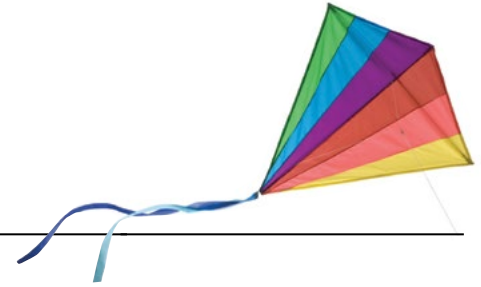**TeachingStrategies®**

Alignment of

GOLD®

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

WITH

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

aligned to

Arizona's Kindergarten through Third Grade Standards

Language Arts
Grade: **K** - Adopted: **2016**

STRAND	AZ.K.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RL.1.	With prompting and support, ask and answer questions about key details in a text. *GOLD*® Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective **8a.5** Emerging to **8a.6** Responds appropriately to specific vocabulary and simple statements, questions, and stories
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RL.2.	With prompting and support, retell familiar stories, including key details. *GOLD*® Objectives for Development and Learning • Objective **18** Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective **18c.5** Emerging to **18c.6** Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story. *GOLD*® Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective **8a.5** Emerging to **8a.6** Responds appropriately to specific vocabulary and simple statements, questions, and stories
STRAND	AZ.K.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RL.4.	With prompting and support, ask and answer questions about unknown words in a text. *GOLD*® Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective **8a.5** Emerging to **8a.6** Responds appropriately to specific vocabulary and simple statements, questions, and stories

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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book. *GOLD®* Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.7 Emerging to 17a.8 Uses various types of books for their intended purposes**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RL.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. *GOLD®* Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors**
STRAND	**AZ.K.RL.**	**Reading Standards for Literature**
CONCEPT / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RL.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RL.8.	(Not applicable to literature) **No Correlations**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RL.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**

STRAND	AZ.K.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RL.10.	With prompting and support, actively engage in group reading activities with purpose and understanding. *GOLD*® **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.7 Emerging to 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and **draws conclusions; identifies the author's supporting points**
STRAND	AZ.K.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RI.1.	With prompting and support, ask and answer questions about key details in a text. *GOLD*® **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.5 Emerging to **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text. *GOLD*® **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.5 Emerging to **18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. *GOLD*® **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and **draws conclusions; identifies the author's supporting points**

STRAND	AZ.K.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** Objective **18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RI.5.	Recognize common types of informational text; identify the front cover, back cover, and title page of a book. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.8 Uses various types of books for their intended purposes**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RI.6.	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors**
STRAND	AZ.K.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RI.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text. *GOLD*® **Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RI.9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). *GOLD*® **Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**
STRAND	AZ.K.RI.	**Reading Standards for Informational Text**
CONCEPT / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RI.10.	With prompting and support, actively engage in group reading activities with purpose and understanding. *GOLD*® **Objectives for Development and Learning** • **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.7 Emerging to 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points**
STRAND	AZ.K.RF.	**Reading Standards: Foundational Skills**
CONCEPT / STANDARD		**Print Concepts**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RF.1.	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page. *GOLD*® **Objectives for Development and Learning** • **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.4 Indicates where to start reading and the direction to follow**

OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters. *GOLD®* **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.1.c.	Identify that a sentence is made up of a group of words. *GOLD®* **Objectives for Development and Learning** • 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
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.1.d.	Recognize the difference between a letter and a printed word. *GOLD®* **Objectives for Development and Learning** • 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
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.1.e.	Understand that words are separated by spaces in print. *GOLD®* **Objectives for Development and Learning** • 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
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.1.f.	Recognize and name all upper and lowercase letters of the alphabet. *GOLD®* **Objectives for Development and Learning** • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order

STRAND	AZ.K.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Phonological Awareness
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.2.a.	Identify and produce sounds (phonemes) in a spoken word. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.2.b.	Recognize and produce rhyming words. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective **15a.8 Generates a group of rhyming words when given a word**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.2.c.	Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/). *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective **15c.6 Verbally blends and separates onset and rime in one-syllable words**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.2.d.	Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.) *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.2.e.	Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words. *GOLD*® **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
STRAND	**AZ.K.RF.**	**Reading Standards: Foundational Skills**
CONCEPT / STANDARD		**Phonics and Word Recognition**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**K.RF.3.**	**Know and apply phonics and word analysis skills in decoding words.**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels. *GOLD*® **Objectives for Development and Learning** • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective **16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.3.b.	Decode regularly spelled closed-syllable words. *GOLD*® **Objectives for Development and Learning** • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.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**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.RF.3.c.	Read 50 common high-frequency words by sight from a research-based word list. *GOLD*® **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

OBJECTIVE / GRADE LEVEL EXPECTATION	**K.RF.3.d.**	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. _GOLD®_ **Objectives for Development and Learning** • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words**
STRAND	**AZ.K.RF.**	**Reading Standards: Foundational Skills**
CONCEPT / STANDARD		**Fluency**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**K.RF.4.**	Read emergent-reader texts with purpose and understanding. _GOLD®_ **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials**
STRAND	**AZ.K.W.**	**Writing Standards**
CONCEPT / STANDARD		**Text Types and Purposes**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**K.W.1.**	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). _GOLD®_ **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**K.W.2.**	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. _GOLD®_ **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.3.	With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. *GOLD®* Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
STRAND	**AZ.K.W.**	**Writing Standards**
CONCEPT / STANDARD		**Production and Distribution of Writing**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). *GOLD®* Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. *GOLD®* Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. *GOLD®* Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**

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STRAND	AZ.K.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.7.	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.9.	(Begins in grade 4) No Correlations
STRAND	AZ.K.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.W.10.	(Begins in grade 3) No Correlations
STRAND	AZ.K.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Sound-letter basics and Handwriting
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.WF.1.	Demonstrate and apply handwriting skills.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.1.a.	Match upper and lower case manuscript letters. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 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 base

OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.1.b.	Write upper and lower manuscript letters, with reference to a model. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically base
OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.1.c.	Write left to right using appropriate spacing between words. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically base
STRAND	AZ.K.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Sound-letter basics and Handwriting
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.WF.2.	Demonstrate and apply sound-letter concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.2.a.	Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically base
OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.2.b.	Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically base

STRAND	AZ.K.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.3.a.	Represent phonemes in simple words, using letter-sound relationships. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically base
OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.3.b.	Write or select an initial or final consonant when a medial vowel is provided. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically base
OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.3.c.	Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically base
OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.3.d.	Accurately write grade-level appropriate words, as found in a research-based word list. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically base
OBJECTIVE / GRADE LEVEL EXPECTATION	K.WF.3.e.	Attempt phonetic spelling of unknown words. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 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 base

STRAND	AZ.K.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others
OBJECTIVE / GRADE LEVEL EXPECTATION	K.SL.1.b.	Continue a conversation through multiple exchanges. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges
STRAND	AZ.K.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.SL.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs

STRAND	AZ.K.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. _GOLD®_ **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail. _GOLD®_ **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.8 Represents objects, places, and ideas with increasingly abstract symbols**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly. _GOLD®_ **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective **9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly**
STRAND	AZ.K.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.1.a.	Use frequently occurring nouns and verbs. _GOLD®_ **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective **9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.1.b.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). _GOLD®_ **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective **9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)**

OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.1.c.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). *GOLD®* **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.1.d.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). *GOLD®* **Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.1.e.	Produce and expand complete sentences in shared language activities. *GOLD®* **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)**
STRAND	AZ.K.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I. *GOLD®* **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically base**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.2.b.	Recognize and name end punctuation. *GOLD®* **Objectives for Development and Learning** • 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**

STRAND	AZ.K.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.L.3.	(Begins in grade 2) No Correlations
STRAND	AZ.K.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.L.4.	(Begins in grade 1) No Correlations
STRAND	AZ.K.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. *GOLD*® Objectives for Development and Learning • Objective **13 Uses classification skills** Objective **13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.7 Emerging to 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**

OBJECTIVE / GRADE LEVEL EXPECTATION	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. *GOLD®* **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs**
STRAND	**AZ.K.L.**	**Language Standards**
CONCEPT / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *GOLD®* **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words**

Language Arts

Grade: **1** - Adopted: **2016**

STRAND	AZ.1.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.1.	Ask and answer questions such as who, what, where, why, when, and how about key details in a text. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts** Objective **18c.10 Paraphrases grade-appropriate literature and informational texts and includes the major points and central message**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.3.	Describe characters, settings, and major events in a story, using key details. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
STRAND	AZ.1.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. *GOLD®* **Objectives for Development and Learning** • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.6.	Identify who is telling the story at various points in a text. *GOLD®* **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective **18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
STRAND	**AZ.1.RL.**	**Reading Standards for Literature**
CONCEPT / STANDARD		**Integration of Knowledge and Ideas**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events. *GOLD®* **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective **18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.8.	(Not applicable to literature) **No Correlations**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.9.	Compare and contrast the adventures and experiences of characters in stories. *GOLD®* **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective **18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**

