORMANCE INDICATOR | MP.K.5. | Use appropriate tools strategically.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**<br>Objective **11e.8 Thinks through possible long-term solutions and takes on more abstract challenges** |
| CATEGORY / PERFORMANCE INDICATOR | MP.K.6. | Attend to precision.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **11 Demonstrates positive approaches to learning a. Attends and engages**<br>Objective **11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions** |
| CATEGORY / PERFORMANCE INDICATOR | MP.K.7. | Look for and make use of structure.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically**<br>Objective **14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas** |
| CATEGORY / PERFORMANCE INDICATOR | MP.K.8. | Look for and express regularity in repeated reasoning.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **11 Demonstrates positive approaches to learning c. Solves problems**<br>Objective **11c.6 Solves problems without having to try every possibility** |
| STRAND / DOMAIN | ME.CC.CC.K. | Counting and Cardinality |
| CATEGORY / PERFORMANCE INDICATOR | | Know number names and the count sequence. |
| STANDARD | CC.K.1. | Count to 100 by ones and by tens.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **20 Uses number concepts and operations a. Counts**<br>Objective **20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20** |

| STANDARD | CC.K.2. | Count forward beginning from a given number within the known sequence (instead of having to begin at 1).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations a. Counts<br>Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 |
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| STANDARD | CC.K.3. | Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities<br>Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals |
| STRAND / DOMAIN | ME.CC.CC.K. | Counting and Cardinality |
| CATEGORY / PERFORMANCE INDICATOR | | Count to tell the number of objects. |
| STANDARD | CC.K.4. | Understand the relationship between numbers and quantities; connect counting to cardinality. |
| EXPECTATION | CC.K.4(a) | When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations a. Counts<br>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting<br> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities<br>Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals |
| EXPECTATION | CC.K.4(b) | Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations a. Counts<br>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting |

| EXPECTATION | CC.K.4(c) | Understand that each successive number name refers to a quantity that is one larger.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective 20 Uses number concepts and operations a. Counts<br>Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20<br>• Objective **23 Demonstrates knowledge of patterns**<br>Objective **23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns** |
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| **STRAND / DOMAIN** | **ME.CC.CC.K.** | **Counting and Cardinality** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Count to tell the number of objects.** |
| STANDARD | CC.K.5. | Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective 20 Uses number concepts and operations **b. Quantifies**<br>Objective **20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts** |
| **STRAND / DOMAIN** | **ME.CC.CC.K.** | **Counting and Cardinality** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Compare numbers.** |
| STANDARD | CC.K.6. | Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective 20 Uses number concepts and operations b. Quantifies<br>Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many |
| STANDARD | CC.K.7. | Compare two numbers between 1 and 10 presented as written numerals.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective **20 Uses number concepts and operations c. Connects numerals with their quantities**<br>Objective **20c.7 Emerging to 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals** |
| **STRAND / DOMAIN** | **ME.CC.OA.K.** | **Operations and Algebraic Thinking** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** |

| STANDARD | OA.K.1. | Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations b. Quantifies<br>Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts |
|---|---|---|
| STANDARD | OA.K.2. | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships<br>Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10 |
| STANDARD | OA.K.3. | Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships<br>Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10 |
| STANDARD | OA.K.4. | For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations b. Quantifies**<br>Objective **20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many** |
| STANDARD | OA.K.5. | Fluently add and subtract within 5.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations<br>Objective 20f.2 Adds and subtracts whole numbers fluently within five |
| **STRAND / DOMAIN** | **ME.CC.NBT.K.** | **Number and Operations in Base Ten** |

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

| CATEGORY / PERFORMANCE INDICATOR | | Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). |
|---|---|---|
| STANDARD | G.K.1. | Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships<br>Objective **21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance**<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation |
| STANDARD | G.K.2. | Correctly name shapes regardless of their orientations or overall size.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation |
| STANDARD | G.K.3. | Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>Objective 21b.7 Emerging to 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |
| STRAND / DOMAIN | ME.CC.G.K. | Geometry |
| CATEGORY / PERFORMANCE INDICATOR | | Analyze, compare, create, and compose shapes. |
| STANDARD | G.K.4. | Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |

| STANDARD | G.K.5. | Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |
|---|---|---|
| STANDARD | G.K.6. | Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |

## Maine Learning Results: Mathematics

## 1st Grade – Adopted 2010

| STRAND / DOMAIN | ME.CC.MP.1. | Mathematical Practices |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | MP.1.1. | Make sense of problems and persevere in solving them.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 11 Demonstrates positive approaches to learning c. Solves problems<br>Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results |
| CATEGORY / PERFORMANCE INDICATOR | MP.1.2. | Reason abstractly and quantitatively.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br>Objective 11e.10 Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules |

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| CATEGORY / PERFORMANCE INDICATOR | MP.1.3. | Construct viable arguments and critique the reasoning of others.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **11** Demonstrates positive approaches to learning c. Solves problems<br>Objective **11c.8** Thinks problems through, considering several possibilities and analyzing results |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | MP.1.4. | Model with mathematics.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **14** Uses symbols and images to represent something not present a. Thinks symbolically<br>Objective **14a.8** Represents objects, places, and ideas with increasingly abstract symbols |
| CATEGORY / PERFORMANCE INDICATOR | MP.1.5. | Use appropriate tools strategically.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **11** Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br>Objective **11e.10** Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules |
| CATEGORY / PERFORMANCE INDICATOR | MP.1.6. | Attend to precision.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **11** Demonstrates positive approaches to learning a. Attends and engages<br>Objective **11a.10** Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort |
| CATEGORY / PERFORMANCE INDICATOR | MP.1.7. | Look for and make use of structure.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **14** Uses symbols and images to represent something not present a. Thinks symbolically<br>Objective **14a.8** Represents objects, places, and ideas with increasingly abstract symbols |
| CATEGORY / PERFORMANCE INDICATOR | MP.1.8. | Look for and express regularity in repeated reasoning.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **11** Demonstrates positive approaches to learning c. Solves problems<br>Objective **11c.8** Thinks problems through, considering several possibilities and analyzing results |
| STRAND / DOMAIN | ME.CC.OA.1. | Operations and Algebraic Thinking |
| CATEGORY / PERFORMANCE INDICATOR | | Represent and solve problems involving addition and subtraction. |

| STANDARD | OA.1.1. | Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships<br>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 |
|---|---|---|
| STANDARD | OA.1.2. | Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships<br>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 |
| **STRAND / DOMAIN** | **ME.CC.OA.1.** | **Operations and Algebraic Thinking** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Understand and apply properties of operations and the relationship between addition and subtraction.** |
| STANDARD | OA.1.3. | Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships<br>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 |

| STANDARD | OA.1.4. | Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships<br>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 |
|---|---|---|
| **STRAND / DOMAIN** | **ME.CC.OA.1.** | **Operations and Algebraic Thinking** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Add and subtract within 20.** |
| STANDARD | OA.1.5. | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations b. Quantifies**<br>**Objective 20b.9 Emerging to 20b.10 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** |
| STANDARD | OA.1.6. | Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations<br>Objective 20f.4 Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums) |
| **STRAND / DOMAIN** | **ME.CC.OA.1.** | **Operations and Algebraic Thinking** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Work with addition and subtraction equations.** |

| STANDARD | OA.1.7. | Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>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** |
|---|---|---|
| STANDARD | OA.1.8. | Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ - 3, 6 + 6 = _.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>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** |
| STRAND / DOMAIN | ME.CC.NBT.1. | Number and Operations in Base Ten |
| CATEGORY / PERFORMANCE INDICATOR | | Extend the counting sequence. |
| STANDARD | NBT.1.1. | Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations a. Counts**<br>Objective **20a.10 Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20**<br> • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities**<br>Objective **20c.10 Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers** |
| STRAND / DOMAIN | ME.CC.NBT.1. | Number and Operations in Base Ten |
| CATEGORY / PERFORMANCE INDICATOR | | Understand place value. |
| STANDARD | NBT.1.2. | Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: |

