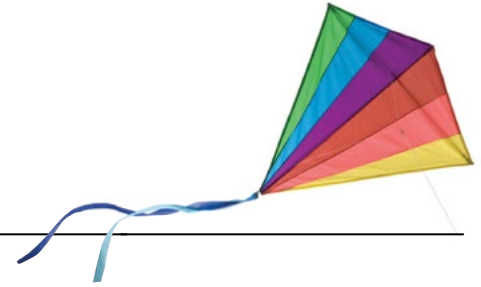




Alignment of



GOLD®

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



WITH

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

aligned to

Virginia English Standards of Learning

Grade: 1
Adopted: 2010

STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	1.1.	The student will continue to demonstrate growth in the use of oral language.
INDICATOR	1.1.a)	<p>Listen and respond to a variety of electronic media and other age-appropriate materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>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</p>
INDICATOR	1.1.b)	<p>Tell and retell stories and events in logical order.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>
INDICATOR	1.1.c)	<p>Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.8 Tells elaborate stories that refer to other times and places</p>

INDICATOR	1.1.d)	<p>Participate in creative dramatics.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.10 Creates rich dialogue, props, costumes, scenery, and sound effects to support role-play</p>
INDICATOR	1.1.e)	<p>Express ideas orally in complete sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	1.2.	The student will expand understanding and use of word meanings.
INDICATOR	1.2.a)	<p>Increase listening and speaking vocabularies.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>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</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</p>
INDICATOR	1.2.b)	<p>Begin to ask for clarification and explanation of words and ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>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</p>

INDICATOR	1.2.c)	<p>Use common singular and plural nouns.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
INDICATOR	1.2.d)	<p>Use vocabulary from other content areas.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	1.3.	The student will adapt or change oral language to fit the situation.
INDICATOR	1.3.a)	<p>Initiate conversation with peers and adults.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
INDICATOR	1.3.b)	<p>Follow rules for conversation using appropriate voice level in small-group settings.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language 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)</p>
INDICATOR	1.3.c)	<p>Ask and respond to questions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>



INDICATOR	1.3.d)	Follow simple two-step oral directions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
INDICATOR	1.3.e)	Give simple two-step oral directions. No Correlations
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	1.4.	The student will orally identify, produce, and manipulate various units of speech sounds within words.
INDICATOR	1.4.a)	Create rhyming words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.10 Generates rhyming words without a prompt word; identifies rhyming words in written text; uses rhyme to decode text
INDICATOR	1.4.b)	Count phonemes (sounds) in one-syllable words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
INDICATOR	1.4.c)	Blend sounds to make one-syllable words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

INDICATOR	1.4.d)	Segment one-syllable words into individual speech sounds (phonemes). <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
INDICATOR	1.4.e)	Add or delete phonemes (sounds) to make new words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	1.5.	The student will apply knowledge of how print is organized and read.
INDICATOR	1.5.a)	Read from left to right and from top to bottom. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.8 Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
INDICATOR	1.5.b)	Match spoken words with print. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.8 Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
INDICATOR	1.5.c)	Identify letters, words, sentences, and ending punctuation. <u>GOLD® Objectives for Development and Learning</u> • 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
INDICATOR	1.5.d)	Read his/her own writing. <u>GOLD® Objectives for Development and Learning</u> • 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



STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	1.6.	The student will apply phonetic principles to read and spell.
INDICATOR	1.6.a)	<p>Use beginning and ending consonants to decode and spell single-syllable words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
INDICATOR	1.6.b)	<p>Use two-letter consonant blends to decode and spell single-syllable words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
INDICATOR	1.6.c)	<p>Use beginning consonant digraphs to decode and spell single-syllable words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard
INDICATOR	1.6.d)	<p>Use short vowel sounds to decode and spell single-syllable words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words

INDICATOR	1.6.e)	<p>Blend beginning, middle, and ending sounds to recognize and read words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>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</p>
INDICATOR	1.6.f)	<p>Use word patterns to decode unfamiliar words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard</p>
INDICATOR	1.6.g)	<p>Read and spell simple two-syllable compound words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard</p>
INDICATOR	1.6.h)	<p>Read and spell commonly used sight words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>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</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	1.7.	The student will use semantic clues and syntax to expand vocabulary when reading.
INDICATOR	1.7.a)	<p>Use words, phrases, and sentences.</p> <p>No Correlations</p>

INDICATOR	1.7.b)	<p>Use titles and pictures.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>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)</p>
INDICATOR	1.7.c)	<p>Use information in the story to read words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>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)</p>
INDICATOR	1.7.d)	<p>Use knowledge of sentence structure.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>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)</p>
INDICATOR	1.7.e)	<p>Use knowledge of story structure.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>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)</p>
INDICATOR	1.7.f)	<p>Reread and self-correct.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>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)</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading

INDICATOR / STANDARD	1.8.	The student will expand vocabulary.
INDICATOR	1.8.a)	<p>Discuss meanings of words in context.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>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)</p>
INDICATOR	1.8.b)	<p>Develop vocabulary by listening to and reading a variety of texts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
INDICATOR	1.8.c)	<p>Ask for the meaning of unknown words and make connections to familiar words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>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)</p>
INDICATOR	1.8.d)	<p>Use text clues such as words or pictures to discern meanings of unknown words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>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)</p>
INDICATOR	1.8.e)	<p>Use vocabulary from other content areas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>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)</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading

INDICATOR / STANDARD	1.9.	The student will read and demonstrate comprehension of a variety of fictional texts.
INDICATOR	1.9.a)	<p>Preview the selection.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
INDICATOR	1.9.b)	<p>Set a purpose for reading.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
INDICATOR	1.9.c)	<p>Relate previous experiences to what is read.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
INDICATOR	1.9.d)	<p>Make and confirm predictions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
INDICATOR	1.9.e)	<p>Ask and answer who, what, when, where, why, and how questions about what is read.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
INDICATOR	1.9.f)	<p>Identify characters, setting, and important events.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>



INDICATOR	1.9.g)	Retell stories and events, using beginning, middle, and end. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
INDICATOR	1.9.h)	Identify the main idea or theme. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
INDICATOR	1.9.i)	Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.4 Fluently reads and comprehends first-grade-level texts
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	1.10.	The student will read and demonstrate comprehension of a variety of nonfiction texts.
INDICATOR	1.10.a)	Preview the selection. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

INDICATOR	1.10.b)	<p>Use prior and background knowledge as context for new learning.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>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</p>
INDICATOR	1.10.c)	<p>Set a purpose for reading.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
INDICATOR	1.10.d)	<p>Identify text features such as pictures, headings, charts, and captions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>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)</p>
INDICATOR	1.10.e)	<p>Make and confirm predictions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>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</p>
INDICATOR	1.10.f)	<p>Ask and answer who, what, where, when, why, and how questions about what is read.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>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</p>

INDICATOR	1.10.g)	<p>Identify the main idea.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>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</p>
INDICATOR	1.10.h)	<p>Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently <p>Objective 18e.4 Fluently reads and comprehends first-grade-level texts</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	1.11.	The student will use simple reference materials.
INDICATOR	1.11.a)	<p>Use knowledge of alphabetical order by first letter.</p> <p>No Correlations</p>
INDICATOR	1.11.b)	<p>Use a picture dictionary to find meanings of unfamiliar words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>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)</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	1.12.	The student will print legibly.
INDICATOR	1.12.a)	<p>Form letters accurately.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>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</p>

INDICATOR	1.12.b)	<p>Space words within sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>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</p>
INDICATOR	1.12.c)	<p>Use the alphabetic code to write unknown words phonetically.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>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</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	1.13.	The student will write to communicate ideas for a variety of purposes.
INDICATOR	1.13.a)	<p>Generate ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>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</p>
INDICATOR	1.13.b)	<p>Focus on one topic.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>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</p>
INDICATOR	1.13.c)	<p>Revise by adding descriptive words when writing about people, places, things, and events.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>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</p>

INDICATOR	1.13.d)	<p>Use complete sentences in final copies.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p>
INDICATOR	1.13.e)	<p>Begin each sentence with a capital letter and use ending punctuation in final copies.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p>
INDICATOR	1.13.f)	<p>Use correct spelling for commonly used sight words and phonetically regular words in final copies.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p>
INDICATOR	1.13.g)	<p>Share writing with others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	1.14.	<p>The student will use available technology for reading and writing.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks</p>

Virginia English Standards of Learning

Grade: **2**
Adopted: **2010**

STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	2.1.	The student will demonstrate an understanding of oral language structure.
INDICATOR	2.1.a)	<p>Create oral stories to share with others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.8 Tells elaborate stories that refer to other times and places</p>
INDICATOR	2.1.b)	<p>Create and participate in oral dramatic activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.10 Creates rich dialogue, props, costumes, scenery, and sound effects to support role-play</p>
INDICATOR	2.1.c)	<p>Use correct verb tenses in oral communication.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
INDICATOR	2.1.d)	<p>Use increasingly complex sentence structures in oral communication.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>

INDICATOR	2.1.e)	<p>Begin to self-correct errors in language use.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	2.2.	The student will expand understanding and use of word meanings.
INDICATOR	2.2.a)	<p>Increase listening and speaking vocabularies.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>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</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p>
INDICATOR	2.2.b)	<p>Use words that reflect a growing range of interests and knowledge.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p>
INDICATOR	2.2.c)	<p>Clarify and explain words and ideas orally.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p>

INDICATOR	2.2.d)	<p>Identify and use synonyms and antonyms.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>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</p>
INDICATOR	2.2.e)	<p>Use vocabulary from other content areas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	2.3.	The student will use oral communication skills.
INDICATOR	2.3.a)	<p>Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.12 Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions</p>
INDICATOR	2.3.b)	<p>Share stories or information orally with an audience.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.10 Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups</p>
INDICATOR	2.3.c)	<p>Participate as a contributor and leader in a group.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.12 Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions</p>