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STRAND	AZ.1.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RL.10.	With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts e. Reads fluently** **Objective 18e.4 Fluently reads and comprehends first-grade-level texts**
STRAND	AZ.1.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.1.	Ask and answer questions such as who, what, where, why, and how about key details in a text. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.2.	Identify the main topic and retell key details of a text. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts** **Objective 18c.10 Paraphrases grade-appropriate literature and informational texts and includes the major points and central message**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**

STRAND	AZ.1.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** Objective **18d.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)**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.5.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. *GOLD®* Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
STRAND	AZ.1.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.7.	Use the illustrations and details in a text to describe its key ideas. *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.8.	Identify the reasons an author gives to support points in a text. *GOLD*® **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective **18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). *GOLD*® **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective **18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information**
STRAND	AZ.1.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RI.10.	With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts e. Reads fluently** Objective **18e.4 Fluently reads and comprehends first-grade-level texts**
STRAND	AZ.1.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Print Concepts
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.1.a.	Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation). *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** Objective **17b.10 Distinguishes features of a sentence, including capitalization and punctuation**

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STRAND	AZ.1.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Phonological Awareness
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.d.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.e.	Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/). *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words

OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.f.	Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/). *GOLD*® **Objectives for Development and Learning** • **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.2.g.	Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words. *GOLD*® **Objectives for Development and Learning** • **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words**
STRAND	AZ.1.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.3.	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs. *GOLD*® **Objectives for Development and Learning** • **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text** **Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words. *GOLD*® **Objectives for Development and Learning** • **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text** **Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words**

OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.c.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words **into syllables based on the number of vowel sounds heard**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.d.	Recognize and apply all six syllable types when decoding grade level texts. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words **into syllables based on the number of vowel sounds heard**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.e.	Read words with inflectional endings. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words **into syllables based on the number of vowel sounds heard**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words**

STRAND	AZ.1.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.4 Fluently reads and comprehends first-grade-level texts
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.4 Fluently reads and comprehends first-grade-level texts
OBJECTIVE / GRADE LEVEL EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.4 Uses various strategies to make meaning when reading first grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)
STRAND	AZ.1.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. *GOLD®* **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating **feedback from others as needed**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. *GOLD®* **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating **feedback from others as needed**
STRAND	**AZ.1.W.**	**Writing Standards**
CONCEPT / STANDARD		**Production and Distribution of Writing**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). *GOLD®* **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating **feedback from others as needed**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. *GOLD®* **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating **feedback from others as needed**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. *GOLD*® **Objectives for Development and Learning** • Objective **28 Uses tools and other technology to perform tasks**
STRAND	**AZ.1.W.**	**Writing Standards**
CONCEPT / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.7.	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.13 Emerging to 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** **Objective 12b.10 Connects the past with the present using general time estimates between events; connects time with specific daily events and salient events with the months and seasons** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.9.	**(Begins in grade 4)** **No Correlations**

STRAND	AZ.1.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.W.10.	(Begins in grade 3) No Correlations
STRAND	AZ.1.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Sound-letter basics and Handwriting
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.1.	Demonstrate and apply handwriting skills.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.1.a.	Write upper and lower case manuscript alphabet from memory using correct letter formation. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective **19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.1.b.	Write the common grapheme (letter or letter group) for each phoneme. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective **19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.1.c.	Write with appropriate spacing between letters and words. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective **19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**

STRAND	AZ.1.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Sound-letter basics and Handwriting
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.2.	Demonstrate and apply sound-letter concepts when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.2.a.	Orally segment the phonemes in any single-syllable, spoken word. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** Objective **15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.2.b.	Demonstrate and understand that each syllable is organized around a vowel sound. *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text** Objective **15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard**
STRAND	AZ.1.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.3.a.	Spell common, regular, single-syllable words using:
GRADE LEVEL EXPECTATION	1.WF.3.a.1.	Short vowels and single consonants. *GOLD*® Objectives for Development and Learning • Objective **19 Demonstrates writing skills c. Writes using conventions** Objective **19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**

GRADE LEVEL EXPECTATION	1.WF.3.a.2.	Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess). _GOLD® Objectives for Development and Learning_ • Objective 19 Demonstrates writing skills c. Writes using conventions Objective **19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**
GRADE LEVEL EXPECTATION	1.WF.3.a.3.	Initial and final consonant blends (e.g., must, slab, plump). _GOLD® Objectives for Development and Learning_ • Objective 19 Demonstrates writing skills c. Writes using conventions Objective **19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**
GRADE LEVEL EXPECTATION	1.WF.3.a.4.	Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry). _GOLD® Objectives for Development and Learning_ • Objective 19 Demonstrates writing skills c. Writes using conventions Objective **19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**
GRADE LEVEL EXPECTATION	1.WF.3.a.5.	Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn). _GOLD® Objectives for Development and Learning_ • Objective 19 Demonstrates writing skills c. Writes using conventions Objective **19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**

STRAND	AZ.1.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.3.b.	With prompting and support, spell on-level words with inflectional endings:
GRADE LEVEL EXPECTATION	1.WF.3.b.1.	Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps). *GOLD®* Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard
GRADE LEVEL EXPECTATION	1.WF.3.b.2.	Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses). *GOLD®* Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard
GRADE LEVEL EXPECTATION	1.WF.3.b.3.	Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest). *GOLD®* Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

STRAND	AZ.1.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.3.c.	With prompting and support, spell on-level two-syllable words, including:
GRADE LEVEL EXPECTATION	1.WF.3.c.1.	Words that end in -y or -ly (e.g., smelly, gladly). 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
GRADE LEVEL EXPECTATION	1.WF.3.c.2.	Common compound words (e.g., hotdog, mailbox). 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
GRADE LEVEL EXPECTATION	1.WF.3.c.3.	Words with two closed syllables (e.g., rabbit, wagon). 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

STRAND	AZ.1.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.3.d.	Spell grade-level appropriate words in English as found in a research-based list, including:
GRADE LEVEL EXPECTATION	1.WF.3.d.1.	Irregular words (e.g., said, what, are, they, was). *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective **19c.4** Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
GRADE LEVEL EXPECTATION	1.WF.3.d.2.	Pattern based words (e.g., he, him, for, in, by, like). *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective **19c.4** Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
STRAND	AZ.1.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.WF.3.e.	Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective **19c.4** Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

STRAND	AZ.1.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). *GOLD*® Objectives for Development and Learning • 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)
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective **10a.10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions

STRAND	AZ.1.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.SL.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. *GOLD*® **Objectives for Development and Learning** • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. *GOLD*® **Objectives for Development and Learning** • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material
STRAND	AZ.1.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.SL.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. *GOLD*® **Objectives for Development and Learning** • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**1.SL.5.**	**Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.** *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**1.SL.6.**	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms**
STRAND	**AZ.1.L.**	**Language Standards**
CONCEPT / STANDARD		**Conventions of Standard English**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**1.L.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
OBJECTIVE / GRADE LEVEL EXPECTATION	**1.L.1.a.**	Use common, proper, and possessive nouns. *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms**

OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.b.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.). _GOLD®_ **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective **9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.c.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). _GOLD®_ **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective **9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.d.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). _GOLD®_ **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective **9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms**

OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.e.	Use frequently occurring adjectives. **GOLD® Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective **9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.f.	Use frequently occurring conjunctions (e.g., and, but, or, so, because). **GOLD® Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective **9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.g.	Use determiners (e.g., articles, demonstratives). **GOLD® Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective **9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.h.	Use frequently occurring prepositions (e.g., during, beyond, toward). **GOLD® Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective **9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms**

OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.i.	**Produce and expand complete simple and compound sentences.** ***GOLD*® Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.j.	**In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.** ***GOLD*® Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.9 Emerging to 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**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.1.k.	**Write multiple sentences in an order that supports a main idea or story.** ***GOLD*® Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed**
STRAND	**AZ.1.L.**	**Language Standards**
CONCEPT / STANDARD		**Conventions of Standard English**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.2.	**Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.a.	**Capitalize dates and names of people.** ***GOLD*® Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts**

OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.b.	Use end punctuation for sentences. **_GOLD_® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.2.c.	Use commas in dates and to separate single words in a series. **_GOLD_® Objectives for Development and Learning** • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
STRAND	**AZ.1.L.**	**Language Standards**
CONCEPT / STANDARD		**Knowledge of Language**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.3.	(Begins in grade 2) **No Correlations**
STRAND	**AZ.1.L.**	**Language Standards**
CONCEPT / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**1.L.4.**	**With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.4.a.	Use frequently occurring affixes as a clue to the meaning of a word. **_GOLD_® Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** Objective 18d.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)

OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.4.b.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). _GOLD®_ Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrase. _GOLD®_ Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.4 Uses various strategies to make meaning when reading first grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)
STRAND	**AZ.1.L.**	**Language Standards**
CONCEPT / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**1.L.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. _GOLD®_ Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). _GOLD®_ Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations

OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material**
OBJECTIVE / GRADE LEVEL EXPECTATION	1.L.5.d.	With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large, gigantic) by defining or choosing them or by acting out the meanings. *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material**
STRAND	AZ.1.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details**

Language Arts

Grade: **2** - Adopted: **2016**

STRAND	AZ.2.RL.	Reading Standards for Literature
CONCEPT / STANDARD		**Key Ideas and Details**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. *GOLD®* Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. *GOLD®* Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.12 Summarizes the major points and central message in grade-appropriate literature and informational texts; makes interpretive comments about text
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.3.	Describe how characters in a story respond to major events and challenges. *GOLD®* Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

STRAND	AZ.2.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.4.	Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song. **GOLD® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections **Objective 18a.12** Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.5.	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. **GOLD® Objectives for Development and Learning** • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts **Objective 17a.12** Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **GOLD® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections **Objective 18a.12** Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

STRAND	AZ.2.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.8.	(Not applicable to literature) No Correlations
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.9.	Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
STRAND	AZ.2.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective **18e.6 Fluently reads and comprehends second-grade-level texts**

TeachingStrategies®

STRAND	AZ.2.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. *GOLD*® **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.2.	Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. *GOLD*® **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.3.	With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. *GOLD*® **Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.11 Emerging to 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning

STRAND	AZ.2.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **No** *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** **Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning**
STRAND	AZ.2.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.8.	Describe how reasons support specific points the author makes in a text. _GOLD_® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.9.	Compare and contrast the most important points presented by two texts on the same topic. _GOLD_® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
STRAND	AZ.2.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two. _GOLD_® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.6 Fluently reads and comprehends second-grade-level texts
STRAND	AZ.2.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words. _GOLD_® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes

OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams. *GOLD® Objectives for Development and Learning* • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.c.	Identify and apply all six syllable types to decode appropriate grade-level text. *GOLD® Objectives for Development and Learning* • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes. *GOLD® Objectives for Development and Learning* • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences. *GOLD® Objectives for Development and Learning* • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words. *GOLD® Objectives for Development and Learning* • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words

STRAND	AZ.2.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding. *GOLD®* Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective **18e.6 Fluently reads and comprehends second-grade-level texts**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. *GOLD®* Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective **18e.6 Fluently reads and comprehends second-grade-level texts**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** **Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)**
STRAND	AZ.2.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. *GOLD®* Objectives for Development and Learning • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. _GOLD®_ Objectives for Development and Learning • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.3.	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure. _GOLD®_ Objectives for Development and Learning • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed
STRAND	AZ.2.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). _GOLD®_ Objectives for Development and Learning • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** Objective 19b.15 Emerging to 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. _GOLD®_ Objectives for Development and Learning • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** Objective 19b.15 Emerging to 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

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. *GOLD*® **Objectives for Development and Learning** • Objective **28 Uses tools and other technology to perform tasks**
STRAND	**AZ.2.W.**	**Writing Standards**
CONCEPT / STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question. *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** **Objective 12b.12 Provides general descriptions of events to occur in the future; links material learned previously and in other contexts** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.9.	(Begins in grade 4) **No Correlations**
STRAND	**AZ.2.W.**	**Writing Standards**
CONCEPT / STANDARD		**Range of Writing**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.10.	(Begins in grade 3) **No Correlations**

STRAND	AZ.2.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Sound-letter basics and Handwriting
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.WF.1.	Demonstrate and apply handwriting skills.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.WF.1.a.	Write legibly in manuscript using correct letter formation. *GOLD*® **Objectives for Development and Learning** • **Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** **Objective 7b.10 Demonstrates control and appropriate pressure when using writing and drawing tools; writes legibly**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.WF.1.b.	Transcribe ideas in manuscript with automaticity and proper spacing. *GOLD*® **Objectives for Development and Learning** • **Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** **Objective 7b.10 Demonstrates control and appropriate pressure when using writing and drawing tools; writes legibly**
STRAND	AZ.2.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Sound-letter basics and Handwriting
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.WF.2.	Demonstrate and apply sound-letter concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.WF.2.a.	Write the most common graphemes (letters or letter groups) for each phoneme. For example:
GRADE LEVEL EXPECTATION	2.WF.2.a.1.	Consonants: /s/= s, ss, ce, ci, cy; /f/= f, ff, ph; /k/= c, k, ck *GOLD*® **Objectives for Development and Learning** • **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text** **Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes**
GRADE LEVEL EXPECTATION	2.WF.2.a.2.	Vowels: /o/= o, o_e, oa, ow (long o); /a/= a, a_e, ai, ay, eigh (long a) *GOLD*® **Objectives for Development and Learning** • **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text** **Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes**

STRAND	AZ.2.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.WF.3.a.	Spell on-level, regular, single-syllable words that include:
GRADE LEVEL EXPECTATION	2.WF.3.a.1.	Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge). *GOLD*® Objectives for Development and Learning • Objective **19** Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
GRADE LEVEL EXPECTATION	2.WF.3.a.2.	Complex consonant blends (e.g., scr, str, squ). *GOLD*® Objectives for Development and Learning • Objective **19** Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
GRADE LEVEL EXPECTATION	2.WF.3.a.3.	Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue). *GOLD*® Objectives for Development and Learning • Objective **19** Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
GRADE LEVEL EXPECTATION	2.WF.3.a.4.	Vowel-r combinations (e.g., turn, star, third, four, for). *GOLD*® Objectives for Development and Learning • Objective **19** Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
GRADE LEVEL EXPECTATION	2.WF.3.a.5.	Contractions (e.g., we'll, I'm, they've, don't). *GOLD*® Objectives for Development and Learning • Objective **19** Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading

GRADE LEVEL EXPECTATION	2.WF.3.a.6.	Homophones (e.g., bear, bare; past, passed). *GOLD*® **Objectives for Development and Learning** • Objective **19** Demonstrates writing skills c. Writes using conventions Objective **19c.6** Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
GRADE LEVEL EXPECTATION	2.WF.3.a.7.	Plurals and possessives (e.g., its, it's). *GOLD*® **Objectives for Development and Learning** • Objective **19** Demonstrates writing skills c. Writes using conventions Objective **19c.6** Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
STRAND	AZ.2.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.WF.3.b.	With prompting and support, spell two- and three-syllable words that:
GRADE LEVEL EXPECTATION	2.WF.3.b.1.	Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand). *GOLD*® **Objectives for Development and Learning** • Objective **19** Demonstrates writing skills c. Writes using conventions Objective **19c.6** Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
GRADE LEVEL EXPECTATION	2.WF.3.b.2.	Include familiar compound words (e.g., houseboat, yellowtail). *GOLD*® **Objectives for Development and Learning** • Objective **19** Demonstrates writing skills c. Writes using conventions Objective **19c.6** Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading

GRADE LEVEL EXPECTATION	2.WF.3.b.3.	Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less). _GOLD_® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading**
STRAND	AZ.2.WF.	**Writing Standards: Foundational Skills**
CONCEPT / STANDARD		**Spelling**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.WF.3.	**Know and apply phonics and word analysis skills when encoding words.**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.WF.3.c.	**With prompting and support, spell words with suffixes that require:**
GRADE LEVEL EXPECTATION	2.WF.3.c.1.	Consonant doubling (e.g., running, slipped). _GOLD_® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading**
GRADE LEVEL EXPECTATION	2.WF.3.c.2.	Dropping silent e (e.g., smiled, paving). _GOLD_® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading**
GRADE LEVEL EXPECTATION	2.WF.3.c.3.	Changing y to i (e.g., cried, babies). _GOLD_® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading**