| EXPECTATION | NBT.1.2(a) | 10 can be thought of as a bundle of ten ones -- called a "ten."<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations d. Understands and uses place value and base ten**<br>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)** |
| --- | --- | --- |
| EXPECTATION | NBT.1.2(b) | The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations d. Understands and uses place value and base ten**<br>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)** |
| EXPECTATION | NBT.1.2(c) | The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations d. Understands and uses place value and base ten**<br>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)** |
| **STRAND / DOMAIN** | **ME.CC.NBT.1.** | **Number and Operations in Base Ten** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Understand place value.** |
| STANDARD | NBT.1.3. | Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities**<br>Objective **20c.10 Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers**<br> • Objective **20 Uses number concepts and operations d. Understands and uses place value and base ten**<br>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)** |
| **STRAND / DOMAIN** | **ME.CC.NBT.1.** | **Number and Operations in Base Ten** |

| CATEGORY / PERFORMANCE INDICATOR | | Use place value understanding and properties of operations to add and subtract. |
|---|---|---|
| STANDARD | NBT.1.4. | Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten<br>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)** |
| STANDARD | NBT.1.5. | Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten<br>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)** |
| STANDARD | NBT.1.6. | Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten<br>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)** |
| STRAND / DOMAIN | ME.CC.MD.1. | Measurement and Data |
| CATEGORY / PERFORMANCE INDICATOR | | Measure lengths indirectly and by iterating length units. |

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| STANDARD | MD.1.1. | Order three objects by length; compare the lengths of two objects indirectly by using a third object.<br><br>GOLD® **Objectives for Development and Learning**<br> • **Objective 22 Compares and measures a. Measures objects**<br>Objective **22a.10 Measures length accurately and expresses the measurement in whole numbers** |
|---|---|---|
| STANDARD | MD.1.2. | 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.<br><br>GOLD® **Objectives for Development and Learning**<br> • **Objective 22 Compares and measures a. Measures objects**<br>Objective **22a.10 Measures length accurately and expresses the measurement in whole numbers** |
| **STRAND / DOMAIN** | **ME.CC.MD.1.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Tell and write time.** |
| STANDARD | MD.1.3. | Tell and write time in hours and half-hours using analog and digital clocks.<br><br>GOLD® **Objectives for Development and Learning**<br> • **Objective 22 Compares and measures b. Measures time and money**<br>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)** |
| **STRAND / DOMAIN** | **ME.CC.MD.1.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Represent and interpret data.** |
| STANDARD | MD.1.4. | 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.<br><br>GOLD® **Objectives for Development and Learning**<br> • **Objective 22 Compares and measures c. Represents and analyzes data**<br>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** |
| **STRAND / DOMAIN** | **ME.CC.G.1.** | **Geometry** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Reason with shapes and their attributes.** |

| STANDARD | G.1.1. | Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>Objective **21b.10** Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes |
|---|---|---|
| STANDARD | G.1.2. | Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<br><br>**GOLD**® Objectives for Development and Learning<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>Objective **21b.10** Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes |
| STANDARD | G.1.3. | 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.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 20 Uses number concepts and operations b. Quantifies<br>Objective **20b.10** 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 |

## Maine Learning Results: Mathematics

## 2nd Grade – Adopted 2010

| STRAND / DOMAIN | ME.CC.MP.2. | Mathematical Practices |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | MP.2.1. | Make sense of problems and persevere in solving them.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 11 Demonstrates positive approaches to learning c. Solves problems<br>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 |

| CATEGORY / PERFORMANCE INDICATOR | MP.2.2. | Reason abstractly and quantitatively.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **11** Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br>Objective **11e.12** Accepts last minute changes and requires less detailed instructions; experiments with invention |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | MP.2.3. | Construct viable arguments and critique the reasoning of others.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **11** Demonstrates positive approaches to learning c. Solves problems<br>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 |
| CATEGORY / PERFORMANCE INDICATOR | MP.2.4. | Model with mathematics.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **14** Uses symbols and images to represent something not present a. Thinks symbolically<br>Objective **14a.10** Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference |
| CATEGORY / PERFORMANCE INDICATOR | MP.2.5. | Use appropriate tools strategically.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **11** Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br>Objective **11e.12** Accepts last minute changes and requires less detailed instructions; experiments with invention |
| CATEGORY / PERFORMANCE INDICATOR | MP.2.6. | Attend to precision.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **11** Demonstrates positive approaches to learning a. Attends and engages<br>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 |
| CATEGORY / PERFORMANCE INDICATOR | MP.2.7. | Look for and make use of structure.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **14** Uses symbols and images to represent something not present a. Thinks symbolically<br>Objective **14a.10** Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference |

| CATEGORY / PERFORMANCE INDICATOR | MP.2.8. | Look for and express regularity in repeated reasoning.<br><br>**_GOLD_® Objectives for Development and Learning**<br> • Objective **11 Demonstrates positive approaches to learning c. Solves problems**<br>**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** |
|---|---|---|
| **STRAND / DOMAIN** | **ME.CC.OA.2.** | **Operations and Algebraic Thinking** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Represent and solve problems involving addition and subtraction.** |
| STANDARD | OA.2.1. | Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<br><br>**_GOLD_® Objectives for Development and Learning**<br> • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>**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)** |
| **STRAND / DOMAIN** | **ME.CC.OA.2.** | **Operations and Algebraic Thinking** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Add and subtract within 20.** |
| STANDARD | OA.2.2. | Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.<br><br>**_GOLD_® Objectives for Development and Learning**<br> • Objective **20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations**<br>**Objective 20f.6 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** |
| **STRAND / DOMAIN** | **ME.CC.OA.2.** | **Operations and Algebraic Thinking** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Work with equal groups of objects to gain foundations for multiplication.** |
| STANDARD | OA.2.3. | Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.<br><br>**_GOLD_® Objectives for Development and Learning**<br> • Objective **23 Demonstrates knowledge of patterns**<br>**Objective 23.12 Uses number patterns to count and to solve problems; uses and explains** |

| | | patterns in counting and addition |
|---|---|---|
| **STANDARD** | OA.2.4. | **Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.**<br><br>_**GOLD**_® **Objectives for Development and Learning**<br>• Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>**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)** |
| **STRAND / DOMAIN** | ME.CC.NBT.2. | **Number and Operations in Base Ten** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Understand place value.** |
| **STANDARD** | NBT.2.1. | **Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:** |
| **EXPECTATION** | NBT.2.1(a) | **100 can be thought of as a bundle of ten tens -- called a "hundred."**<br><br>_**GOLD**_® **Objectives for Development and Learning**<br>• Objective **20 Uses number concepts and operations d. Understands and uses place value and base ten**<br>**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)** |
| **EXPECTATION** | NBT.2.1(b) | **The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).**<br><br>_**GOLD**_® **Objectives for Development and Learning**<br>• Objective **20 Uses number concepts and operations d. Understands and uses place value and base ten**<br>**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)** |
| **STRAND / DOMAIN** | ME.CC.NBT.2. | **Number and Operations in Base Ten** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Understand place value.** |

| STANDARD | NBT.2.2. | Count within 1000; skip-count by 5s, 10s, and 100s.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations a. Counts**<br>**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**<br>• Objective **23 Demonstrates knowledge of patterns**<br>**Objective 23.12 Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition** |
|---|---|---|
| STANDARD | NBT.2.3. | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities**<br>**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**<br> • Objective **20 Uses number concepts and operations d. Understands and uses place value and base ten**<br>**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)** |
| STANDARD | NBT.2.4. | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities**<br>**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**<br>• Objective **20 Uses number concepts and operations d. Understands and uses place value and base ten**<br>**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)** |
| STRAND / DOMAIN | ME.CC.NBT.2. | Number and Operations in Base Ten |
| CATEGORY / PERFORMANCE INDICATOR | | Use place value understanding and properties of operations to add and subtract. |