INDICATOR	2.3.d)	Retell information shared by others. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.12 Accurately and thoroughly retells previously heard stories or information
INDICATOR	2.3.e)	Follow three- and four-step directions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.8 Follows detailed, instructional, multistep directions
INDICATOR	2.3.f)	Give three- and four-step directions. No Correlations
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	2.4.	The student will orally identify, produce, and manipulate various units of speech sounds within words.
INDICATOR	2.4.a)	Count phonemes (sounds) within one-syllable words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
INDICATOR	2.4.b)	Blend sounds to make one-syllable words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

INDICATOR	2.4.c)	<p>Segment one-syllable words into individual speech sounds (phonemes).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>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</p>
INDICATOR	2.4.d)	<p>Add or delete phonemes (sounds) to make words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>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</p>
INDICATOR	2.4.e)	<p>Blend and segment multisyllabic words at the syllable level.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>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</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	2.5.	The student will use phonetic strategies when reading and spelling.
INDICATOR	2.5.a)	<p>Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard</p>

INDICATOR	2.5.b)	<p>Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard</p>
INDICATOR	2.5.c)	<p>Decode regular multisyllabic words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	2.6.	The student will use semantic clues and syntax to expand vocabulary when reading.
INDICATOR	2.6.a)	<p>Use information in the story to read words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>
INDICATOR	2.6.b)	<p>Use knowledge of sentence structure.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>

INDICATOR	2.6.c)	<p>Use knowledge of story structure and sequence.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>
INDICATOR	2.6.d)	<p>Reread and self-correct.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	2.7.	The student will expand vocabulary when reading.
INDICATOR	2.7.a)	<p>Use knowledge of homophones.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>
INDICATOR	2.7.b)	<p>Use knowledge of prefixes and suffixes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>

INDICATOR	2.7.c)	<p>Use knowledge of antonyms and synonyms.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>
INDICATOR	2.7.d)	<p>Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>
INDICATOR	2.7.e)	<p>Use vocabulary from other content areas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	2.8.	The student will read and demonstrate comprehension of fictional texts.
INDICATOR	2.8.a)	<p>Make and confirm predictions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>

INDICATOR	2.8.b)	<p>Relate previous experiences to the main idea.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
INDICATOR	2.8.c)	<p>Ask and answer questions about what is read.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
INDICATOR	2.8.d)	<p>Locate information to answer questions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
INDICATOR	2.8.e)	<p>Describe characters, setting, and important events in fiction and poetry.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>

INDICATOR	2.8.f)	<p>Identify the problem and solution.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
INDICATOR	2.8.g)	<p>Identify the main idea.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
INDICATOR	2.8.h)	<p>Summarize stories and events with beginning, middle, and end in the correct sequence.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.12 Summarizes the major points and central message in grade-appropriate literature and informational texts; makes interpretive comments about text</p>
INDICATOR	2.8.i)	<p>Draw conclusions based on the text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
INDICATOR	2.8.j)	<p>Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently <p>Objective 18e.6 Fluently reads and comprehends second-grade-level texts</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading

INDICATOR / STANDARD	2.9.	The student will read and demonstrate comprehension of nonfiction texts.
INDICATOR	2.9.a)	<p>Preview the selection using text features.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>
INDICATOR	2.9.b)	<p>Make and confirm predictions about the main idea.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
INDICATOR	2.9.c)	<p>Use prior and background knowledge as context for new learning.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
INDICATOR	2.9.d)	<p>Set purpose for reading.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>

INDICATOR	2.9.e)	<p>Ask and answer questions about what is read.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
INDICATOR	2.9.f)	<p>Locate information to answer questions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
INDICATOR	2.9.g)	<p>Identify the main idea.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
INDICATOR	2.9.h)	<p>Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently <p>Objective 18e.6 Fluently reads and comprehends second-grade-level texts</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	2.10.	The student will demonstrate comprehension of information in reference materials.

INDICATOR	2.10.a)	<p>Use table of contents.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</p>
INDICATOR	2.10.b)	<p>Use pictures, captions, and charts.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>
INDICATOR	2.10.c)	<p>Use dictionaries, glossaries, and indices.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>
INDICATOR	2.10.d)	<p>Use online resources.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	2.11.	<p>The student will maintain legible printing and begin to make the transition to cursive.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.10 Demonstrates control and appropriate pressure when using writing and drawing tools; writes legibly</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	2.12.	The student will write stories, letters, and simple explanations.