STRAND	AZ.2.WF.	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.WF.3.	Know and apply phonics and word analysis skills when encoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.WF.3.d.	Spell grade-level appropriate words in English, as found in a research-based list, including:
GRADE LEVEL EXPECTATION	2.WF.3.d.1.	Irregular words (e.g., against, many, enough, does). *GOLD*® Objectives for Development and Learning • Objective **19** Demonstrates writing skills c. Writes using conventions Objective **19c.6** Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
GRADE LEVEL EXPECTATION	2.WF.3.d.2.	Pattern-based words (e.g., which, kind, have). *GOLD*® Objectives for Development and Learning • Objective **19** Demonstrates writing skills c. Writes using conventions Objective **19c.6** Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
STRAND	AZ.2.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective **10b.12** Enters discussions in respectful ways (e.g., says, "Excuse me," waits, and signals for a chance to speak); identifies the difference between formal and informal English
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective **10a.12** Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions

OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. **GOLD® Objectives for Development and Learning** • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.12 Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions
STRAND	**AZ.2.SL.**	**Speaking and Listening Standards**
CONCEPT / STANDARD		**Comprehension and Collaboration**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **GOLD® Objectives for Development and Learning** • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **GOLD® Objectives for Development and Learning** • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.12 Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions
STRAND	**AZ.2.SL.**	**Speaking and Listening Standards**
CONCEPT / STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **GOLD® Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. _GOLD® Objectives for Development and Learning_ • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) _GOLD® Objectives for Development and Learning_ • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences**
STRAND	**AZ.2.L.**	**Language Standards**
CONCEPT / STANDARD		**Conventions of Standard English**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**2.L.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group). _GOLD® Objectives for Development and Learning_ • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). _GOLD® Objectives for Development and Learning_ • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences**

OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves). *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce **and expand compound sentences**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.d.	Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told). *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce **and expand compound sentences**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce **and expand compound sentences**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.f.	Use interjections (e.g., Yes! That is mine; Yes, that is mine!) *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce **and expand compound sentences**

OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.g.	Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so). *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.h.	Identify and use declarative, interrogative, imperative, and exclamatory sentences. *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.i.	With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion. *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences**
STRAND	**AZ.2.L.**	**Language Standards**
CONCEPT / STANDARD		**Conventions of Standard English**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**2.L.2.**	**Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.a.	Capitalize holidays, product names, and geographic names. *GOLD*® **Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading**

OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.b.	Use commas in greetings and closings of letters. _GOLD_® **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives. _GOLD_® **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). _GOLD_® **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. _GOLD_® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure
STRAND	AZ.2.L.	**Language Standards**
CONCEPT / STANDARD		**Knowledge of Language**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.3.a.	Compare formal and informal uses of English. _GOLD_® **Objectives for Development and Learning** • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.12 Enters discussions in respectful ways (e.g., says, "Excuse me," waits, and signals for a chance to speak); identifies the difference between formal and informal English

STRAND	AZ.2.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.a.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). *GOLD*® **Objectives for Development and Learning** • Objective **18** Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.b.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). *GOLD*® **Objectives for Development and Learning** • Objective **18** Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.c.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). *GOLD*® **Objectives for Development and Learning** • Objective **18** Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.d.	Use sentence-level context as a clue to the meaning of a word or phrase. *GOLD*® **Objectives for Development and Learning** • Objective **18** Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.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)

OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. *GOLD*® **Objectives for Development and Learning** • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure**
STRAND	**AZ.2.L.**	**Language Standards**
CONCEPT / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**2.L.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material**
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.5.b.	Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material**

STRAND	AZ.2.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information

Language Arts

Grade: **3** - Adopted: **2016**

STRAND	AZ.3.RL.	Reading Standards for Literature
CONCEPT / STANDARD		**Key Ideas and Details**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ***GOLD*** **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.2.	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text. ***GOLD*** **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts** **Objective 18c.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**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ***GOLD*** **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text**

STRAND	AZ.3.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** Objective **18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.6.	Distinguish one's own point of view from that of the narrator or those of the characters. • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text**

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STRAND	AZ.3.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.8.	(Not applicable to literature) **No Correlations**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). *GOLD®* **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text**
STRAND	AZ.3.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3. *GOLD®* **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts e. Reads fluently** **Objective 18e.8 Fluently reads and comprehends third-grade-level texts**

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STRAND	AZ.3.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; **differentiates own viewpoint with those in text**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; **differentiates own viewpoint with those in text**

STRAND	AZ.3.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** Objective **18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.6.	Distinguish one's own point of view from that of the author of a text. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text**
STRAND	AZ.3.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **GOLD® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic. **GOLD® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
STRAND	**AZ.3.RI.**	**Reading Standards for Informational Text**
CONCEPT / STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3. **GOLD® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts
STRAND	**AZ.3.RF.**	**Reading Standards: Foundational Skills**
CONCEPT / STANDARD		**Phonics and Word Recognition**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**3.RF.3.**	**Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes **GOLD® Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions

OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.b.	**Decode words with common Latin suffixes** ***GOLD*® Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.c.	**Apply knowledge of the six syllable types to read grade-level words accurately** ***GOLD*® Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions
OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.d.	**Read grade-level appropriate irregularly spelled words.** ***GOLD*® Objectives for Development and Learning** **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.14 Reads grade-appropriate irregularly spelled words**
STRAND	AZ.3.RF.	**Reading Standards: Foundational Skills**
CONCEPT / STANDARD		**Fluency**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RF.4.	**Read with sufficient accuracy and fluency to support comprehension**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	**Read grade-level text with purpose and understanding** ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts
OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.b.	**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings** ***GOLD*® Objectives for Development and Learning** • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts

OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *GOLD®* **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** **Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)**
STRAND	**AZ.3.W.**	**Writing Standards**
CONCEPT / STANDARD		**Text Types and Purposes**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**3.W.1.**	**Write opinion pieces on topics or texts, using reasons to support one's point of view**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.1.a.	**Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons** *GOLD®* **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.1.b.	**Provide reasons that support the opinion** *GOLD®* **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.1.c.	**Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons** *GOLD®* **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**

OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.1.d.	Provide a concluding statement or section. _GOLD®_ **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
STRAND	**AZ.3.W.**	**Writing Standards**
CONCEPT / STANDARD		**Text Types and Purposes**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**3.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension _GOLD®_ **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details _GOLD®_ **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.c.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information _GOLD®_ **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**

OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.d.	Provide a concluding statement or section. _GOLD®_ **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
STRAND	**AZ.3.W.**	**Writing Standards**
CONCEPT / STANDARD		**Text Types and Purposes**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**3.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally _GOLD®_ **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations _GOLD®_ **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.c.	Use temporal words and phrases to signal event order _GOLD®_ **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**

OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.d.	Provide a sense of closure. **_GOLD®_ Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
STRAND	**AZ.3.W.**	**Writing Standards**
CONCEPT / STANDARD		**Production and Distribution of Writing**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.4.	**With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** **_GOLD®_ Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.5.	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)** **_GOLD®_ Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.6.	**With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.** **_GOLD®_ Objectives for Development and Learning** • Objective **28 Uses tools and other technology to perform tasks**

STRAND	AZ.3.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.7.	Conduct short research projects that build knowledge about a topic. *GOLD®* **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic** • 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**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. *GOLD®* **Objectives for Development and Learning** • Objective 12 Remembers and connects experiences b. Makes connections Objective **12b.14 Associates people and events with the past, present, and future; begins to organize and compile information from multiple sources to create a useful document connecting events** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.9.	(Begins in grade 4) **No Correlations**

STRAND	AZ.3.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
STRAND	AZ.3.W.F	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Sound-letter basics and Handwriting
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.1.	Demonstrate and apply handwriting skills
OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.1.a.	Read and write cursive letters, upper and lower case *GOLD*® Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** Objective **7b.12 Moves writing or drawing utensils fluidly across the page with increasing speed and accuracy; produces letters and number symbols having accurate formation, size, proportion, slant, and spacing; may use cursive writing** • Objective **18 Comprehends and responds to books and other texts e. Reads fluently** Objective **18e.8 Fluently reads and comprehends third-grade-level texts**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.1.b.	Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation. *GOLD*® Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** Objective **7b.12 Moves writing or drawing utensils fluidly across the page with increasing speed and accuracy; produces letters and number symbols having accurate formation, size, proportion, slant, and spacing; may use cursive writing**
STRAND	AZ.3.W.F	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Sound-letter basics and Handwriting
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.2.	Standard ends at grade 2. **No Correlations**

STRAND	AZ.3.W.F	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.3.	Know and apply spelling conventions and patterns
OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.a.	Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families) *GOLD®* Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.b.	Identify language of origin for words, as noted in dictionaries *GOLD®* Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.c.	Spell singular and plural possessives (e.g., teacher's, teachers') *GOLD®* Objectives for Development and Learning • Objective **19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft**
STRAND	AZ.3.W.F	Writing Standards: Foundational Skills
CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.3.	Know and apply spelling conventions and patterns
OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.d.	Spell regular two-and three-syllable words that:
GRADE LEVEL EXPECTATION	3.WF.3.d.1.	Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. *GOLD®* Objectives for Development and Learning • Objective **19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft**