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| STANDARD | NBT.2.5. | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten<br>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) |
|---|---|---|
| STANDARD | NBT.2.6. | Add up to four two-digit numbers using strategies based on place value and properties of operations.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten<br>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) |
| STANDARD | NBT.2.7. | Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten<br>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) |
| STANDARD | NBT.2.8. | Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.<br><br>*GOLD®* Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten<br>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) |

| STANDARD | NBT.2.9. | Explain why addition and subtraction strategies work, using place value and the properties of operations.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten<br>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) |
|---|---|---|
| **STRAND / DOMAIN** | **ME.CC.MD.2.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Measure and estimate lengths in standard units.** |
| STANDARD | MD.2.1. | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 22 Compares and measures a. Measures objects<br>Objective 22a.11 Emerging to 22a.12 Measures and compares the length of two objects using standard length units |
| STANDARD | MD.2.2. | Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 22 Compares and measures a. Measures objects<br>Objective 22a.11 Emerging to 22a.12 Measures and compares the length of two objects using standard length units |
| STANDARD | MD.2.3. | Estimate lengths using units of inches, feet, centimeters, and meters.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 22 Compares and measures a. Measures objects<br>Objective 22a.12 Measures and compares the length of two objects using standard length units |
| STANDARD | MD.2.4. | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective 22 Compares and measures a. Measures objects<br>Objective 22a.12 Measures and compares the length of two objects using standard length units |
| **STRAND / DOMAIN** | **ME.CC.MD.2.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Relate addition and subtraction to length.** |

| STANDARD | MD.2.5. | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>**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)** |
|---|---|---|
| STANDARD | MD.2.6. | Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **22 Compares and measures c. Represents and analyzes data**<br>**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** |
| **STRAND / DOMAIN** | **ME.CC.MD.2.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Work with time and money.** |
| STANDARD | MD.2.7. | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **22 Compares and measures b. Measures time and money**<br>**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** |
| STANDARD | MD.2.8. | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?<br><br>*GOLD*® Objectives for Development and Learning<br> • Objective **22 Compares and measures b. Measures time and money**<br>**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** |
| **STRAND / DOMAIN** | **ME.CC.MD.2.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Represent and interpret data.** |

| STANDARD | MD.2.9. | Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **22 Compares and measures c. Represents and analyzes data**<br>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** |
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| STANDARD | MD.2.10. | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **22 Compares and measures c. Represents and analyzes data**<br>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** |
| **STRAND / DOMAIN** | **ME.CC.G.2.** | **Geometry** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Reason with shapes and their attributes.** |
| STANDARD | G.2.1. | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes**<br>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** |
| STANDARD | G.2.2. | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.<br><br>_GOLD® Objectives for Development and Learning_<br> • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>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** |

| STANDARD | G.2.3. | Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **20** Uses number concepts and operations b. Quantifies<br>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** |
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## Maine Learning Results: Mathematics

## 3rd Grade – Adopted 2010

| STRAND / DOMAIN | ME.CC.MP.3. | Mathematical Practices |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | MP.3.1. | Make sense of problems and persevere in solving them.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **11** Demonstrates positive approaches to learning c. Solves problems<br>Objective **11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems** |
| CATEGORY / PERFORMANCE INDICATOR | MP.3.2. | Reason abstractly and quantitatively.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **11** Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br>Objective **11e.14 Reverses thoughts mentally; understands directional perspectives other than his or her own** |
| CATEGORY / PERFORMANCE INDICATOR | MP.3.3. | Construct viable arguments and critique the reasoning of others.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **11** Demonstrates positive approaches to learning c. Solves problems<br>Objective **11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems** |