INDICATOR	2.12.a)	<p>Generate ideas before writing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
INDICATOR	2.12.b)	<p>Organize writing to include a beginning, middle, and end for narrative and expository writing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
INDICATOR	2.12.c)	<p>Expand writing to include descriptive detail.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
INDICATOR	2.12.d)	<p>Revise writing for clarity.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	2.13.	The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

INDICATOR	2.13.a)	<p>Recognize and use complete sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>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</p>
INDICATOR	2.13.b)	<p>Use and punctuate declarative, interrogative, and exclamatory sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>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</p>
INDICATOR	2.13.c)	<p>Capitalize all proper nouns and the word I.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>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</p>
INDICATOR	2.13.d)	<p>Use singular and plural nouns and pronouns.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
INDICATOR	2.13.e)	<p>Use apostrophes in contractions and possessives.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p>

INDICATOR	2.13.f)	<p>Use contractions and singular possessives.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p>
INDICATOR	2.13.g)	<p>Use knowledge of simple abbreviations.</p> <p>No Correlations</p>
INDICATOR	2.13.h)	<p>Use correct spelling for commonly used sight words, including compound words and regular plurals.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading</p>
INDICATOR	2.13.i)	<p>Use commas in the salutation and closing of a letter.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading</p>
INDICATOR	2.13.j)	<p>Use verbs and adjectives correctly in sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	2.14.	<p>The student will use available technology for reading and writing.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks</p>



Virginia English Standards of Learning

Grade: **3**
Adopted: **2010**

STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	3.1.	The student will use effective communication skills in group activities.
INDICATOR	3.1.a)	<p>Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.14 Engages politely in conversations in which both speakers present and listen to arguments respectfully</p>
INDICATOR	3.1.b)	<p>Ask and respond to questions from teachers and other group members.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p>
INDICATOR	3.1.c)	<p>Explain what has been learned.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.12 Accurately and thoroughly retells previously heard stories or information</p>
INDICATOR	3.1.d)	<p>Use language appropriate for context.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.12 Enters discussions in respectful ways (e.g., says, “Excuse me,” waits, and signals for a chance to speak); identifies the difference between formal and informal English</p>

INDICATOR	3.1.e)	<p>Increase listening and speaking vocabularies.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>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)</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	3.2.	The student will present brief oral reports using visual media.
INDICATOR	3.2.a)	<p>Speak clearly.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>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</p>
INDICATOR	3.2.b)	<p>Use appropriate volume and pitch.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>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</p>
INDICATOR	3.2.c)	<p>Speak at an understandable rate.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>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</p>

INDICATOR	3.2.d)	<p>Organize ideas sequentially or around major points of information.</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</p>
INDICATOR	3.2.e)	<p>Use contextually appropriate language and specific vocabulary to communicate ideas.</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	3.3.	The student will apply word-analysis skills when reading.
INDICATOR	3.3.a)	<p>Use knowledge of regular and irregular vowel patterns.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words</p>
INDICATOR	3.3.b)	<p>Decode regular multisyllabic words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	3.4.	The student will expand vocabulary when reading.
INDICATOR	3.4.a)	<p>Use knowledge of homophones.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions</p>



INDICATOR	3.4.b)	<p>Use knowledge of roots, affixes, synonyms, and antonyms.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
INDICATOR	3.4.c)	<p>Apply meaning clues, language structure, and phonetic strategies.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
INDICATOR	3.4.d)	<p>Use context to clarify meaning of unfamiliar words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts
INDICATOR	3.4.e)	<p>Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)
INDICATOR	3.4.f)	<p>Use vocabulary from other content areas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)

INDICATOR	3.4.g)	<p>Use word reference resources including the glossary, dictionary, and thesaurus.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	3.5.	The student will read and demonstrate comprehension of fictional text and poetry.
INDICATOR	3.5.a)	<p>Set a purpose for reading.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.5.b)	<p>Make connections between previous experiences and reading selections.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.5.c)	<p>Make, confirm, or revise predictions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>

INDICATOR	3.5.d)	<p>Compare and contrast settings, characters, and events.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.5.e)	<p>Identify the author's purpose.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.5.f)	<p>Ask and answer questions about what is read.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.5.g)	<p>Draw conclusions about text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>

INDICATOR	3.5.h)	<p>Identify the problem and solution.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.5.i)	<p>Identify the main idea.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.5.j)	<p>Identify supporting details.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.5.k)	<p>Use reading strategies to monitor comprehension throughout the reading process.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p>
INDICATOR	3.5.l)	<p>Differentiate between fiction and nonfiction.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>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)</p>



INDICATOR	3.5.m)	<p>Read with fluency and accuracy.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently <p>Objective 18e.8 Fluently reads and comprehends third-grade-level texts</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	3.6.	The student will continue to read and demonstrate comprehension of nonfiction texts.
INDICATOR	3.6.a)	<p>Identify the author's purpose.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.6.b)	<p>Use prior and background knowledge as context for new learning.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.6.c)	<p>Preview and use text features.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>

INDICATOR	3.6.d)	<p>Ask and answer questions about what is read.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.6.e)	<p>Draw conclusions based on text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.6.f)	<p>Summarize major points found in nonfiction texts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.14 Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea</p>
INDICATOR	3.6.g)	<p>Identify the main idea.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.6.h)	<p>Identify supporting details.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.14 Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea</p>



INDICATOR	3.6.i)	<p>Compare and contrast the characteristics of biographies and autobiographies.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.6.j)	<p>Use reading strategies to monitor comprehension throughout the reading process.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p>
INDICATOR	3.6.k)	<p>Identify new information gained from reading.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
INDICATOR	3.6.l)	<p>Read with fluency and accuracy.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently <p>Objective 18e.8 Fluently reads and comprehends third-grade-level texts</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	3.7.	The student will demonstrate comprehension of information from a variety of print and electronic resources.

INDICATOR	3.7.a)	<p>Use encyclopedias and other reference books, including online reference materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p>
INDICATOR	3.7.b)	<p>Use table of contents, indices, and charts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	3.8.	<p>The student will write legibly in cursive.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.12 Moves writing or drawing utensils fluidly across the page with increasing speed and accuracy; produces letters and number symbols having accurate formation, size, proportion, slant, and spacing; may use cursive writing</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	3.9.	The student will write for a variety of purposes.
INDICATOR	3.9.a)	<p>Identify the intended audience.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>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</p>

INDICATOR	3.9.b)	<p>Use a variety of prewriting strategies.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>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</p>
INDICATOR	3.9.c)	<p>Write a clear topic sentence focusing on the main idea.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>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</p>
INDICATOR	3.9.d)	<p>Write a paragraph on the same topic.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>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</p>
INDICATOR	3.9.e)	<p>Use strategies for organization of information and elaboration according to the type of writing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>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</p>

INDICATOR	3.9.f)	<p>Include details that elaborate the main idea.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
INDICATOR	3.9.g)	<p>Revise writing for clarity of content using specific vocabulary and information.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	3.10.	The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
INDICATOR	3.10.a)	<p>Use complete sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
INDICATOR	3.10.b)	<p>Use transition words to vary sentence structure.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
INDICATOR	3.10.c)	<p>Use the word I in compound subjects.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>



INDICATOR	3.10.d)	<p>Use past and present verb tense.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
INDICATOR	3.10.e)	<p>Use singular possessives.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
INDICATOR	3.10.f)	<p>Use commas in a simple series.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
INDICATOR	3.10.g)	<p>Use simple abbreviations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
INDICATOR	3.10.h)	<p>Use apostrophes in contractions with pronouns and in possessives.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
INDICATOR	3.10.i)	<p>Use the articles a, an, and the correctly.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>



INDICATOR	3.10.j)	<p>Use correct spelling for frequently used sight words, including irregular plurals.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	3.11.	The student will write a short report.
INDICATOR	3.11.a)	<p>Construct questions about the topic.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>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</p>
INDICATOR	3.11.b)	<p>Identify appropriate resources.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>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</p>
INDICATOR	3.11.c)	<p>Collect and organize information about the topic into a short report.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>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</p>

INDICATOR	3.11.d)	Understand the difference between plagiarism and using own words. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Writing
INDICATOR / STANDARD	3.12.	The student will use available technology for reading and writing. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks

Mathematics Standards of Learning for Virginia Public Schools

Grade: 1
Adopted: 2009

STRAND / TOPIC	VA.NS.1.	Number and Number Sense
STANDARD / STRAND	1.1.	The student will
INDICATOR / STANDARD	1.1.a.	Count forward orally by ones to 110, starting at any number between 0 and 110. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.9 Emerging to 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
INDICATOR / STANDARD	1.1.b.	Write the numerals 0 to 110 in sequence and out-of-sequence. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.10 Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers

INDICATOR / STANDARD	1.1.c.	Count backward orally by ones when given any number between 1 and 30. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts 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
INDICATOR / STANDARD	1.1.d.	Count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.9 Emerging to 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
STRAND / TOPIC	VA.NS.1.	Number and Number Sense
STANDARD / STRAND	1.2.	The student, given up to 110 objects, will
INDICATOR / STANDARD	1.2.a.	Group a collection into tens and ones and write the corresponding numeral. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10–90)
INDICATOR / STANDARD	1.2.b.	Compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.11 Emerging to 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
INDICATOR / STANDARD	1.2.c.	Order three or fewer sets from least to greatest and greatest to least. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts

STANDARD / STRAND	1.3.	<p>The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p>
STRAND / TOPIC	VA.NS.1.	Number and Number Sense
STANDARD / STRAND	1.4.	The student will
INDICATOR / STANDARD	1.4.a.	<p>Represent and solve practical problems involving equal sharing with two or four sharers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>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</p>
INDICATOR / STANDARD	1.4.b.	<p>Represent and name fractions for halves and fourths, using models.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>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</p>
STRAND / TOPIC	VA.NS.1.	Number and Number Sense
STANDARD / STRAND	1.5.	The student, given a familiar problem situation involving magnitude, will
INDICATOR / STANDARD	1.5.a.	<p>Select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, 500).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>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</p>
INDICATOR / STANDARD	1.5.b.	<p>Explain the reasonableness of the choice.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>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</p>
STRAND / TOPIC	VA.CE.1.	Computation and Estimation

