

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.

3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.

3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.

3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.

3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.

Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

3.2.PWS.1 Students will decode multisyllabic words using their knowledge of:

- “r” controlled vowels (e.g., ar, er, ir or, ur)
- vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)

3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis:

- all major syllable patterns
- contractions
- abbreviations
- common roots and related prefixes and suffixes

3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.

Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.

Fluency

Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

3.2.F.1 Students will read high frequency and irregularly spelled grade-level words with automaticity in text.

3.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading

Students will read and comprehend increasingly complex literary and informational texts.

- 3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.
- 3.2.R.2 Students will compare and contrast details (*e.g., plots or events, settings, and characters*) to discriminate genres.
- 3.2.R.3 Students will summarize events or plots (*i.e., beginning, middle, end, and conflict*) of a story or text.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

- 3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.
- 3.2.W.2 Students will edit drafts and revise for clarity and organization.
- 3.2.W.3 Students will correctly spell grade-appropriate words while editing.
- 3.2.W.4 Students will use resources to find correct spellings of words (*e.g., word wall, vocabulary notebook, print and electronic dictionaries*).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

3.3.R. 1 Students determine the author’s stated and implied purpose (*i.e., entertain, inform, persuade*).

3.3.R. 2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.

3.3.R. 3 Students will find textual evidence when provided with examples of literary elements and organization:

- setting (*i.e., time, place*)
- plot
- characters
- characterization
- theme

3.3.R. 4 Students will find examples of literary devices:

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole

3.3.R. 5 Students will distinguish fact from opinion in a text.

3.3.R. 6 Students will describe the structure of a text (*e.g., description, compare/contrast, sequential, problem/solution, cause/effect*) with guidance and support.

3.3.R. 7 Students will ask and answer inferential questions using the text to support answers with guidance and support.

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

3.3.W.1 **NARRATIVE – Grade Level Focus**
Students will write narratives incorporating characters, plot, setting, point of view, and conflict (*i.e., solution and resolution*).

3.3.W.2 **INFORMATIVE**
Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.

3.3.W.3 **OPINION**
Students will express an opinion about a topic and provide reasons as support.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading		Writing	
Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.		Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
3.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	3.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.
3.4.R.2	Students will use word parts (<i>e.g.</i> , <i>affixes</i> , <i>roots</i> , <i>stems</i>) to define and determine the meaning of new words.	3.4.W.2	Students will select appropriate language according to purpose in writing.
3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.		
3.4.R.4	Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.		
3.4.R.5	Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words.		

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading		Writing	
Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.		Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
3.5.R.1	Students will recognize pronouns and possessive nouns.	3.5.W.1	Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> • titles of respect • appropriate words in titles • geographical names
3.5.R.2	Students will recognize irregular and past participle verbs and	3.5.W.2	Students will use complex contractions (<i>e.g.</i> , <i>should've</i> , <i>won't</i>).

verb tense to identify settings, times, and sequences in text.

3.5.R.3 Students will recognize adjectives, articles as adjectives, and adverbs.

3.5.W.3 Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.

3.5.R.4 Students will recognize prepositions and conjunctions.

3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.

3.5.R.5 Students will recognize the subject and verb agreement.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

3.6.R.1 Students will use their own questions to find information on their topic.

3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.

3.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.

3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.

3.6.R.3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.

3.6.W.3 Students will summarize and present information in a report.

3.6.R.4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

3.7.R.1 Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.

3.7.W.1 Students will create multimodal content that communicates an idea using technology or appropriate media.

3.7.R.2 Students will compare how ideas and topics are depicted in a variety of media and formats.

3.7.W.2 Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

3.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.

3.8.W Students will write independently over extended periods of time (*e.g., time for reflection and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*) to communicate with different audiences for a variety of purposes.