GRADE LEVEL EXPECTATION	3.WF.3.d.2.	Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion) _GOLD® Objectives for Development and Learning_ • Objective **19 Demonstrates writing skills c. Writes using conventions** Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
STRAND	**AZ.3.W.F**	**Writing Standards: Foundational Skills**
CONCEPT / STANDARD		**Spelling**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**3.WF.3.**	**Know and apply spelling conventions and patterns**
OBJECTIVE / GRADE LEVEL EXPECTATION	**3.WF.3.e.**	**Spell grade-level appropriate words in English, as found in a research-based list, including:**
GRADE LEVEL EXPECTATION	3.WF.3.e.1.	Irregular words. _GOLD® Objectives for Development and Learning_ • Objective **19 Demonstrates writing skills c. Writes using conventions** Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
GRADE LEVEL EXPECTATION	3.WF.3.e.2.	Pattern-based words. _GOLD® Objectives for Development and Learning_ • Objective **19 Demonstrates writing skills c. Writes using conventions** Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft

STRAND	AZ.3.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.14 Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) *GOLD*® Objectives for Development and Learning • 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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.14 Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.14 Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation

STRAND	AZ.3.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)**
STRAND	AZ.3.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns** • **Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.14 Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.5.	Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **GOLD® Objectives for Development and Learning** • Objective **9** Uses language to express thoughts and needs b. Speaks clearly Objective 9b.14 Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group • Objective **18** Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) **GOLD® Objectives for Development and Learning** • Objective **9** Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb **tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English**
STRAND	AZ.3.L.	**Language Standards**
CONCEPT / STANDARD		**Conventions of Standard English**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences **GOLD® Objectives for Development and Learning** • Objective **9** Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb **tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English**

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.b.	Form and use regular and irregular plural nouns _GOLD®_ Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.c.	Use abstract nouns (e.g., childhood) _GOLD®_ Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs _GOLD®_ Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.e.	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk) _GOLD®_ Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English**

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.f.	Ensure subject-verb and pronoun-antecedent agreement _GOLD®_ Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb **tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified _GOLD®_ Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb **tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.h.	Use coordinating and subordinating conjunctions _GOLD®_ Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb **tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English**

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.i.	**Produce simple, compound, and complex sentences** *GOLD*® **Objectives for Development and Learning** • **Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	**Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.** *GOLD*® **Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose**
STRAND	AZ.3.L.	**Language Standards**
CONCEPT / STANDARD		**Conventions of Standard English**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.2.	**Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	**Capitalize appropriate words in titles** *GOLD*® **Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.b.	**Use commas in addresses** *GOLD*® **Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft**

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.c.	Use commas and quotation marks in dialogue *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.d.	Form and use possessives. *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft**
STRAND	**AZ.3.L.**	**Language Standards**
CONCEPT / STANDARD		**Knowledge of Language**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**3.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.b.	Recognize and observe differences between the conventions of spoken and written Standard English. *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English**

STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.a.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). _GOLD®_ Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.b.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). _GOLD®_ Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrases. _GOLD®_ Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the **difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)** • 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)

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. *GOLD*® **Objectives for Development and Learning** • **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together**
STRAND	AZ.3.L.	**Language Standards**
CONCEPT / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.5.	**Demonstrate understanding of word relationships and nuances in word meanings**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps) *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.b.	Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful) *GOLD*® **Objectives for Development and Learning** • **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)**

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered). *GOLD®* **Objectives for Development and Learning** • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the **difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)**
STRAND	**AZ.3.L.**	**Language Standards**
CONCEPT / STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them). *GOLD®* **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns

Mathematics

Grade: **K** - Adopted: **2016**

STRAND	AZ.MP.	Standards for Mathematical Practice
CONCEPT / STANDARD	MP.1.	**Make sense of problems and persevere in solving them.** **GOLD® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results**
CONCEPT / STANDARD	MP.2.	**Reason abstractly and quantitatively.** **GOLD® Objectives for Development and Learning** **• Objective Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.10 Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules**
CONCEPT / STANDARD	MP.3.	**Construct viable arguments and critique the reasoning of others.** **GOLD® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results**
CONCEPT / STANDARD	MP.4.	**Model with mathematics.** **GOLD® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols**
CONCEPT / STANDARD	MP.5.	**Use appropriate tools strategically.** **GOLD® Objectives for Development and Learning** **• Objective Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.10 Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules**

CONCEPT / STANDARD	MP.6.	Attend to precision. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions**
CONCEPT / STANDARD	MP.7.	Look for and make use of structure. _GOLD®_ **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols**
CONCEPT / STANDARD	MP.8.	Look for and express regularity in repeated reasoning. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results**
STRAND	AZ.K.CC.	**Counting and Cardinality (CC)**
CONCEPT / STANDARD	K.CC.A.	**Know number names and the count sequence.**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.CC.A.1.	Count to 100 by ones and by tens. _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations a. Counts** **Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.CC.A.2.	Count forward from a given number other than one, within the known sequence (e.g., "Starting at the number 5, count up to 11."). _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations a. Counts** **Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.CC.A.3.	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects). _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals**
STRAND	**AZ.K.CC.**	**Counting and Cardinality (CC)**
CONCEPT / STANDARD	**K.CC.B.**	**Count to tell the number of objects.**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	**K.CC.B.4.**	**Understand the relationship between numbers and quantities; connect counting to cardinality.**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.CC.B.4.a.	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one to one correspondence). _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations a. Counts** Objective _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects**
OBJECTIVE / GRADE LEVEL EXPECTATION	K.CC.B.4.b.	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (cardinality). _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations a. Counts** Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
OBJECTIVE / GRADE LEVEL EXPECTATION	K.CC.B.4.c.	Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion). _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations a. Counts** Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

STRAND	AZ.K.CC.	Counting and Cardinality (CC)
CONCEPT / STANDARD	K.CC.B.	Count to tell the number of objects.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.CC.B.5.	Count to answer questions about "How many?" when 20 or fewer objects are arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects. *GOLD*® Objectives for Development and Learning • 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** • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals**
STRAND	AZ.K.CC.	Counting and Cardinality (CC)
CONCEPT / STANDARD	K.CC.C.	Compare numbers.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.CC.C.6.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.) *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** **Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.CC.C.7.	Compare two numbers between 0 and 10 presented as written numerals. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations a. Counts** Objective *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects**

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STRAND	AZ.K.OA.	Operations and Algebraic Thinking (OA)
CONCEPT / STANDARD	K.OA.A.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.OA.A.1.	Represent addition and subtraction concretely. *GOLD*® Objectives for Development and Learning • 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**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.OA.A.2.	Solve addition and subtraction word problems and add and subtract within 10. See Table 1. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships** **Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.OA.A.3.	Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., using fingers, objects, symbols, tally marks, drawings, expressions). *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships** **Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.OA.A.4.	For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., using fingers, objects, symbols, tally marks, drawings, or equation). *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** **Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.OA.A.5.	Fluently add and subtract within 5. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations** **Objective 20f.2 Adds and subtracts whole numbers fluently within five**

STRAND	AZ.K.NBT.	Number and Operations in Base Ten (NBT)
CONCEPT / STANDARD	K.NBT.A.	Work with numbers 11 to 19 to gain foundations for place value.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.NBT.A.1.	Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects, drawings and/or equations. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (e.g., 18 = 10 + 8). *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations d. Understands and uses place value and base ten** Objective **20d.2 Indicates base-ten equivalents for numbers 11–19 using objects and drawings; may use simple equations**
STRAND	AZ.K.NBT.	Number and Operations in Base Ten (NBT)
CONCEPT / STANDARD	K.NBT.B.	Use place value understanding and properties of operations to add and subtract.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.NBT.B.2.	Demonstrate understanding of addition and subtraction within 10 using place value. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations d. Understands and uses place value and base ten** Objective **20d.2 Indicates base-ten equivalents for numbers 11–19 using objects and drawings; may use simple equations**
STRAND	AZ.K.MD.	Measurement and Data (MD)
CONCEPT / STANDARD	K.MD.A.	Describe and compare measurable attributes.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.MD.A.1.	Describe measurable attributes of a single object (e.g., length and weight). *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.8 Uses measurement words and some standard measurement tools accurately**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.MD.A.2.	Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute, and describe the difference (e.g., directly compare the length of 10 cubes to a pencil and describe one as longer or shorter). *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.8 Uses measurement words and some standard measurement tools accurately**