| CATEGORY / PERFORMANCE INDICATOR | MP.3.4. | Model with mathematics.<br><br>*GOLD*® <u>Objectives for Development and Learning</u><br> • Objective **14** Uses symbols and images to represent something not present a. Thinks symbolically<br>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 |
|---|---|---|
| CATEGORY / PERFORMANCE INDICATOR | MP.3.5. | Use appropriate tools strategically.<br><br>*GOLD*® <u>Objectives for Development and Learning</u><br> • Objective **11** Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br>Objective **11e.14** Reverses thoughts mentally; understands directional perspectives other than his or her own |
| CATEGORY / PERFORMANCE INDICATOR | MP.3.6. | Attend to precision.<br><br>*GOLD*® <u>Objectives for Development and Learning</u><br> • Objective **11** Demonstrates positive approaches to learning a. Attends and engages<br>Objective **11a.14** Directs attention based on previous performance and concentrates on activities that require additional study |
| CATEGORY / PERFORMANCE INDICATOR | MP.3.7. | Look for and make use of structure.<br><br>*GOLD*® <u>Objectives for Development and Learning</u><br> • Objective **14** Uses symbols and images to represent something not present a. Thinks symbolically<br>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 |
| CATEGORY / PERFORMANCE INDICATOR | MP.3.8. | Look for and express regularity in repeated reasoning.<br><br>*GOLD*® <u>Objectives for Development and Learning</u><br> • Objective **11** Demonstrates positive approaches to learning c. Solves problems<br>Objective **11c.12** Plans, considers various alternatives, and combines skills and strategies needed to solve problems |
| **STRAND / DOMAIN** | **ME.CC.OA.3.** | **Operations and Algebraic Thinking** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Represent and solve problems involving multiplication and division.** |

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| STANDARD | OA.3.1. | Interpret products of whole numbers, e.g., interpret 5 x 7 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 5 x 7.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>**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** |
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| STANDARD | OA.3.2. | Interpret whole-number quotients of whole numbers, e.g., interpret 56 / 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 / 8.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>**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** |
| STANDARD | OA.3.3. | Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>**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** |

| STANDARD | OA.3.4. | Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = _ / 3, 6 x 6 = ?<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>**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** |
|---|---|---|
| **STRAND / DOMAIN** | **ME.CC.OA.3.** | **Operations and Algebraic Thinking** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Understand properties of multiplication and the relationship between multiplication and division.** |
| STANDARD | OA.3.5. | Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>**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** |
| STANDARD | OA.3.6. | Understand division as an unknown-factor problem. For example, find 32 / 8 by finding the number that makes 32 when multiplied by 8.<br><br>_GOLD®_ Objectives for Development and Learning<br> • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships**<br>**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** |
| **STRAND / DOMAIN** | **ME.CC.OA.3.** | **Operations and Algebraic Thinking** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Multiply and divide within 100.** |

| STANDARD | OA.3.7. | Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 / 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations<br>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 |
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| **STRAND / DOMAIN** | **ME.CC.OA.3.** | **Operations and Algebraic Thinking** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Solve problems involving the four operations, and identify and explain patterns in arithmetic.** |
| STANDARD | OA.3.8. | Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships<br>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 |
| STANDARD | OA.3.9. | 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.<br><br>*GOLD®* Objectives for Development and Learning<br>• Objective **23 Demonstrates knowledge of patterns**<br>Objective 23.14 **Recognizes arithmetic patterns and explains them using properties of operations** |
| **STRAND / DOMAIN** | **ME.CC.NBT.3.** | **Number and Operations in Base Ten** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Use place value understanding and properties of operations to perform multi-digit arithmetic.** |

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| STANDARD | NBT.3.1. | Use place value understanding to round whole numbers to the nearest 10 or 100.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten<br>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 |
|---|---|---|
| STANDARD | NBT.3.2. | Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective **20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations**<br>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 |
| STANDARD | NBT.3.3. | Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten<br>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 |
| STRAND / DOMAIN | ME.CC.NF.3. | Number and Operations--Fractions |
| CATEGORY / PERFORMANCE INDICATOR | | Develop understanding of fractions as numbers. |
| STANDARD | NF.3.1. | 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.<br><br>*GOLD*® **Objectives for Development and Learning**<br>• Objective 20 Uses number concepts and operations b. Quantifies<br>Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines<br>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities<br>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 |
| STRAND / DOMAIN | ME.CC.NF.3. | Number and Operations--Fractions |