STANDARD / STRAND	1.6.	<p>The student will create and solve single-step story and picture problems using addition and subtraction within 20.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.3 Emerging to 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
STRAND / TOPIC	VA.CE.1.	Computation and Estimation
STANDARD / STRAND	1.7.	The student will
INDICATOR / STANDARD	1.7.a.	<p>Recognize and describe with fluency part-whole relationships for numbers up to 10.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <p>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)</p>
INDICATOR / STANDARD	1.7.b.	<p>Demonstrate fluency with addition and subtraction within 10.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <p>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)</p>
STRAND / TOPIC	VA.MG.1.	Measurement and Geometry
STANDARD / STRAND	1.8.	<p>The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)</p>
STRAND / TOPIC	VA.MG.1.	Measurement and Geometry
STANDARD / STRAND	1.9.	The student will investigate the passage of time and

INDICATOR / STANDARD	1.9.a.	<p>Tell time to the hour and half-hour, using analog and digital clocks.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)</p>
INDICATOR / STANDARD	1.9.b.	<p>Read and interpret a calendar.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.6 Uses some time measurement words and tools</p>
STANDARD / STRAND	1.10.	<p>The student will use nonstandard units to measure and compare length, weight, and volume.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
STRAND / TOPIC	VA.MG.1.	Measurement and Geometry
STANDARD / STRAND	1.11.	The student will
INDICATOR / STANDARD	1.11.a.	<p>Identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations</p>
INDICATOR / STANDARD	1.11.b.	<p>Identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>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</p>
STRAND / TOPIC	VA.MG.1.	Measurement and Geometry
STANDARD / STRAND	1.12.	The student will

INDICATOR / STANDARD	1.12.a.	<p>Collect, organize, and represent various forms of data using tables, picture graphs, and object graphs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.6 Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings</p>
INDICATOR / STANDARD	1.12.b.	<p>Read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary more, less, fewer, greater than, less than, and equal to.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.6 Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings</p>
STRAND / TOPIC	VA.PFA.1.	Patterns, Functions, and Algebra
STANDARD / STRAND	1.13.	<p>The student will sort and classify concrete objects according to one or two attributes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.8 Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons</p>
STANDARD / STRAND	1.14.	<p>The student will identify, describe, extend, create, and transfer growing and repeating patterns.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns</p>
STANDARD / STRAND	1.15.	<p>The student will demonstrate an understanding of equality through the use of the equal symbol.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.10 Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers</p>

Mathematics Standards of Learning for Virginia Public Schools

Grade: 2
Adopted: 2009

STRAND / TOPIC	VA.NS.2.	Number and Number Sense
STANDARD / STRAND	2.1.	The student will
INDICATOR / STANDARD	2.1.a.	<p>Read, write, and identify the place and value of each digit in a three-digit numeral, with and without models.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <p>Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
INDICATOR / STANDARD	2.1.b.	<p>Identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>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</p>
INDICATOR / STANDARD	2.1.c.	<p>Compare and order whole numbers between 0 and 999.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>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</p>
INDICATOR / STANDARD	2.1.d.	<p>Round two-digit numbers to the nearest ten.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <p>Objective 20d.4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10–90)</p>
STRAND / TOPIC	VA.NS.2.	Number and Number Sense
STANDARD / STRAND	2.2.	The student will

INDICATOR / STANDARD	2.2.a.	Count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts 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
INDICATOR / STANDARD	2.2.b.	Count backward by tens from 120. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts 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
INDICATOR / STANDARD	2.2.c.	Use objects to determine whether a number is even or odd. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.12 Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition
STRAND / TOPIC	VA.NS.2.	Number and Number Sense
STANDARD / STRAND	2.3.	The student will
INDICATOR / STANDARD	2.3.a.	Count and identify the ordinal positions first through twentieth, using an ordered set of objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.6 Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings
INDICATOR / STANDARD	2.3.b.	Write the ordinal numbers 1st through 20th. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.6 Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings
STRAND / TOPIC	VA.NS.2.	Number and Number Sense
STANDARD / STRAND	2.4.	The student will

INDICATOR / STANDARD	2.4.a.	<p>Name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies 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
INDICATOR / STANDARD	2.4.b.	<p>Represent fractional parts with models and with symbols.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies 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
INDICATOR / STANDARD	2.4.c.	<p>Compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies 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
STRAND / TOPIC	VA.CE.2.	Computation and Estimation
STANDARD / STRAND	2.5.	The student will
INDICATOR / STANDARD	2.5.a.	<p>Recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20
INDICATOR / STANDARD	2.5.b.	<p>Demonstrate fluency with addition and subtraction within 20.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations 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 / TOPIC	VA.CE.2.	Computation and Estimation
STANDARD / STRAND	2.6.	The student will
INDICATOR / STANDARD	2.6.a.	<p>Estimate sums and differences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <p>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</p>
INDICATOR / STANDARD	2.6.b.	<p>Determine sums and differences, using various methods.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <p>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</p>
INDICATOR / STANDARD	2.6.c.	<p>Create and solve single-step and two-step practical problems involving addition and subtraction.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)</p>
STRAND / TOPIC	VA.MG.2.	Measurement and Geometry
STANDARD / STRAND	2.7.	The student will
INDICATOR / STANDARD	2.7.a.	<p>Count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)</p>

INDICATOR / STANDARD	2.7.b.	Use the cent symbol, dollar symbol, and decimal point to write a value of money. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money 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 / TOPIC	VA.MG.2.	Measurement and Geometry
STANDARD / STRAND	2.8.	The student will estimate and measure
INDICATOR / STANDARD	2.8.a.	Length to the nearest inch. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.12 Measures and compares the length of two objects using standard length units
INDICATOR / STANDARD	2.8.b.	Weight to the nearest pound. No Correlations
STANDARD / STRAND	2.9.	The student will tell time and write time to the nearest five minutes, using analog and digital clocks. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money 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 / TOPIC	VA.MG.2.	Measurement and Geometry
STANDARD / STRAND	2.10.	The student will
INDICATOR / STANDARD	2.10.a.	Determine past and future days of the week. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money 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

INDICATOR / STANDARD	2.10.b.	<p>Identify specific days and dates on a given calendar.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>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</p>
STANDARD / STRAND	2.11.	<p>The student will read temperature to the nearest 10 degrees.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.12 Measures and compares the length of two objects using standard length units</p>
STRAND / TOPIC	VA.MG.2.	Measurement and Geometry
STANDARD / STRAND	2.12.	The student will
INDICATOR / STANDARD	2.12.a.	<p>Draw a line of symmetry in a figure.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.12 Measures and compares the length of two objects using standard length units</p>
INDICATOR / STANDARD	2.12.b.	<p>Identify and create figures with at least one line of symmetry.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.12 Measures and compares the length of two objects using standard length units</p>
STANDARD / STRAND	2.13.	<p>The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.10 Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes</p>
STRAND / TOPIC	VA.PS.2.	Probability and Statistics

STANDARD / STRAND	2.14.	<p>The student will use data from probability experiments to predict outcomes when the experiment is repeated.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>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</p>
STRAND / TOPIC	VA.PS.2.	Probability and Statistics
STANDARD / STRAND	2.15.	The student will
INDICATOR / STANDARD	2.15.a.	<p>Collect, organize, and represent data in pictographs and bar graphs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>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</p>
INDICATOR / STANDARD	2.15.b.	<p>Read and interpret data represented in pictographs and bar graphs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>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</p>
STRAND / TOPIC	VA.PFA.2.	Patterns, Functions, and Algebra
STANDARD / STRAND	2.16.	<p>The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.12 Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition</p>
STANDARD / STRAND	2.17.	<p>The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>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</p>

Mathematics Standards of Learning for Virginia Public Schools

Grade: **3**
Adopted: **2009**

STRAND / TOPIC	VA.NS.3.	Number and Number Sense
STANDARD / STRAND	3.1.	The student will
INDICATOR / STANDARD	3.1.a.	<p>Read, write, and identify the place and value of each digit in a six-digit whole number, with and without models.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <p>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</p>
INDICATOR / STANDARD	3.1.b.	<p>Round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <p>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</p>
INDICATOR / STANDARD	3.1.c.	<p>Compare and order whole numbers, each 9,999 or less.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>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</p>
STRAND / TOPIC	VA.NS.3.	Number and Number Sense
STANDARD / STRAND	3.2.	The student will
INDICATOR / STANDARD	3.2.a.	<p>Name and write fractions and mixed numbers represented by a model.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.14 Represents fractional quantities as parts of a whole ($\frac{a}{2}$, $\frac{a}{3}$, $\frac{a}{4}$, $\frac{a}{6}$, $\frac{a}{8}$); uses relation symbols ($<$, $>$, $=$) to show fractional comparisons</p>

INDICATOR / STANDARD	3.2.b.	<p>Represent fractions and mixed numbers with models and symbols.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.14 Represents fractional quantities as parts of a whole ($\frac{a}{2}$, $\frac{a}{3}$, $\frac{a}{4}$, $\frac{a}{6}$, $\frac{a}{8}$); uses relation symbols ($<$, $>$, $=$) to show fractional comparisons</p>
INDICATOR / STANDARD	3.2.c.	<p>Compare fractions having like and unlike denominators, using words and symbols ($>$, $<$, $=$, or \neq), with models.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines</p>
STRAND / TOPIC	VA.CE.3.	Computation and Estimation
STANDARD / STRAND	3.3.	The student will
INDICATOR / STANDARD	3.3.a.	<p>Estimate and determine the sum or difference of two whole numbers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
INDICATOR / STANDARD	3.3.b.	<p>Create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
STRAND / TOPIC	VA.CE.3.	Computation and Estimation
STANDARD / STRAND	3.4.	The student will

INDICATOR / STANDARD	3.4.a.	<p>Represent multiplication and division through 10×10, using a variety of approaches and models.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <p>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</p>
INDICATOR / STANDARD	3.4.b.	<p>Create and solve single-step practical problems that involve multiplication and division through 10×10.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <p>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</p>
INDICATOR / STANDARD	3.4.c.	<p>Demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <p>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</p>
INDICATOR / STANDARD	3.4.d.	<p>Solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
STANDARD / STRAND	3.5.	<p>The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less.</p> <p><u>GOLD® Objectives for Development and Learning</u></p>



		<ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)</p>
STRAND / TOPIC	VA.MG.3.	Measurement and Geometry
STANDARD / STRAND	3.6.	The student will
INDICATOR / STANDARD	3.6.a.	<p>Determine the value of a collection of bills and coins whose total value is \$5.00 or less.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)</p>
INDICATOR / STANDARD	3.6.b.	<p>Compare the value of two sets of coins or two sets of coins and bills.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)</p>
INDICATOR / STANDARD	3.6.c.	<p>Make change from \$5.00 or less.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>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</p>
STRAND / TOPIC	VA.MG.3.	Measurement and Geometry
STANDARD / STRAND	3.7.	The student will estimate and use U.S. Customary and metric units to measure
INDICATOR / STANDARD	3.7.a.	<p>Length to the nearest 1/2 inch, inch, foot, yard, centimeter, and meter.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.12 Measures and compares the length of two objects using standard length units</p>
INDICATOR / STANDARD	3.7.b.	<p>Liquid volume in cups, pints, quarts, gallons, and liters.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.12 Measures and compares the length of two objects using standard length units</p>
STRAND / TOPIC	VA.MG.3.	Measurement and Geometry

STANDARD / STRAND	3.8.	The student will estimate and
INDICATOR / STANDARD	3.8.a.	<p>Measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>
INDICATOR / STANDARD	3.8.b.	<p>Count the number of square units needed to cover a given surface in order to determine its area.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>
STRAND / TOPIC	VA.MG.3.	Measurement and Geometry
STANDARD / STRAND	3.9.	The student will
INDICATOR / STANDARD	3.9.a.	<p>Tell time to the nearest minute, using analog and digital clocks.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>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</p>
INDICATOR / STANDARD	3.9.b.	<p>Solve practical problems related to elapsed time in one-hour increments within a 12-hour period.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and mone <p>Objective 22b.12 Solves one-step word problems related to time to the nearest minute</p>
INDICATOR / STANDARD	3.9.c.	<p>Identify equivalent periods of time and solve practical problems related to equivalent periods of time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and mone <p>Objective 22b.12 Solves one-step word problems related to time to the nearest minute</p>
STANDARD / STRAND	3.10.	<p>The student will read temperature to the nearest degree.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>



STANDARD / STRAND	3.11.	<p>The student will identify and draw representations of points, lines, line segments, rays, and angles.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes 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</p>
STRAND / TOPIC	VA.MG.3.	Measurement and Geometry
STANDARD / STRAND	3.12.	The student will
INDICATOR / STANDARD	3.12.a.	<p>Define polygon.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes 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</p>
INDICATOR / STANDARD	3.12.b.	<p>Identify and name polygons with 10 or fewer sides.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes 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</p>
INDICATOR / STANDARD	3.12.c.	<p>Combine and subdivide polygons with three or four sides and name the resulting polygon(s).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes 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</p>

STANDARD / STRAND	3.13.	<p>The student will identify and describe congruent and noncongruent figures.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes 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</p>
STRAND / TOPIC	VA.PS.3.	Probability and Statistics
STANDARD / STRAND	3.14.	<p>The student will investigate and describe the concept of probability as a measurement of chance and list possible outcomes for a single event.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data 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</p>
STRAND / TOPIC	VA.PS.3.	Probability and Statistics
STANDARD / STRAND	3.15.	The student will
INDICATOR / STANDARD	3.15.a.	<p>Collect, organize, and represent data in pictographs or bar graphs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data 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</p>
INDICATOR / STANDARD	3.15.b.	<p>Read and interpret data represented in pictographs and bar graphs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data 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</p>
STRAND / TOPIC	VA.PFA.3.	Patterns, Functions, and Algebra
STANDARD / STRAND	3.16.	<p>The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.14 Recognizes arithmetic patterns and explains them using properties of operations</p>

STANDARD / STRAND	3.17.	<p>The student will create equations to represent equivalent mathematical relationships.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.14 Recognizes arithmetic patterns and explains them using properties of operations</p>
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