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STRAND	AZ.K.MD.	Measurement and Data (MD)
CONCEPT / STANDARD	K.MD.B.	Classify objects and count the number of objects in each category.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.MD.B.3.	Classify objects into given categories; count the number in each category and sort the categories by count. (Note: limit category counts to be less than or equal to 10.) *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures c. Represents and analyzes data** **Objective 22c.2 Knows a few ordinal numbers**
STRAND	AZ.K.G.	Geometry (G)
CONCEPT / STANDARD	K.G.A.	Identify and describe shapes.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.G.A.1.	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.G.A.2.	Correctly name shapes regardless of their orientation or overall size (e.g., circle, triangle, square, rectangle, rhombus, trapezoid, hexagon, cube, cone, cylinder, sphere). *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** **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**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.G.A.3.	Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid). *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.7 Emerging to 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes**

STRAND	AZ.K.G.	Geometry (G)
CONCEPT / STANDARD	K.G.B.	Analyze, compare, create, and compose shapes.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.G.B.4.	Analyze and compare two-dimensional and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length). _GOLD®_ **Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.G.B.5.	Model shapes in the world by building shapes from components (e.g., use sticks and clay balls) and drawing shapes. _GOLD®_ **Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	K.G.B.6.	Use simple shapes to form composite shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" _GOLD®_ **Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Mathematics

Grade: **1** - Adopted: **2016**

STRAND	AZ.MP.	Standards for Mathematical Practice
CONCEPT / STANDARD	MP.1.	**Make sense of problems and persevere in solving them.** **_GOLD®_ Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.9 Emerging to 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers**
CONCEPT / STANDARD	MP.2.	**Reason abstractly and quantitatively.** **_GOLD®_ Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.11 Emerging to 11e.12 Accepts last minute changes and requires less detailed instructions; experiments with invention**
CONCEPT / STANDARD	MP.3.	**Construct viable arguments and critique the reasoning of others.** **_GOLD®_ Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.9 Emerging to 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers**
CONCEPT / STANDARD	MP.4.	**Model with mathematics.** **_GOLD®_ Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.9 Emerging to 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference**
CONCEPT / STANDARD	MP.5.	**Use appropriate tools strategically.** **_GOLD®_ Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.11 Emerging to 11e.12 Accepts last minute changes and requires less detailed instructions; experiments with invention**

CONCEPT / STANDARD	MP.6.	Attend to precision. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.10 Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort**
CONCEPT / STANDARD	MP.7.	Look for and make use of structure. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.9 Emerging to 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference**
CONCEPT / STANDARD	MP.8.	Look for and express regularity in repeated reasoning. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.9 Emerging to 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers**
STRAND	AZ.1.OA.	Operations and Algebraic Thinking (OA)
CONCEPT / STANDARD	1.OA.A.	Represent and solve problems involving addition and subtraction.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.OA.A.1.	Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem). *GOLD*® Objectives for Development and Learning • 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**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.OA.A.2.	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem). *GOLD*® Objectives for Development and Learning • 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**

STRAND	AZ.1.OA.	Operations and Algebraic Thinking (OA)
CONCEPT / STANDARD	1.OA.B.	Understand and apply properties of operations and the relationship between addition and subtraction.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.OA.B.3.	Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract through 20. (Students need not use formal terms for these properties.) *GOLD*® **Objectives for Development and Learning** • 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.OA.B.4.	Understand subtraction as an unknown-addend problem within 20 (e.g., subtract 10 - 8 by finding the number that makes 10 when added to 8). *GOLD*® Objectives for Development and Learning • 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
STRAND	AZ.1.OA.	Operations and Algebraic Thinking (OA)
CONCEPT / STANDARD	1.OA.C.	Add and subtract within 10.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.OA.C.5.	Relate counting to addition and subtraction (e.g., by using counting on 2 to add 2). *GOLD*® **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.9 Emerging to 20b.10 Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.OA.C.6.	Fluently add and subtract within 10. *GOLD*® **Objectives for Development and Learning** • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective **20f.4 Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums)**

STRAND	AZ.1.OA.	Operations and Algebraic Thinking (OA)
CONCEPT / STANDARD	1.OA.D.	Work with addition and subtraction equations.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.OA.D.7.	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 + 1 = 6 - 1, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2). *GOLD*® Objectives for Development and Learning • 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.OA.D.8.	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations 8 + □ = 11, 5 = □ - 3, 6 + 6 = □). *GOLD*® Objectives for Development and Learning • 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
STRAND	AZ.1.NBT.	Number and Operations in Base Ten (NBT)
CONCEPT / STANDARD	1.NBT.A.	Extend the counting sequence.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.NBT.A.1.	Count to 120 by 1's, 2's, and 10's starting at any number less than 100. In this range, read and write numerals and represent a number of objects with a written numeral. *GOLD*® Objectives for Development and Learning) • 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

STRAND	AZ.1.NBT.	Number and Operations in Base Ten (NBT)
CONCEPT / STANDARD	1.NBT.B.	Understand place value.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.NBT.B.2.	Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases:
OBJECTIVE / GRADE LEVEL EXPECTATION	1.NBT.B.2.a.	10 can be thought of as a group of ten ones — called a "ten". *GOLD*® Objectives for Development and Learning • 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)
OBJECTIVE / GRADE LEVEL EXPECTATION	1.NBT.B.2.b.	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. *GOLD*® Objectives for Development and Learning • 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)
OBJECTIVE / GRADE LEVEL EXPECTATION	1.NBT.B.2.c.	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). *GOLD*® Objectives for Development and Learning • 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)

STRAND	AZ.1.NBT.	Number and Operations in Base Ten (NBT)
CONCEPT / STANDARD	1.NBT.B.	Understand place value.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.NBT.B.3.	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. *GOLD*® Objectives for Development and Learning • 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 • 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)
STRAND	AZ.1.NBT.	Number and Operations in Base Ten (NBT)
CONCEPT / STANDARD	1.NBT.C.	Use place value understanding and properties of operations to add and subtract.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.NBT.C.4.	Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. *GOLD*® Objectives for Development and Learning • 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)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.NBT.C.5.	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count. *GOLD*® Objectives for Development and Learning • 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)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.NBT.C.6.	Subtract multiples of 10 in the range of 10 to 90 (positive or zero differences), using objects or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. *GOLD*® Objectives for Development and Learning • 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)
STRAND	**AZ.1.MD.**	**Measurement and Data (MD)**
CONCEPT / STANDARD	**1.MD.A.**	**Measure lengths indirectly and by iterating length units.**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.MD.A.1.	Order three objects by length. Compare the lengths of two objects indirectly by using a third object. *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective **22a.10 Measures length accurately and expresses the measurement in whole numbers**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.MD.A.2.	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.) *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective **22a.10 Measures length accurately and expresses the measurement in whole numbers**
STRAND	**AZ.1.MD.**	**Measurement and Data (MD)**
CONCEPT / STANDARD	**1.MD.B.**	**Work with time and money.**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.MD.B.3a.	Tell and write time in hours and half-hours using analog and digital clocks. *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures b. Measures time and money Objective **22b.6 Uses some time measurement words and tools**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.MD.B.3b.	Identify coins by name and value (pennies, nickels, dimes and quarters). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures b. Measures time and money Objective **22b.6 Uses some time measurement words and tools**

STRAND	AZ.1.MD.	Measurement and Data (MD)
CONCEPT / STANDARD	1.MD.C.	Represent and interpret data.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.MD.C.4.	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. *GOLD®* Objectives for Development and Learning • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STRAND	AZ.1.G.	Geometry (G)
CONCEPT / STANDARD	1.G.A.	Reason with shapes and their attributes.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.G.A.1.	Distinguish between defining attributes (triangles are closed and 3 sided) versus non-defining attributes (color, orientation, overall size) for two-dimensional shapes; build and draw shapes that possess defining attributes. *GOLD®* Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.10 Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.G.A.2.	Compose two-dimensional shapes or three-dimensional shapes to create a composite shape. *GOLD®* Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.10 Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	1.G.A.3.	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters. Describe the whole as two of, or four of the shares. Understand that decomposing into more equal shares creates smaller shares. *GOLD®* Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies 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

Mathematics

Grade: **2** - Adopted: **2016**

STRAND	AZ.MP.	Standards for Mathematical Practice
CONCEPT / STANDARD	MP.1.	**Make sense of problems and persevere in solving them.** *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers**
CONCEPT / STANDARD	MP.2.	**Reason abstractly and quantitatively.** *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.12 Accepts last minute changes and requires less detailed instructions; experiments with invention**
CONCEPT / STANDARD	MP.3.	**Construct viable arguments and critique the reasoning of others.** *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers**
CONCEPT / STANDARD	MP.4.	**Model with mathematics.** *GOLD®* **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference**
CONCEPT / STANDARD	MP.5.	**Use appropriate tools strategically.** *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.12 Accepts last minute changes and requires less detailed instructions; experiments with invention**

CONCEPT / STANDARD	MP.6.	Attend to precision. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.12 Concentrates on tasks for extended periods but may become restless, especially during activities viewed as less interesting; repeatedly practices activities thought to be enjoyable**
CONCEPT / STANDARD	MP.7.	Look for and make use of structure. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference**
CONCEPT / STANDARD	MP.8.	Look for and express regularity in repeated reasoning. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers**
STRAND	AZ.2.OA.	**Operations and Algebraic Thinking (OA)**
CONCEPT / STANDARD	2.OA.A.	**Represent and solve problems involving addition and subtraction.**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.OA.A.1.	Use addition and subtraction within 100 to solve one-step word problems. Use addition to solve two-step word problems using single-digit addends. Represent a word problem as an equation with a symbol for the unknown. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships** Objective **20e.6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns**

STRAND	AZ.2.OA.	Operations and Algebraic Thinking (OA)
CONCEPT / STANDARD	2.OA.B.	Add and subtract within 20.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.OA.B.2.	Fluently add and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers. *GOLD*® Objectives for Development and Learning • 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	AZ.2.OA.	Operations and Algebraic Thinking (OA)
CONCEPT / STANDARD	2.OA.C.	Work with equal groups of objects to gain foundations for multiplication.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.OA.C.3.	Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2's). *GOLD*® Objectives for Development and Learning • 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.OA.C.4.	Use addition to find the total number of objects arranged in rectangular arrays (with up to 5 rows and 5 columns). Write an equation to express the total as a sum of equal addends. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns
STRAND	AZ.2.NBT.	Number and Operations in Base Ten (NBT)
CONCEPT / STANDARD	2.NBT.A.	Understand place value.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.NBT.A.1.	Understand that the three digits of a three-digit number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases:
OBJECTIVE / GRADE LEVEL EXPECTATION	2.NBT.A.1.a.	100 can be thought of as a group of ten tens—called a "hundred." *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)

OBJECTIVE / GRADE LEVEL EXPECTATION	2.NBT.A.1.b.	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
STRAND	**AZ.2.NBT.**	**Number and Operations in Base Ten (NBT)**
CONCEPT / STANDARD	**2.NBT.A.**	**Understand place value.**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.NBT.A.2.	Count within 1000; skip count by 5's, 10's and 100's. *GOLD*® Objectives for Development and Learning • 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.NBT.A.3.	Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.12 Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.NBT.A.4.	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.12 Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers

STRAND	AZ.2.NBT.	Number and Operations in Base Ten (NBT)
CONCEPT / STANDARD	2.NBT.B.	Use place value understanding and properties of operations to add and subtract.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.NBT.B.5.	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. *GOLD*® Objectives for Development and Learning • 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.NBT.B.6.	Add up to three two-digit numbers using strategies based on place value and properties of operations. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.NBT.B.7.	Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.NBT.B.8.	Mentally add 10 or 100 to a given number in the range of 100 and 900, and mentally subtract 10 or 100 from a given number in the range of 100 and 900. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.NBT.B.9.	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) **GOLD® Objectives for Development and Learning** • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
STRAND	**AZ.2.MD.**	**Measurement and Data (MD)**
CONCEPT / STANDARD	**2.MD.A.**	**Measure and estimate lengths in standard units.**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.MD.A.1.	Measure the length of an object by selecting and using appropriate tools (e.g., ruler, meter stick, yardstick, measuring tape). **GOLD® Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective 22a.10 Measures length accurately and expresses the measurement in whole numbers
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.MD.A.2.	Measure the length of an object twice, using different standard length units for the two measurements; describe how the two measurements relate to the size of the unit chosen. Understand that depending on the size of the unit, the number of units for the same length varies. **GOLD® Objectives for Development and Learning** • Objective **22 Compares and measures a. Measures objects** Objective 22a.11 Emerging to 22a.12 Measures and compares the length of two objects using standard length units
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.MD.A.3.	Estimate lengths using units of inches, feet, centimeters, and meters. **GOLD® Objectives for Development and Learning** • Objective **22 Compares and measures a. Measures objects** Objective 22a.12 Measures and compares the length of two objects using standard length units
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.MD.A.4.	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **GOLD® Objectives for Development and Learning** • Objective **22 Compares and measures a. Measures objects** Objective 22a.12 Measures and compares the length of two objects using standard length units

STRAND	AZ.2.MD.	Measurement and Data (MD)
CONCEPT / STANDARD	2.MD.B.	Relate addition and subtraction to length.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.MD.B.5.	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit. *GOLD*® **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships** **Objective 20e.6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.MD.B.6.	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram. *GOLD*® **Objectives for Development and Learning** • 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	AZ.2.MD.	Measurement and Data (MD)
CONCEPT / STANDARD	2.MD.C.	Work with time and money.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.MD.C.7.	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. *GOLD*® **Objectives for Development and Learning** • Objective **22 Compares and measures b. Measures time and money** **Objective 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.MD.C.8.	Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies. Record the total using $ and ¢ appropriately. *GOLD*® **Objectives for Development and Learning** • Objective **22 Compares and measures b. Measures time and money** **Objective 22b.8 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	AZ.2.MD.	Measurement and Data (MD)
CONCEPT / STANDARD	2.MD.D.	Represent and interpret data.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.MD.D.9.	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. *GOLD*® **Objectives for Development and Learning** • 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**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.MD.D.10.	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the graph. *GOLD*® **Objectives for Development and Learning** • 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	AZ.2.G.	Geometry (G)
CONCEPT / STANDARD	2.G.A.	Reason with shapes and their attributes.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.G.A.1.	Identify and describe specified attributes of two-dimensional and three-dimensional shapes, according to the number and shape of faces, number of angles, and the number of sides and/or vertices. Draw two-dimensional shapes based on the specified attributes (e.g., triangles, quadrilaterals, pentagons, and hexagons). *GOLD*® **Objectives for Development and Learning** • 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**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.G.A.2.	Partition a rectangle into rows and columns of same-size rectangles and count to find the total number of rectangles. *GOLD*® **Objectives for Development and Learning** • 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**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.G.A.3.	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, fourths, half of, third of, fourth of, and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape. *GOLD*® **Objectives for Development and Learning** **• 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**

Mathematics

Grade: **3** - Adopted: **2016**

STRAND	AZ.MP.	Standards for Mathematical Practice
CONCEPT / STANDARD	MP.1.	**Make sense of problems and persevere in solving them.** *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems**
CONCEPT / STANDARD	MP.2.	**Reason abstractly and quantitatively.** *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.14 Reverses thoughts mentally; understands directional perspectives other than his or her own**
CONCEPT / STANDARD	MP.3.	**Construct viable arguments and critique the reasoning of others.** *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems**
CONCEPT / STANDARD	MP.4.	**Model with mathematics.** *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.12 Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work**
CONCEPT / STANDARD	MP.5.	**Use appropriate tools strategically.** *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.14 Reverses thoughts mentally; understands directional perspectives other than his or her own**

CONCEPT / STANDARD	MP.6.	Attend to precision. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.14 Directs attention based on previous performance and concentrates on activities that require additional study**
CONCEPT / STANDARD	MP.7.	Look for and make use of structure. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.12 Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work**
CONCEPT / STANDARD	MP.8.	Look for and express regularity in repeated reasoning. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems**
STRAND	AZ.3.OA.	**Operations and Algebraic Thinking (OA)**
CONCEPT / STANDARD	3.OA.A.	**Represent and solve problems involving whole number multiplication and division.**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.OA.A.1.	Interpret products of whole numbers as the total number of objects in equal groups (e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each). *GOLD*® Objectives for Development and Learning • 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 s strategies (mental number line, rounding) to determine if answers are reasonable**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.OA.A.2.	Interpret whole number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each). See Table 2. *GOLD®* **Objectives for Development and Learning** • 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 s **strategies (mental number line, rounding) to determine if answers are reasonable**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.OA.A.3.	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. *GOLD®* **Objectives for Development and Learning** • 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**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.OA.A.4.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers For example, determine the unknown number that makes the equation true in each of the equations 8 x □ = 48, 5 = □ ÷ 3, 6 x 6 = □. *GOLD®* **Objectives for Development and Learning** • 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**

STRAND	AZ.3.OA.	Operations and Algebraic Thinking (OA)
CONCEPT / STANDARD	3.OA.B.	Understand properties of multiplication and the relationship between multiplication and division.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.OA.B.5.	Apply properties of operations as strategies to multiply and divide. Properties include commutative and associative properties of multiplication and the distributive property. (Students do not need to use the formal terms for these properties.) _GOLD®_ Objectives for Development and Learning • 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**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.OA.B.6.	Understand division as an unknown-factor problem (e.g., find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8). _GOLD®_ Objectives for Development and Learning • 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**
STRAND	AZ.3.OA.	Operations and Algebraic Thinking (OA)
CONCEPT / STANDARD	3.OA.C.	Multiply and divide within 100.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.OA.C.7.	Fluently multiply and divide within 100. By the end of Grade 3, know from memory all multiplication products through 10 x 10 and division quotients when both the quotient and divisor are less than or equal to 10. _GOLD®_ Objectives for Development and Learning • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective **20f.8 Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/subtraction and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory**

STRAND	AZ.3.OA.	Operations and Algebraic Thinking (OA)
CONCEPT / STANDARD	3.OA.D.	Solve problems involving the four operations, and identify and explain patterns in arithmetic.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.OA.D.8.	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Utilize understanding of the Order of Operations when there are no parentheses. *GOLD*® **Objectives for Development and Learning** • 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**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.OA.D.9.	Identify patterns in the addition table and the multiplication table and explain them using properties of operations (e.g. observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends). *GOLD*® **Objectives for Development and Learning** • Objective **23 Demonstrates knowledge of patterns** Objective 23.14 **Recognizes arithmetic patterns and explains them using properties of operations**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.OA.D.10.	When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding. *GOLD*® **Objectives for Development and Learning** • 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**

STRAND	AZ.3.NBT.	Number and Operations in Base Ten (NBT)
CONCEPT / STANDARD	3.NBT.A.	Use place value understanding and properties of operations to perform multi-digit arithmetic.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.NBT.A.1.	Use place value understanding to round whole numbers to the nearest 10 or 100. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.8 Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10–90); rounds three-digit whole numbers to the nearest ten or hundred
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.NBT.A.2.	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective **20f.8 Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/subtraction and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.NBT.A.3.	Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and the properties of operations (e.g., 9 x 80, 5 x 60). *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.8 Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10–90); rounds three-digit whole numbers to the nearest ten or hundred

STRAND	AZ.3.NF.	Number and Operations – Fractions (NF)
CONCEPT / STANDARD	3.NF.A.	Understand fractions as numbers.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.NF.A.1.	Understand a fraction (1/b) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. *GOLD*® **Objectives for Development and Learning** • Objective 20 Uses number concepts and operations b. Quantifies Objective **20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines** • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective **20c.14 Represents fractional quantities as parts of a whole (a/2, a/3, a/4, a/6, a/8); uses relation symbols (, =) to show fractional comparisons**
STRAND	AZ.3.NF.	Number and Operations – Fractions (NF)
CONCEPT / STANDARD	3.NF.A.	Understand fractions as numbers.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.NF.A.2.	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
OBJECTIVE / GRADE LEVEL EXPECTATION	3.NF.A.2.a.	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Understand that each part has size 1/b and that the end point of the part based at 0 locates the number 1/b on the number line. *GOLD*® **Objectives for Development and Learning** • Objective 20 Uses number concepts and operations b. Quantifies Objective **20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.NF.A.2.b.	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Understand that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line including values greater than 1. *GOLD*® **Objectives for Development and Learning** • Objective 20 Uses number concepts and operations b. Quantifies Objective **20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.NF.A.2.c.	Understand a fraction 1/b as a special type of fraction that can be referred to as a unit fraction (e.g. 1/2, 1/4). *GOLD*® **Objectives for Development and Learning** • 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**

STRAND	AZ.3.NF.	Number and Operations – Fractions (NF)
CONCEPT / STANDARD	3.NF.A.	Understand fractions as numbers.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.NF.A.3.	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
OBJECTIVE / GRADE LEVEL EXPECTATION	3.NF.A.3.a.	Understand two fractions as equivalent if they have the same relative size compared to 1 whole. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.14 Represents fractional quantities as parts of a whole (a/2, a/3, a/4, a/6, a/8); uses relation symbols (, =) to show fractional comparisons
OBJECTIVE / GRADE LEVEL EXPECTATION	3.NF.A.3.b.	Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines
OBJECTIVE / GRADE LEVEL EXPECTATION	3.NF.A.3.c.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.14 Represents fractional quantities as parts of a whole (a/2, a/3, a/4, a/6, a/8); uses relation symbols (, =) to show fractional comparisons

OBJECTIVE / GRADE LEVEL EXPECTATION	3.NF.A.3.d.	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols >, =, or <, and justify conclusions. *GOLD®* Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.14 Represents fractional quantities as parts of a whole (a/2, a/3, a/4, a/6, a/8); uses relation symbols (, =) to show fractional comparisons
STRAND	**AZ.3.MD.**	**Measurement and Data (MD)**
CONCEPT / STANDARD	**3.MD.A.**	**Solve problems involving measurement.**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.MD.A.1a.	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., representing the problem on a number line diagram). *GOLD®* Objectives for Development and Learning • 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.MD.A.1b.	Solve word problems involving money through $20.00, using symbols $, ".", ₵. *GOLD®* Objectives for Development and Learning • 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.MD.A.2.	Measure and estimate liquid volumes and masses of objects using metric units. (Excludes compound units such as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. Excludes multiplicative comparison problems (problems involving notions of "times as much"). *GOLD®* Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter

STRAND	AZ.3.MD.	Measurement and Data (MD)
CONCEPT / STANDARD	3.MD.B.	Represent and interpret data.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.MD.B.3.	Create a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *GOLD*® **Objectives for Development and Learning** • Objective 22 Compares and measures c. Represents and analyzes data 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.MD.B.4.	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch to the nearest quarter-inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. *GOLD*® **Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective 22a.13 Emerging to **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter**
STRAND	AZ.3.MD.	Measurement and Data (MD)
CONCEPT / STANDARD	3.MD.C.	Geometric measurement: Understand concepts of area and perimeter.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.MD.C.5.	Understand area as an attribute of plane figures and understand concepts of area measurement.
OBJECTIVE / GRADE LEVEL EXPECTATION	3.MD.C.5.a.	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. *GOLD*® **Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.MD.C.5.b.	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. *GOLD*® **Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter**

STRAND	AZ.3.MD.	Measurement and Data (MD)
CONCEPT / STANDARD	3.MD.C.	Geometric measurement: Understand concepts of area and perimeter.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.MD.C.6.	Measure areas by counting unit squares (e.g., square cm, square m, square in, square ft, and improvised units). *GOLD*® **Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter**
STRAND	AZ.3.MD.	Measurement and Data (MD)
CONCEPT / STANDARD	3.MD.C.	Geometric measurement: Understand concepts of area and perimeter.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.MD.C.7.	Relate area to the operations of multiplication and addition.
OBJECTIVE / GRADE LEVEL EXPECTATION	3.MD.C.7.a.	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. *GOLD*® **Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.MD.C.7.b.	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. *GOLD*® **Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter**
OBJECTIVE / GRADE LEVEL EXPECTATION	3.MD.C.7.c.	Use tiling to show that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. *GOLD*® **Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter**

OBJECTIVE / GRADE LEVEL EXPECTATION	3.MD.C.7.d.	Understand that rectilinear figures can be decomposed into non-overlapping rectangles and that the sum of the areas of these rectangles is identical to the area of the original rectilinear figure. Apply this technique to solve problems in real-world contexts. *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter**
STRAND	**AZ.3.MD.**	**Measurement and Data (MD)**
CONCEPT / STANDARD	**3.MD.C.**	**Geometric measurement: Understand concepts of area and perimeter.**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.MD.C.8.	Solve real-world and mathematical problems involving perimeters of plane figures and areas of rectangles, including finding the perimeter given the side lengths, finding an unknown side length. Represent rectangles with the same perimeter and different areas or with the same area and different perimeters. *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective **22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter**
STRAND	**AZ.3.G.**	**Geometry (G)**
CONCEPT / STANDARD	**3.G.A.**	**Reason with shapes and their attributes.**
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.G.A.1.	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others)may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples quadrilaterals that do not belong to any of these subcategories. *GOLD*® Objectives for Development and Learning • 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**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.G.A.2.	Partition shapes into b parts with equal areas. Express the area of each part as a unit fraction 1/b of the whole. (Grade 3 expectations are limited to fractions with denominators b = 2,3,4,6,8.) *GOLD*® **Objectives for Development and Learning** • **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**