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| CATEGORY / PERFORMANCE INDICATOR | | Develop understanding of fractions as numbers. |
|---|---|---|
| STANDARD | NF.3.2. | Understand a fraction as a number on the number line; represent fractions on a number line diagram. |
| EXPECTATION | NF.3.2(a) | Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 20 Uses number concepts and operations b. Quantifies**<br>**Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines** |
| EXPECTATION | NF.3.2(b) | Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 20 Uses number concepts and operations b. Quantifies**<br>**Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines** |
| STRAND / DOMAIN | ME.CC.NF.3. | **Number and Operations--Fractions** |
| CATEGORY / PERFORMANCE INDICATOR | | Develop understanding of fractions as numbers. |
| STANDARD | NF.3.3. | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. |
| EXPECTATION | NF.3.3(a) | Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.<br><br>*GOLD*® **Objectives for Development and Learning**<br> • **Objective 20 Uses number concepts and operations b. Quantifies**<br>**Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines**<br> • **Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**<br>**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** |

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| EXPECTATION | NF.3.3(b) | Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 20 Uses number concepts and operations b. Quantifies<br>Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines |
|---|---|---|
| EXPECTATION | NF.3.3(c) | Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 20 Uses number concepts and operations b. Quantifies<br>Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines<br> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities<br>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 |
| EXPECTATION | NF.3.3(d) | Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective 20 Uses number concepts and operations b. Quantifies<br>Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines<br>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities<br>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 |
| **STRAND / DOMAIN** | **ME.CC.MD.3.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** |
| STANDARD | MD.3.1. | Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.<br><br>**GOLD® Objectives for Development and Learning**<br> • Objective **22 Compares and measures b. Measures time and mone**<br>Objective 22b.12 Solves one-step word problems related to time to the nearest minute |

| STANDARD | MD.3.2. | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 22 Compares and measures a. Measures objects**<br>**Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter** |
|---|---|---|
| **STRAND / DOMAIN** | **ME.CC.MD.3.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Represent and interpret data.** |
| STANDARD | MD.3.3. | Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 22 Compares and measures c. Represents and analyzes data**<br>**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** |
| STANDARD | MD.3.4. | Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-- whole numbers, halves, or quarters.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 22 Compares and measures a. Measures objects**<br>**Objective 22a.13 Emerging to 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter** |
| **STRAND / DOMAIN** | **ME.CC.MD.3.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** |
| **STANDARD** | **MD.3.5.** | **Recognize area as an attribute of plane figures and understand concepts of area measurement.** |
| EXPECTATION | MD.3.5(a) | A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.<br><br>*GOLD®* **Objectives for Development and Learning**<br> • **Objective 22 Compares and measures a. Measures objects**<br>**Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter** |

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| EXPECTATION | MD.3.5(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.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **22 Compares and measures a. Measures objects**<br>Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter** |
|---|---|---|
| **STRAND / DOMAIN** | **ME.CC.MD.3.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** |
| STANDARD | MD.3.6. | Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **22 Compares and measures a. Measures objects**<br>Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter** |
| **STRAND / DOMAIN** | **ME.CC.MD.3.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** |
| STANDARD | MD.3.7. | **Relate area to the operations of multiplication and addition.** |
| EXPECTATION | MD.3.7(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.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **22 Compares and measures a. Measures objects**<br>Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter** |
| EXPECTATION | MD.3.7(b) | Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective **22 Compares and measures a. Measures objects**<br>Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter** |

| EXPECTATION | MD.3.7(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 x b and a x c. Use area models to represent the distributive property in mathematical reasoning.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective **22 Compares and measures a. Measures objects**<br>Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter** |
|---|---|---|
| EXPECTATION | MD.3.7(d) | Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective **22 Compares and measures a. Measures objects**<br>Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter** |
| **STRAND / DOMAIN** | **ME.CC.MD.3.** | **Measurement and Data** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** |
| STANDARD | MD.3.8. | Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.<br><br>_GOLD_® Objectives for Development and Learning<br> • Objective **22 Compares and measures a. Measures objects**<br>Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter** |
| **STRAND / DOMAIN** | **ME.CC.G.3.** | **Geometry** |
| **CATEGORY / PERFORMANCE INDICATOR** | | **Reason with shapes and their attributes.** |

| STANDARD | G.3.1. | Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>Objective 21b.14 Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions |
|---|---|---|
| STANDARD | G.3.2. | 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 1/4 of the area of the shape.<br><br>*GOLD*® Objectives for Development and Learning<br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br>Objective 21b.14 Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions |