MSD of Pike Township
K-5 Literacy Curriculum Map and Resources

Teacher Resources	Student Resources	Curriculum Map Helpful Hints
Teacher's Guide - A comprehensive guide that provides support and resources for **instructional planning**. There are multiple volumes depending on the grade level and they are available in print and online.	**myBook -** write-in student book allows student to own and interact with a variety of texts. These will be replenished annually. Kindergarten: 1 volume, Grades 1-2: 5 volumes, and Grade 3-6: 2 volumes.	**Curriculum Maps -** address the whole group reading and writing instruction following the Into Reading program. Small group instruction will be provided using the Fountas & Pinnell Guided Reading format and Jan Richardson planning template.
Teaching Pal - An annotated version of the student myBook. It provides questions, think alouds, and annotation tips, including Notice & Note signposts and scaffolded support to use **during instruction**.	**Rigby Leveled Library -** K-2: 90 books and Grades 3-6: 60 books and 30 cards. These may be organized by classroom or school-wide bookroom. Consult your building principals for details.	**Modules -** units of study with three weeks of lessons that start with a launch activity to build background knowledge and language about the module topic. In Grades 1-6 a fourth week is provided for remediation and enrichment. Kindergarten modules are 4 weeks long.
Writing Workshop Teacher's Guide - Provides explicit step-by-step modeling and instruction for each stage of the Writing Workshop process. With the exception of Kindergarten (where it is a part of the Teacher's Guide), these are separate guides and also come in multiple volumes.	**Student Choice Library, Read Aloud Books (K-2), and Big Books (K-2) -** well-loved literature connected to module topics and serve as focal text for writer's workshop.	**Lessons -** daily lessons provide instruction in foundational skills, vocabulary, reading, and writing workshop (including language development). **Ed: Your Friend in Learning -** online learning system that provides program resources (for students and teachers), instructional tools, and management of assignments and assessments.
Teacher Resource Book - A collection of **Printables** for student application of literacy skills and **anchor charts**, **graphic organizers**, and **Know It, Show** It pages.	**Vocabulary Cards -** academic vocabulary for each lesson using image associations, context sentences, and discussion prompts.	**Priority Standards and Essential Skills -** these are the important skills that students should know and be able to do as an outcome of each module. These are the areas that teachers will spend the majority of instructional time teaching, what students will be assessed for, what teachers will have data-driven discussions about, and what teachers will intervene on (enrichment or remediation).
Guiding Principles and Strategies - An overview of Into Reading and details about each literacy component, implementation tips, and support for families.	**Picture, Letter, and High-Frequency Word Cards (K-2 only) -** develop early foundational skills with these instructional cards.	
BookStix (K-2 only) - A post-it note for Big Books and Read Alouds that have helpful reading prompts and skills practice for teachers to use during instruction.	**Start Right Reader (K-2 only) -** decodable texts, which feature storylines or topics each week and allows students to apply foundational skills in context.	**Common Assessments -** At the end of each module there is a **Module Assessment**. These will serve as the common assessments for Year 1 of implementation. All K-5 students will take this assessment during the designated week of instruction. **SPECIAL NOTES**
Take and Teach Leveled Reader Cards - reference tool that contain different instructional opportunities for each leveled reader and activity suggestions.	**Sound/Spelling Cards (Grades 1-2 only) -** large-format instruction cards with pictures and multiple spelling combinations. **Kindergarten Only -** alphafriend cards/videos and alphabet cards.	**Grades 3-5 Teachers:** Critical ILEARN and IREAD standards and skills are **bolded** in each module; however, if the standard is not a priority for that particular module, it appears separate as it is a spiral or supplemental skill for that module.

MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 1	**Foundations**	**Vocabulary**	**Reading**	**Language**	**Writing**
Priority Standards Critical ILEARN and IREAD-3 standards are **BOLDED**; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. *ITALICIZED* standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.RF.4.2 [1]	3.RV.2.4 [2] **Critical IREAD Standard: 3.RV.2.1 [10]**	3.RL.2.2 [3] **3.RL.2.3 [6]** 3.RL.3.2 [8] **Critical ILEARN Standard: 3.RL.4.2 [9]** **Critical IREAD Standard: 3.RV.3.1, 3.RL.4.1 [11]**	3.W.6.1.e [4]	3.W.4.a [5] **3.W.3.3 [7]**
Essential Skills: SWBAT (Students will be able to...) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are **BOL**DED.	Decode two-syllable words with CVC, CVr, short vowel, VV, VCe, and Cle patterns. Decode words with closed and open syllable patterns.	Use context clues to determine the meaning of unknown words. Use a known word as a clue the meaning of an unknown word. **Use text features to determine the meaning of unknown words..** **Distinguish between literal and figurative language.** Identify when an affix is added to a root word.	Refer to a text to support my answer. Identify the narrator's point of view. Identify the narrator. Describe how a character, setting, or event affects the plot. Determine how the author uses words and phrases to provide meaning to works of literature, including figurative language. **Describe characters in a story by their traits, motivations, and feelings.** **Explain how character's actions affect the plot.** Distinguish my point of view from the narrator or other characters in the story. Identify the theme of folktales, fables, and tall tales.	Write complete simple, compound, and complex sentences. Write declarative, interrogative, imperative, and exclamatory sentences. Write sentences using coordinating and subordinating conjunctions.	Generate a draft by developing, selecting, and organizing ideas. Write with a specific topic, purpose, and genre in mind. Revise my writing using appropriate reference materials. Edit my writing for format and conventions. **Write narrative compositions in a variety of forms.** Include specific descriptive details in the events of my story.
Topics	Long, short vowels Accuracy and self-correction Expression Reading rate	Prefixes: mis-, un-, non- Suffixes: -ful, -less Context clues	What a Character! Realistic fiction Fantasy	Kinds of sentences Simple sentences Compound sentences	Narrative writing Writing process Prompt: Summer friends can last forever. Think about what you did and who you played with last summer. Write about something that happened during the summer.

MSD of Pike Township Reading Curriculum Map - Grade 3

Module 1	Foundations	Vocabulary	Reading	Language	Writing
Lesson Content	**Lessons 1-5** Decoding: short vowels (a,e,i,o,u) Fluency: accuracy and self correction **Lessons 6-10** Decoding: long vowels (a,e,i,o,u) VCe words Fluency: expression **Lessons 11-15** Decoding:more long a and e spellings Fluency: reading rate	**Lessons 1-5** clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched **Lessons 6-10** moody, pesky, snarled, illustrate, annual, protested, recited **Lessons 11-15** venturing, predictable, emergency, consult, distract, drastic	**Lessons 1-5** Realistic fiction Narrator Point of view **Lessons 6-10** Monitor and clarify Figurative language Literary elements **Lessons 11-15** Make inferences Point of view Text and graphic features Theme	**Lessons 1-5** Subject and predicate Sentence fragments Common and proper nouns **Lessons 6-10** Kinds of sentences (statements, commands, statements, questions, and exclamations) **Lessons 11-15** Simple and compound sentences Coordinating conjunctions Run-on sentences	**Lessons 1-5** Simple sentences Personal narrative **Lessons 6-10** Prewriting Drafting Elements of a narrative **Lessons 11-15** Revising: adjectives as details Conferencing and editing Publishing Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables: Graphic Organizer 24	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printables: Graphic Organizer 15, Graphic Organizer 11, Graphic Organizer 22 **Required:** Module Assessment (online)	Optional: Writer's Notebook Printables: 1.6.1, 1.6.3, 1.1.4	Optional: Weekly Assessment Performance Task **Required:** Module Assessment (online)

Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	August 17-21	Lessons 1-5	3.W.6.2c [12]	*Marisol McDonald Doesn't Match*	Weekly Assessment
Week 2	August 24-28	Lessons 6-10	3.RV.3.3, 3.W.6.2c [13]	*Judy Moody, Mood Martian*	Weekly Assessment
Week 3	August 31 - September 4	Lessons 11-15	3.W.6.2b [14]	*Scaredy Squirrel*	Weekly Assessment
Week 4	September 8-11 (4-day)	Remediation/Enrichment	as needed	as needed	Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 3

Module 2	Foundations	Vocabulary	Reading	Language	Writing
Priority Standards Critical ILEARN and IREAD-3 standards are **BOLDED**; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. *ITALICIZED* standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.RF.4.2 [15]	**3.RV.2.2** [16] 3.RV.2.4 [20] **Critical ILEARN Standard: 3.RV.2.2 [**	3.RL.3.1 [17] **Critical ILEARN Standards: 3.RL. 2.1, 3.RL.2.3 [24]** **Critical IREAD Standards: 3.RV. 3.1, *3.RL.4.1 [26]***	3.W.6.1.b [18] 3.W.6.2.a [21] 3.W.6.2.c [25]	3.W.4 [19] 3.W.3.2 [22]
Essential Skills: SWBAT (Students will be able to...) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are **BOL**DED.	Decode two-syllable words with a short vowel, VV, and VCe pattern.	**Identify synonyms, antonyms, homographs, and homonyms.** Use a known word as a clue to the meaning of an unknown word with the same root. Identify when an affix is added to a known word.	**Refer to a text to support my answer.** **Distinguish between literal and figurative language.** **Determine how the author uses words and phrases to provide meaning to works of literature, including figurative language.** Understand how the author structured the text. Describe how a character, setting, or event affects the plot. Describe characters in a story by their traits, motivations, or feelings. Identify the narrator's point of view. Use what I read to answer questions. Identify parts of a text, including the chapter, scene, or stanza.	Write sentences that use regular and irregular verbs. Change verb tenses to convey time or sequence in my writing. Capitalize proper nouns in my writing. Use spelling patterns when writing.	Generate a draft by developing, selecting, and organizing ideas. Write with a specific topic, purpose, and genre in mind. Revise my writing using appropriate reference materials. Edit my writing for format and conventions. **Write informative compositions on a variety of topics** State the topic and develop a main idea for the introduction. Develop the topic with facts and details. Write a conclusion.
Topics	Long o and i Review short and long vowels Phrasing Reading rate Expression	Prefixes re-, pre- dis- Suffixes -y, -ly Synonyms and antonyms	Use Your Words! Letters Realistic fiction Poetry Memoir Fantasy	Common and proper nouns Plural nouns with –s and –es Types of verbs	Informative writing Writing process **Prompt:** The future me is open for all possibilities. Think about your hopes and dreams for the future. Write a letter to your future self as a grown-up. Describe your goals and how you think you can accomplish them.

MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 2	**Foundations**	**Vocabulary**	**Reading**	**Language**	**Writing**
Lesson Content	**Lessons 1-5** Decoding: more long o spellings Fluency: phrasing **Lessons 6-10** Decoding: more long i spellings Fluency: reading rate **Lessons 11-15** Decoding: review short and long vowels Fluency: expression	**Lessons 1-5** express, convey, chronicle, creative, video, costumes, block, hydrant, march **Lessons 6-10** desires, entry, steep, speed, breezy, conductor **Lessons 11-15** assigned, mosaics, retains, precious, demolition, projects	**Lessons 1-5** Retell Summarize Text and graphic features Point of view Literary elements **Lessons 6-10** Ask and answer questions Elements of poetry Figurative language Text and graphic features **Lessons 11-15** Visualize Literary elements Elements of poetry Point of view	**Lessons 1-5** Common nouns Proper nouns **Lessons 6-10** Singular nouns Plural nouns -s and -es **Lessons 11-15** Action verbs Being verbs Adverbs that compare	**Lessons 1-5** Prewriting Priming the writer/previewing letters **Lessons 6-10** Drafting Revising Elements of a letter **Lessons 11-15** Adding details Peer editing Publishing Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: **Weekly Assessment** Know It, Show It Selection Quizzes Inquiry and Research Project Printable: Graphic Organizer 13 **Required:** Module Assessment (online)	Optional: Writer's Notebook Printables: Grammar 2.1.3, 3.1.3	Optional: Weekly Assessment Performance Task **Required:** Module Assessment (online)
Pacing Guidance		**Lessons**	**Additional Standards**	**Text**	**Assessment**
Week 1	September 14-18	Lessons 1-4	3.RV.2.5, 3.RF.1, 3.RF.4.4 [27]	*A LOL Story* *Dear Primo*	Weekly Assessment
Week 2	September 21-25	Lessons 5-9	3.RV.1, 3.RV.2.5, 3.RF.4.5, 3.RF.5 [28]	*Adventures with Words* *The Upside Down Boy*	Weekly Assessment
Week 3	September 28 - October 2	Lessons 10-14	3.RF.5, 3.RL.1, 3.RL.3.2 [29]	*Dear Dragon*	Weekly Assessment
Week 4	October 5-9	Lesson 15, Remediation/Enrich	as needed	as needed	Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 3	**Foundations**	**Vocabulary**	**Reading**	**Language**	**Writing**
Priority Standards Critical ILEARN and IREAD-3 standards are **BOLDED**; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. *ITALICIZED* standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.RF.4.4 [30] 3.W.6.2.c [35]	3.RV.2.4 [31] 3.RV.3.2 [36] **Critical ILEARN Standard: 3.RV.2.2 [43]**	**3.RN.2.2 [32]** **3.RN.2.3 [37]** 3.ML.2.1 [40] 3.SL.3.1 [42] **Critical ILEARN Standards: 3.RN.2.1, 3.RN.4.2 [44]** **Critical IREAD Standards: 3.RN.3.1, 3.RN.3.2 [45]**	3.W.6.1.a [33] 3.W.6.1.b [38] 3.W.6.2.b [41]	3.W.4 [34] **3.W.3.2 [39]**
Essential Skills: SWBAT (Students will be able to...) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are **BOL**DED.	Read words that have blends and common spelling patterns. Use spelling patterns when writing.	<u>Define multiple-meaning words.</u> <u>Use a known word as a clue to the meaning of an unknown word with the same root.</u> <u>Determine the meanings of words and phrases in a nonfiction text.</u> Identify when an affix is added to a known root word.	<u>Refer to a text to support my answer.</u> **Determine the main idea of a nonfiction text.** **Identify key details in a nonfiction text.** Retell, paraphrase, and explain the main idea and supporting details of a text or information presented in a variety of formats. Use text features to gain meaning in a nonfiction text. Use text structure to support comprehension. Identify the purposes of various types of media. **Sequence events or ideas by using words like first, next, finally, because, problem, solution, same, and different.** **Explain how the key details support the main idea in a nonfiction text.**	Use abstract nouns in my writing. Change verb tenses to convey time or sequence in my writing. Use commas.	Generate a draft by developing, selecting, and organizing ideas. Write with a specific topic, purpose, and genre in mind. Revise my writing using appropriate reference materials. Edit my writing for format and conventions. **<u>Write informative compositions on a variety of topics.</u>** <u>State the topic and develop a main idea for the introduction.</u> <u>Develop the topic with facts and details.</u> <u>Write a conclusion.</u>
Topics	Three letter blends: spl, scr, spr, str Words: j, k, kw Silent letters: kn, wr, gn, mb, rh Reading rate Phrasing Expression	Suffixes- -y, -less, -er/est Prefixes: dis-, im-(not) Multiple meaning words	Let Freedom Ring! Informational text/video Narrative nonfiction	Verb tenses Using commas Abstract nouns	Informational writing Writing process Prompt: Places leave impressions. Think about a description of a place you are familiar with. Write a descriptive essay about that place. Give plenty of details, descriptions, examples, and facts to explain why it is memorable.

MSD of Pike Township Reading Curriculum Map - Grade 3

Module 3	Foundations	Vocabulary	Reading	Language	Writing
Lesson Content	**Lessons 1-5** Decoding: 3 letter blends (spl, spr, scr, squ, str) Fluency: reading rate **Lessons 6-10** Decoding: words with j, k, kw Fluency: phrasing **Lessons 11-15** Decoding: silent letters, kn, wr, gn, mb, rh Fluency: expression	**Lessons 1-5** loyal, sovereignty, democracy, civic, delegates, convention, domestic, tranquility, welfare, posterity **Lessons 6-10** endowed, declaring, independence, presented, gritty, hoisted, broad **Lessons 11-15** ferry, torch, sculptor, monument, inspired	**Lessons 1-5** Text and graphic features Synthesize Central idea Text structure **Lesson 6-10** Retell/summarize Media techniques Text structure Content area words **Lesson 11-15** Ask and answer questions Central idea Author's purpose Literary elements	**Lessons 1-5** Past, present, and future tense **Lessons 6-10** Commas in a series Commas in an address **Lessons 11-15** Abstract nouns	**Lessons 1-5** Prewriting Choosing descriptive words Determining central idea **Lessons 6-10** Drafting Revising - grabbing reader attention, sentence structure **Lessons 11-15** Revising and editing - descriptive words and phrases Publishing Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: **Weekly Assessment** Know It, Show It Selection Quizzes Inquiry and Research Project Printable: Graphic Organizer 17, 28 **Required:** Module Assessment (online)	Optional: Writer's Notebook Printables: 2.3.4, 3.3.1, 3.3.2, 3.3.3	Optional: Weekly Assessment Performance Task **Required:** Module Assessment (online)

Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	October 12-16	Lessons 1-5	3.W.1, 3.W.2.1 [46]	*American Places, American Ideals The U.S. Constitution*	Weekly Assessment
Week 2	October 26-30	Lessons 6-10	3.W.1 [47]	*Why We Celebrate the Fourth of July, The Flag Maker*	Weekly Assessment
Week 3	November 2-6	Lessons 11-15	3.RF.1, 3.RF.5, 3.W.2.1 [48]	*Why is the Statue of Liberty Green?,*	Weekly Assessment
Week 4	November 9-13	Remediation/Enrichment	as needed	as needed	Required Module Assessment 3.RN.4.2 Assessment - TBD

MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 4	**Foundations**	**Vocabulary**	**Reading**	**Language**	**Writing**
Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.	*3.RF.4.4* 3.W.6.2.c [54]	3.RV.2.4 **Critical ILEARN Standard: 3.RV.2.2**	3.RL.2.1 [51] *3.RL.3.1* *[55]* **Critical ILEARN Standards: 3.RL.2.2, 3.RL.2.3** **Critical IREAD Standards: 3.RV.3.1 [60]**	3.W.6.2.b 3.W.6.1.a [56]	***3.W.3.3 [53]*** 3.W.4 [57]
Essential Skills: SWBAT (Students will be able to...) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are **BOL**DED.	Read words that have blends and common spelling patterns. Use conventional spelling for common words.	<u>Use a known word as a clue to the meaning of an unknown word with the same root.</u> <u>Define multiple-meaning words.</u> Identify when an affix is added to a known root word. Identify relationships among words. Identify synonyms, antonyms, homographs, and homonyms.	**<u>Refer to a text to support my answer.</u>** . **<u>Determine how the author uses words and phrases to provide meaning to works of literature, including figurative language.</u>** **<u>Identify the theme of folktales, fables, and tall tales.</u>** **<u>Describe characters in a story by their traits, motivations, or feelings.</u>** **<u>Explain how character's actions affect the plot.</u>** <u>Identify parts of a text, including the chapter, scene, or stanza.</u> <u>Understand how the author structured the text.</u> <u>Describe how each successive part of a story builds on earlier sections.</u> <u>Use what you have read to answer questions, and refer to the text to support my answer.</u> <u>Identify the narrator and characters' point of view.</u> **<u>Distinguish between literal and figurative language.</u>**	Use quotation marks. Use nouns/pronouns.	Apply the writing process **<u>Write narrative compositions in a variety of forms.</u>** <u>Write an introduction that includes the situation, narrator, and characters.</u> . <u>Include dialogue in my story.</u> <u>Include specific descriptive details in the events of my story.</u> . <u>Write an ending to my story.</u>Apply the writing process
Topics	Consonant digraphs: ch, tch, sh, wh, th, ph, ng Vowel diphthongs: ow, ou Vowel sound: /au/, /aw/, /al/ /o/ Expression Intonation Reading rate	Prefixes: im-, in- Suffixes: -er,-or Latin roots: *aud* and *vis* Shades of meaning words	Stories on Stage! Drama Educational video Classic tale Folktales: See Module 10 for Additional Resources	Pronouns and antecedents Plural nouns Using quotations	Narrative writing Writing process Prompt: How a person helps someone can make an interesting story to tell. Think of someone who has helped make a difference in another's life. Write a story about this person's life and what they did to help someone else.

MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 4	**Foundations**	**Vocabulary**	**Reading**	**Language**	**Writing**
Lesson Content	**Lessons 1-5** Decoding: consonant digraphs (ch, tch, sh, wh, th, ph, ng) Fluency: expression **Lessons 6-10** Decoding: vowel diphthongs: (ow/ou) Fluency: intonation **Lesson 11-15** Decoding: vowels (au, aw, al, o) Vowel sound in *talk* Fluency: reading rate	**Lessons 1-5** audition, rehearse, ability, actor, saga, genuine, coiled, whirled, tame **Lesson 6-10** baroque, pulleys, backdrop, performance, eminent, peasant, stately, deceive, superior, merciful **Lesson 11-15** drowsy, hesitation, burden, reassuring, greedily, unnoticed	**Lessons 1-5** Ideas and support Visualize Elements of drama Literary elements Figurative language **Lesson 6-10** Retell/summarize Media techniques Elements of drama Theme **Lessons 11-15** Monitor and clarify Elements of drama Literary elements Theme	**Lessons 1-5** Using pronouns Antecedents **Lessons 6-10** Change y to i Add -s or -es to nouns Forming irregular plural nouns **Lessons 11-15** Quotation marks Capitalizing and punctuating quotations Commas in dialogue	**Lessons 1-5** Prewriting narrative **Lessons 6-10** Drafting Revising using narrative elements **Lessons 11-15** Revising adding dialogue Editing- grammar and mechanics Publish Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: **Weekly Assessment** Know It, Show It Selection Quizzes Inquiry and Research Project Printables: Graphic Organizer 21, 14, 10, 3 **Required:** Module Assessment (online)	Optional: Writer's Notebook Printables: Grammar 2.2.3, 5.3.4	Optional: Weekly Assessment Performance Task **Required:** Module Assessment (online)

Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	November 16-20	Lessons 1-5	3.RF.5, 3.RL.3.1, 3.RN.4.1, 3.W.6.1.e [61]	*That's Entertainment, The Saga of Pecos Bill*	Weekly Assessment
Week 2	November 30 - December 4	Lessons 6-10	3.RV.1, 3.RF.1, 3.RL.3.1, 3.SL.3.1, 3.ML.1, 3.W.4 [62]	*The Traveling Trio: Cesky Krumlov, Czech Republic, Gigi and the Wishing Ring*	Weekly Assessment
Week 3	December 7-11	Lessons 11-15	3.RF.1, 3.RF.5, 3.RL.3.1, 3.W.1, 3.W.4 [63]	*Two Bear Cubs*	Weekly Assessment
Week 4	December 14-17 (4-day)	Remediation/Enrichment	As needed	Compare and contrast folktales	**Required Module Assessment**

Module 5	Foundations	Vocabulary	Reading	Language	Writing
Priority Standards Critical ILEARN and IREAD-3 standards are **BOLDED**; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. *ITALICIZED* standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.W.6.2.b [64] 3.W.6.2.c [69] **3.RV.2.2 [73]**	3.RV.2.4 [65] **Critical ILEARN Standard: 3.RV.2.2 [75]**	**3.RN.2.3 [66]** **3.RN.3.1 [70]** **3.RN.3.3 [74]** **Critical ILEARN Standard: 3.RL.2.1, *3. RL.2.3, 3.RL.3.2, 3.RL.4.2 [76]*** **Critical IREAD Standards: 3.RV.3.1 [77]**	3.W.6.1.b 3.W.6.1.e [71]	**3.W.3.1 [68]** 3.W.4 [72]
Essential Skills: SWBAT (Students will be able to...) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are **BOL**DED.	Use apostrophes to form contractions and show singular and plural ownership. Use spelling patterns when writing. **Identify homographs and homonyms.**	**Identify homographs and homonyms.** Use a known word as a clue to the meaning of an unknown word with the same root. Identify when an affix is added to a known root word.	**Refer to a text to support my answer.** **Identify the author's point of view in a nonfiction text.** **Determine how the author uses words and phrases to provide meaning to works of literature.** **Distinguish between literal and figurative language.** **Identify the order of events in a nonfiction text.** Describe how a character, setting, or event affects the plot. **Use text features to gain meaning in a nonfiction text.** **Sequence events or ideas by using words like first, next, finally, because, problem, solution, same, and different.** Compare and contrast two stories on same theme.	Write sentences that use regular and irregular verbs. Change verb tenses to convey time or sequence in my writing. Write sentences using coordinating and subordinating conjunctions.	Apply the writing process **Write persuasive compositions in a variety of forms.** State my opinion in a introductory statement or section. Organize my writing with an introduction, middle, and conclusion. Support my opinion with relevant reasons. Write a conclusion.
Topics	Vowel diphthongs: oi, oy Homophones Contractions Accuracy and self-correction Intonation Reading rate	Suffixes: -er, -or, -est, -ment Greek Root: *bio* Latin Root: *vid* Homographs & homophones	Teamwork! Informational text Realistic fiction Humorous video Narrative nonfiction	Subject-verb agreement Pronoun-verb agreement Verb tenses Conjunctions	Persuasive writing Writing process **Prompt**: A friendship is made up of words and actions. Think about what it might be like for a new student at your school. Write a letter persuading a new student to be your friend. Take the position that you would like that person to be your friend and give supporting details why.

Module 5	Foundations	Vocabulary	Reading	Language	Writing
Lesson Content	**Lessons 1-5** Decoding: vowel diphthongs (oi/oy) Fluency: Accuracy and self-correction **Lessons 6-10** Decoding: homophones Fluency: intonation **Lessons 11-15** Decoding: contractions with n't, 'd, 've Fluency: reading rate	**Lessons 1-5** collaboration, symbiosis, determination, unity, apprehensive, technical, deflected, competition, intercepted, sprawling, **Lessons 6-10** captain, force, finals, meets, upset, concentrated, disappointed, personal **Lessons 11-15** littered, disbanded, rivalry, donated, generations, soared	**Lesson 1-5** Text and graphic features Ask and answer questions Literary elements Theme Author's craft **Lesson 6-10** Monitor and clarify Media techniques Literary elements Author's purpose **Lesson 11-15** Make and confirm predictions Figurative language Text structure Point of view	**Lessons 1-5** Subject verb agreement Adding -s or -es to verbs Singular and plural subjects **Lessons 6-10** Pronoun verb agreement Add -s or -ies **Lessons 11-15** Past, present, future verbs	**Lessons 1-5** Prewriting- persuasive letter Knowing audience and purpose **Lessons 6-10** Drafting using persuasive language Revising using possessives **Lessons 11-15** Revising and editing using feedback Publish Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: **Weekly Assessment** Know It, Show It Selection Quizzes Inquiry and Research Project Printables: Graphic Organizer 1, 5 18,12 **Required:** Module Assessment (online)	Optional: Writer's Notebook Printables: Grammar 1.4.3, 1.5.3, 3.3.4	Optional: Weekly Assessment Performance Task **Required:** Module Assessment (online)

Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	January 4-8	Lessons 1-5	3.RF.1, 3.RF.4.2, 3.RF.5, 3.W.1, 3.W.2.1 [78]	*Teamwork=Victory!* *Soccer Shootout*	Weekly Assessment
Week 2	January 11-15	Lessons 6-10	3.RV.1, 3.RF.1, 3.RF.5, 3.RL.1, 3.W.4 [79]	*Bend it Like Bianca* *Running Rivals*	Weekly Assessment
Week 3	January 19-22 (4-day)	Lessons 11-15	3.RF.1, 3.W.4 [80]	*Brothers at Bat*	Weekly Assessment
Week 4	January 25-29	Remediation/Enrichment	as needed	as needed	Required Module Assessment 3.RL.4.2 Assessment - TBD

MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 6	**Foundations**	**Vocabulary**	**Reading**	**Language**	**Writing**
Priority Standards Critical ILEARN and IREAD-3 standards are **BOLDE**D; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. *ITALICIZED* standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.W.6.2.c [81] 3.RF.4.2 [86]	3.RV.2.4 [82] 3.RV.2.5 [87]	3.ML.2.1 [83] **Critical ILEARN Standard: 3.RN.2.1, 3.RN.2.2, 3.RN.2.3, 3.RN.3.1, 3.RN.4.2 [90]** **Critical IREAD Standard: 3.RV.2.1, 3.RN.3.2, 3.RV.3.1 [91]**	3.W.6.1.b [84] 3.W.6.1.c [88]	**3.W.3.2 [85]** 3.W.4 [89]

MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 6	**Foundations**	**Vocabulary**	**Reading**	**Language**	**Writing**
Essential Skills: SWBAT (Students will be able to...) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are **BOL**DED.	Use conventional spelling for common words. Decode two-syllable words with the CVr pattern.	Use a known word as a clue to the meaning of an unknown word with the same root. Consult reference materials to determine the meaning of words or phrases. Identify when an affix is added to a known root word.	**Refer to a text to support my answer.** **Determine the main idea of a nonfiction text.** **Identify key details in a nonfiction text.** **Explain how the key details support the main idea in a nonfiction text.** **Describe how steps in a process or procedure are connected in a nonfiction text.** **Use text features to gain meaning in a nonfiction text.** Describe how scientific ideas are connected in a nonfiction text. Identify the narrator or character's point of view. Use text structure to support comprehension of the text. Distinguish between literal and figurative language. Determine how the author uses words and phrases to provide meaning to works of literature. Identify the purposes of various types of media. Compare and contrast two texts on same topic	Write sentences that use regular and irregular verbs. Write sentences that include comparative and superlative adjectives and adverbs. Choose between different types of adverbs and adjectives, depending on what is being modified.	Apply the writing process **Write informative compositions on a variety of topics.** State the topic and develop a main idea for the introduction. Develop the topic with facts and details. Write a conclusion.

MSD of Pike Township Reading Curriculum Map - Grade 3

Module 6	Foundations	Vocabulary	Reading	Language	Writing
Topics	Words: ar, or, ore Words: er, ir, ur, or Words: /ar/ and /ir/ Expression Reading rate Accuracy and self-correction	Greek Prefixes: uni-, bi-, tri- Prefix: un- Suffix: -ly Using a Thesaurus	Animal Behaviors! Informational text Narrative nonfiction	Adjectives and articles Adjectives:comparisons The verb "be" and helping verbs	Informative Writing Writing process **Prompt:** Animals amaze us with their special abilities. Think about the animals that live outdoors throughout the year. Write an expository essay about an animal who uses special skills to live outdoors year round.Write an expository essay about an animal who uses special skills to live outdoors year round.
Lesson Content	**Lessons 1-5** Decoding: words with ar, or, ore Fluency: expression **Lessons 6-10** Decoding: words with er, ir, ur, or Fluency: reading rate **Lessons 11-15** Decoding: words with -air, -are, -ear Fluency: accuracy and self-correction	**Lessons 1-5** hatch, universal, span, growth, larva, molt, unsuspecting, deposited, patch, cumbersome **Lessons 6-10** keener, nostrils, trumpet, flexible, siphon, lurking, invisible **Lessons 11-15** nuzzled, bared, refused, assistant, pounce, nursery	**Lessons 1-5** Text and graphic feature Author's purpose Author's craft Retell, summarize **Lessons 6-10** Ask and answer questions Central idea Figurative language Text and graphic features **Lessons 11-15** Monitor and clarify Text structure Text and graphic features Central idea	**Lessons 1-5** Adjectives: what kind and how many This, that and articles **Lessons 6-10** Adding -er, -ier, and more One-syllable adjective that compare Compare more than two nouns **Lessons 11-15** Helping verbs Using "be" and "have"	**Lessons 1-5** Prewriting Choosing a topic Research **Lessons 6-10** Drafting using the elements of expository writing Revising integrating grammar **Lessons 11-15** Revising for sentence variety Publishing Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: **Weekly Assessment** Know It, Show It Selection Quizzes Inquiry and Research Project **Printables:** Graphic Organizer 17, 16 **Required:** Module Assessment (online)	Optional: Writer's Notebook **Printables**: Grammar 3.4.4, 4.1.4, 4.2.4	Optional: Weekly Assessment Performance Task **Required:** Module Assessment (online)

Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	February 1-5	Lessons 1-5		*Frozen Alive, This is Your Life Cycle*	Weekly Assessment
Week 2	February 8-12	Lessons 6-10	3.RV.1, 3.RF.1 [92]	*The Nose Awards, Octopus Escapes Again*	Weekly Assessment
Week 3	February 16-19 (4-day)	Lessons 11-15	3.W.4 [93]	*T.J. the Siberian Tiger*	Weekly Assessment
Week 4	February 22-26	Remediation/Enrichment	as needed	as needed	**Required:** Module Assessment 3.RN.4.2 Assessment - TBD

MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 7	**Foundations**	**Vocabulary**	**Reading**	**Language**	**Writing**
Priority Standards Critical ILEARN and IREAD-3 standards are **BOLDED**; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. *ITALICIZED* standards indicate that this is the last time assessed and, therefore, mastery is expected.	*3.RF.4.2 [94]*	3.RV.2.4 [95] **3.RV.3.1 [99]** **Critical ILEARN Standard: *3.RV. 2.2 [107]***	**3.RL.3.2 [96]** **3.RN.2.3 [102]** 3.RN.3.1 [103] 3.RN.3.2 [105] 3.RV.3.3 [106] **Critical ILEARN Standard: *3.RL.2.1, 3.RL. 2.3, 3.RN.3.3, 3.RN.4.2 [108]*** **Critical IREAD Standard: 3.RV.2.1, 3.RV. 3.1 [109]**	3.W.6.1.b [97] 3.W.6.1.c [101] 3.W.6.1.e [104]	*3.W.3.1 [98]* 3.W.4 [102]
Essential Skills: SWBAT (Students will be able to...) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are **BOLD**ED.	**Decode two-syllable words.** **Decode two-syllable words with the CVC pattern.** **Decode words with closed syllable patterns.**	<u>**Distinguish between literal and figurative language.**</u> <u>Describe the relationship of words through an analogy.</u> <u>Use a known word as a clue to the meaning of an unknown word with the same root.</u> Identify when an affix is added to a known root word.	<u>**Refer to a text to support my answer.**</u> <u>**Explain how character's actions affect the plot.**</u> . <u>**Describe characters in a story by their traits, motivations, or feelings.**</u> . <u>**Distinguish between literal and figurative language.**</u> . <u>**Determine how the author uses words and phrases to provide meaning to works of literature.**</u> . <u>**Determine the author's purpose.**</u> . <u>Describe how historical events are connected in a nonfiction text.</u> . <u>**Determine the point of view.**</u> . **Compare and contrast two texts on same topic** **Use text structure to support comprehension of the text.** . Use text structure to support comprehension of the text. Use text features to gain meaning of a	<u>**Change verb tenses to convey time or sequence in my writing.**</u> <u>Write sentences that include comparative and superlative adjectives and adverbs.</u> . Write sentences that use regular and irregular verbs.	Apply the writing process **Write persuasive compositions in a variety of forms.** <u>State my opinion in a introductory statement or section.</u> . <u>Organize my writing with an introduction, middle, and conclusion.</u> <u>Support my opinion with relevant reasons.</u> . <u>Write a conclusion.</u>

MSD of Pike Township Reading Curriculum Map - Grade 3

Module 7	Foundations	Vocabulary	Reading	Language	Writing
Topics	Compound words and abbreviations Irregular plurals Words with the 2 /oo/ sounds Phrasing Intonation Accuracy and self-correction	Suffixes: -ion, -ness, -able Compound words Analogies	Make a Difference! Opinion essay Biography Memoir Historical fiction	Irregular verbs Types of adverbs Adverbs that compare	Opinion writing Writing process **Prompt**: Making good choices helps everyone be their best. Think about how students can make school a better place for everyone. Write an opinion essay about a way students can help make your school better for everyone.
Lesson Content	**Lessons 1-5** Decoding: compound words and abbreviations Fluency: phrasing **Lessons 6-10** Decoding: irregular plurals Fluency: intonation **Lessons 11-15** Decoding: words with the /oo/ sounds Fluency: accuracy and self-correction	**Lessons 1-5** outreach, fellowship, communal, residence, scarce, pollution, factories, vats, crowded, greenhouses, vertical **Lessons 6-10** recycled, confesses, forage, cable, renewable, resources, environmental, converted, willing **Lessons 11-15** chimed, slender, flickered, concluded, preparations, gallant	**Lessons 1-5** Author's purpose Make and confirm predictions Text structure Point of view **Lessons 6-10** Make inferences Text structure Point of view Text and graphic features **Lessons 11-15** Synthesize Literary elements Text and graphic features Figurative language	**Lessons 1-5** Irregular verbs Subject-verb agreement **Lessons 6-10** Adverbs that tell how, where and when **Lessons 11-15** Adverbs that compare actions	**Lessons 1-5** Prewrite- choosing support Drafting **Lessons 6-10** Drafting and revising using Persuasive language and strong support **Lessons 11-15** Revising by connecting ideas Editing Publishing Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: **Weekly Assessment** Know It, Show It Selection Quizzes Inquiry and Research Project **Printables:** Graphic Organizer 22, 23,28 **Required:** Module Assessment (online)	Optional: Writer's Notebook **Printables:** Grammar 3.5.4, 4.4.4	Optional: Weekly Assessment Performance Task **Required:** Module Assessment (online)

Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	March 1-5	Lessons 1-5	3.RF.1, 3.RF.4.6, 3.W.1 [110]	*Let's Build a Park!* *Farmer Will Allen and the Growing Table*	Weekly Assessment
Week 2	March 8-12	Lessons 6-10	3.RV.1, 3.RF.4.6, 3.RN.3.1, 3.W.6.1.e [111]	*One Plastic Bag, Energy Island*	Weekly Assessment
Week 3	March 15-19	Lessons 11-15	3.RV.2.5, 3.RL.3.1, 3.RL.4.1, 3.W.2.1, 3.W.4 [112]	*The Storyteller's Candle*	Weekly Assessment
Week 4	March 22-26	Remediation/Enrichment	as needed	as needed	Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 8	**Foundations**	**Vocabulary**	**Reading**	**Language**	**Writing**
Priority Standards Critical ILEARN and IREAD-3 standards are **BOLDED**; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. *ITALICIZED* standards indicate that this is the last time assessed and, therefore, mastery is expected.	3.RF.4.6 [113]	3.RV.2.4 [114] *3.RV.2.5 [118]*	**3.RN.4.1 [115]** **Critical ILEARN Standard: 3.RN.2.2, 3.RN.2.3, 3.RN.3.1, 3.RN.3.3,** *3.RN.4.2 [123]* **Critical IREAD Standard: 3.RV.2.2, 2.RN.3.2 [124]**	*3.W.6.1.c [116]* *3.W.6.1.e [119]* 2.W.6.1.a [121]	***3.W.3.2 [117]*** 3.W.4 [120] 3.W.5 [122]

MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 8	**Foundations**	**Vocabulary**	**Reading**	**Language**	**Writing**
Essential Skills: SWBAT (Students will be able to...) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are **BOL**DED.	Read multisyllabic words with prefixes and suffixes.	Use a known word as a clue to the meaning of an unknown word with the same root. Consult reference materials to determine the meaning of words or phrases. Identify when an affix is added to a known root word.	**Refer to a text to support my answer.** **Determine the main idea of a nonfiction text.** **Identify key details in a nonfiction text.** **Use text features to gain meaning in a nonfiction text.** **Use text structure to support comprehension of the text.** **Distinguish between facts and opinions in a nonfiction text.** **Identify the author's point of view in a nonfiction text.** Identify the purposes of various types of media. Identify a nonfiction text written to compare and contrast. **Identify the difference between fact and opinion.** **Explain how the facts support the author's points in the text.** **Explain how the key details support the main idea in a nonfiction text.** Describe how historical events are connected in a nonfiction text. Describe how steps in a process or procedure are connected in a nonfiction text. Describe how scientific ideas are connected in a nonfiction text. Sequence events or ideas by using words like first, next, finally, because, problem, solution, same, and different.	Write complex sentences. Use pronouns to show ownership. Write sentences that include comparative and superlative adjectives and adverbs. Write sentences using coordinating and subordinating conjunctions. Explain the function of adjectives and adverbs in a sentence.	Apply the writing process Apply the research process **Write informative compositions on a variety of topics.** State the topic and develop a main idea for the introduction. Develop the topic with facts and details. Connect ideas using words and phrases. Use text features in my writing. Write a conclusion.Apply the writing process

Module 8	Foundations	Vocabulary	Reading	Language	Writing
Topics	Prefixes: re-,un- Suffixes: -less, -ness Plurals Reading rate Accuracy and self-correction	Greek root: *graph* Greek suffix: -ology Prefix: ex- Latin roots: *vis* and *mem* Using a dictionary and glossary	Imagine! Invent! Informational text Biography Narrative poetry Opinion text	Adjectives and adverbs: comparisons Possessive nouns and pronouns Complex sentences	Information text Writing process Prompt: We never stop learning. Think about the inventions that you have used. Write a research report about an invention you have used in your life. Write a research report about an invention you have used in your life.
Lesson Content	**Lessons 1-5** Decoding: words with -ed and -ing review of prefixes and suffixes Fluency: reading rate **Lessons 6-10** Decoding: prefixes re-, un- and suffixes -less, -ness Fluency: reading rate **Lessons 11-15** Decoding: plurals Fluency: accuracy and self-correction	**Lessons 1-5** invention, brilliant, productive, original, breakthrough, dictation, valuable, radar, device, technology **Lessons 6-10** engineer, perplexed, lingers, whirled, baffled, dynamo, vibrating, graceful, loan, pose **Lessons 11-15** innovate, singles, visionary, compact, memorable, system	**Lessons 1-5** Text and graphic features Make inferences Text structure Central idea **Lessons 6-10** Make and confirm predictions Text structure Literary elements Figurative language **Lessons 11-15** Retell, summarize Identify claim Ideas and support Text and graphic features	**Lessons 1-5** Adjectives that compare Adverbs that compare Using adjectives and adverbs **Lessons 6-10** Singular possessive nouns Plural possessive nouns Using possessive pronouns **Lessons 11-15** Complex sentences Subordinating conjunctions Forming complex sentences	**Lessons 1-5** Priming and preparing to write **Lessons 6-10** Prewriting by choosing a topic and conducting research Draft **Lessons 11-15** Revising sentence structure Editing Publishing Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: **Weekly Assessment** Know It, Show It Selection Quizzes Inquiry and Research Project **Printables:** Graphic Organizer 16, 18, 19, 20, 21 **Required:** Module Assessment (online)	Optional: Writer's Notebook **Printables**: Grammar 4.5.3, 4.5.4	Optional: Weekly Assessment Performance Task **Required:** Module Assessment (online)

Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	April 5-9	Lessons 1-5	3.RF.4.4, 3.RN.3.2, 3.W.3.1, 3.W.5 [125]	*A Century of Amazing Inventions* *Timeless Thomas: How Thomas Edison Changed Our Lives*	Weekly Assessment
Week 2	April 12-16	Lessons 6-10	3.RF.1, 3.RL.3.1, 3.RN.3.2, 3.RV.3.1, 3.W.1, 3.W.3.1, 3.W.4, 3.W.5 [126]	*A Bumpy Ride* *Rosie Revere, Engineer*	Weekly Assessment
Week 3	April 19-23	Lessons 11-15	3.RF.4.4, 3.RF.5, 3.W.3.1, 3.W.4 [127]	*Edison's Best Invention*	Weekly Assessment
Week 4	April 26-30	Remediation/Enrichment	as needed	as needed	**Required Module Assessment**

MSD of Pike Township Reading Curriculum Map - Grade 3					
Module 9	**Foundations**	**Vocabulary**	**Reading**	**Language**	**Writing**
Priority Standards Critical ILEARN and IREAD-3 standards are **BOLDED**; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. *ITALICIZED* standards indicate that this is the last time assessed and, therefore, mastery is expected.	*3.RF.4.6 [128]* 3.W.6.2.c [133]	***3.RV.2.1 [129]*** *3.RV.2.4* *3.RV.3.2 [136]*	3.RN.4.1 [130] **Critical ILEARN Standard: *3.RN.2.2, 3.RN.3.1, 3.RN.3.3 [137]*** **Critical IREAD Standard: *3.RN.2.1, 3.RN.2.3, 3.RN.3.2, 3.RV.3.1 [138]***	2.W.6.2.b [131] *3.W.6.2.b [135]*	3.W.4
Essential Skills: SWBAT **(Students will be able to...)** UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are **BOL**DED.	Read multisyllabic words with prefixes and suffixes. Add suffixes to base words.	<u>**Use context clues to determine the meaning of unknown words.**</u> <u>Use a known word as a clue to the meaning of an unknown word with the same root.</u> <u>Determine the meanings of words and phrases in a nonfiction text.</u> Identify when an affix is added to a known root word.	<u>**Locate and use text features within a nonfiction text.**</u> <u>**Use text features to gain meaning in a nonfiction text.**</u> <u>**Determine how the author uses words and phrases to provide meaning to works of literature**</u>. <u>Determine the main idea of a nonfiction text.</u> <u>Describe how steps in a process or procedure are connected in a nonfiction text.</u> <u>I can identify the narrator's point of view.</u> <u>Answer questions to demonstrate my understanding of a text.</u> **Explain how the key details support the main idea in a nonfiction text.** **Explain how the facts support the author's points in the text.** **Identify the order of events in a nonfiction text.** **Use text structure to support comprehension of the text.**	<u>Use apostrophes to form contractions and show singular and plural ownership.</u> <u>I can use commas in greetings and closing of letters, dates, and to separate items in a series.</u> <u>I can use an apostrophe to make a contraction and show ownership.</u>	<u>Generate a draft by developing, selecting, and organizing ideas</u> <u>Write with a specific topic, purpose, and genre in mind.</u> <u>Edit my writing for format and conventions.</u>

MSD of Pike Township Reading Curriculum Map - Grade 3

Module 9	Foundations	Vocabulary	Reading	Language	Writing
Topics	Suffixes: -ful, -y, -ly, -er, -or Words: ough and augh Words: /j/ and /s/ sounds Intonation Accuracy and self-correction Reading rate	Prefixes: in-, re- Suffixes: -ness, -able, -ful, ion Compound words Root word: mem Context clues	From Farm to Table! Editorial Informational text Educational video	Abbreviations Contractions Commas in sentences and series	Poetry Writing process Prompt: The seasons provide us with interesting changes. Think about what you enjoy doing at different times of the year. Write a poem about your favorite month or season. Make sure you give plenty of details, descriptions, examples, and facts.
Lesson Content	**Lessons 1-5** Decoding: suffixes -ful, -y, -ly, -er, -or Fluency: intonation **Lessons 6-10** Decoding: words with ough, augh Fluency: accuracy and self- correction **Lessons 11-15** Decoding: words with /j/ and /s/ sound Fluency: reading rate	**Lessons 1-5** agriculture, reap, nutrition, tilling, stalk, dairy, tingly, scarlet, grove, curds **Lessons 6-10** rotation, storage, prepping, vine, burly, shrivel **Lessons 11-15** arbor, transplanted, blooming, kernels, layout, mulch	**Lessons 1-5** Synthesize Text structure Text and graphic features Central idea **Lessons 6-10** Ask and answer questions Media techniques Figurative language Text and graphic features **Lessons 11-15** Monitor and clarify Text structure Content-area words Point of view	**Lessons 1-5** Days and months Places Writing abbreviations **Lessons 6-10** Contractions with not Contractions with pronouns **Lessons 11-15** Commas in a series Introductory words Commas in a sentence	**Lessons 1-5** Prewriting - word choice **Lessons 6-10** Drafting using elements of poetry Revise using descriptive words **Lessons 11-15** Edit with grammar usage and mechanics
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: **Weekly Assessment** Know It, Show It Selection Quizzes Inquiry and Research Project Printables: Graphic Organizer 16, 17,18, 19, 20, 21 **Required:** Module Assessment (online)	Optional: Writer's Notebook Printables**:** Grammar 5.2.4, 6.1.3, 6.2.3	Optional: Weekly Assessment Performance Task **Required:** Module Assessment (online)

Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	May 3-7	Lessons 1-5	3.RF.5, 3.W.1 [139]	*Great Ideas From Great Parents* *How Did That Get In My Lunch Box?*	Weekly Assessment
Week 2	May 10-14	Lessons 6-10	3.RV.1, 3.RF.4.5, 3.RF.5, 3.SL.3.1, 3.W.2.1 [140]	*Carrots, Farm to Fork* *How Do You Raise a Raisin?*	Weekly Assessment
Week 3	May 17-21	Lessons 11-15	3.RF.4.4, 3.RV.2.5 [141]	*It's Our Garden: From Seeds to Harvest in a School Garden*	Weekly Assessment
Week 4	May 24-25	Remediation/Enrichment	as needed	as needed	**Required Module Assessment**

English Language Arts: Grade 3

READING

Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

Reading: _Foundations_

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

3.RF.1	Apply foundational reading skills to build reading fluency and comprehension.

Print Concepts

3.RF.2.1	_Students are expected to build upon and continue applying concepts learned previously._ _K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom._
3.RF.2.2	_Students are expected to build upon and continue applying concepts learned previously._ _K.RF.2.2 Recognize that written words are made up of sequences of letters._
3.RF.2.3	_Students are expected to build upon and continue applying concepts learned previously._ _1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation)._
3.RF.2.4	_Students are expected to build upon and continue applying concepts learned previously._ _1.RF.2.4 Learn and apply knowledge of alphabetical order._

Phonological Awareness

3.RF.3.1	_Students are expected to build upon and continue applying concepts learned previously._ _K.RF.3.1 Identify and produce rhyming words._
3.RF.3.2	_Students are expected to build upon and continue applying concepts learned previously._ _1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words._
3.RF.3.3	_Students are expected to build upon and continue applying concepts learned previously._ _1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words._
3.RF.3.4	_Students are expected to build upon and continue applying concepts learned previously._ _1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words_
3.RF.3.5	_Students are expected to build upon and continue applying concepts learned previously._ _1.RF.3.5 Segment the individual sounds in one-syllable words._

Phonics

3.RF.4.1	_Students are expected to build upon and continue applying concepts learned previously._ _1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context._
3.RF.4.2	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
3.RF.4.3	_Students are expected to build upon and continue applying concepts learned previously._ _2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words._
3.RF.4.4	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural). _Further guidance for support will be provided in the Literacy Framework._
3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., -ight). _Further guidance for support will be provided in the Literacy Framework._

Reading: _Literature_

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

3.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

Key Ideas and Textual Support

3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. _Further guidance for support will be provided in the Literacy Framework._
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
3.RL.2.4	_Students are expected to build upon and continue applying concepts learned previously_ _2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why._

Structural Elements and Organization

3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.

Synthesis and Connection of Ideas

3.RL.4.1	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).
3.RL.4.2	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).

Reading: _Nonfiction_

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

3.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

Key Ideas and Textual Support

3.RN.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RN.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

Structural Elements and Organization

3.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
3.RN.3.2	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
3.RN.3.3	Distinguish one's own perspective from that of the author of the text.

3.RF.4.5	*Further guidance for support will be provided in the Literacy Framework.*
3.RF.4.6	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). *Further guidance for support will be provided in the Literacy Framework.*

Fluency

3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Reading:*Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

3.RV.1	Build and use accurately conversational, general academic, and content-specific words and phrases.

Vocabulary Building

3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
3.RV.2.3	*Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations*
3.RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
3.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

Vocabulary in Literature and Nonfiction Texts

3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
3.RV.3.3	Recognize and understand the meanings of idioms in context.

SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

3.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

3.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
3.SL.2.2	Explore ideas under discussion by drawing on readings and other information.
3.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.

Structural Elements and Organization

3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.RN.4.3	*Standard begins at sixth grade: 6.RN.4.3: Compare and contrast one author's presentation of events with that of another*

WRITING

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Writing

There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

3.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

Handwriting

3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
3.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.

Writing Genres: Argumentative, Informative, and Narrative

3.W.3.1	Write persuasive compositions in a variety of forms that – • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section.
3.W.3.2	Write informative compositions on a variety of topics that – • State the topic, develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with facts and details. • Connect ideas within categories of information using words and phrases. • Use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a concluding statement or section.
3.W.3.3	Write narrative compositions in a variety of forms that – • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending.

The Writing Process

3.W.4	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). • Use available technology to produce and publish legible documents.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

3.W.5	Conduct short research on a topic. • Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). • Locate information in reference texts, electronic resources, or through interviews. • Recognize that some sources may be more reliable than others.

	discussions or projects.

	• Record relevant information in their own words.
	• Present the information, choosing from a variety of formats.

3.SL.2.4	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
3.SL.2.5	Explain personal ideas and understanding in reference to the discussion.

Comprehension

3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

3.SL.4.1	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.
3.SL.4.2	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
3.SL.4.3	*Students are expected to build upon and continue applying conventions learned previously.* *2.SL.4.3 Give and follow multi-step directions.*

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
3.W.6.1	Demonstrate command of English grammar and usage, focusing on: **3.W.6.1a Nouns/Pronouns** – Writing sentences using abstract nouns (e.g., hope, thought). **3.W.6.1b Verbs** – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. **3.W.6.1c Adjectives/ Adverbs** –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. *3.W.6.1d Prepositions – Standard begins at fourth grade.* *4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.* **3.W.6.1e Usage** – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
3.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on: **3.W.6.2a Capitalization** – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. **3.W.6.2b Punctuation** – • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle). **3.W.6.2c Spelling** – • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.

MEDIA LITERACY

Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages.
Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

Media Literacy
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome	
3.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

Media Literacy	
3.ML.2.1	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
3.ML.2.2	*Standard begins in fifth grade.* *5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.*

READING

Guiding Principle: *Students transition from "learning to read" to "reading to learn." Students develop and apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in several genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).*

READING: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

In Reading: Foundations, students are expected to do the following:

RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS
Develop, build, and apply knowledge of foundational reading skills

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
LEARNING OUTCOME	K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, phonological awareness, vocabulary, and comprehension as a foundation for developing reading skills.	1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.	4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.	5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

RF.2: PRINT CONCEPTS
Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
PRINT CONCEPTS	K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	1.RF.2.1: *Students are expected to build upon and continue applying concepts learned previously.*	2.RF.2.1: *Students are expected to build upon and continue applying concepts learned previously.*	3.RF.2.1: *Students are expected to build upon and continue applying concepts learned previously.*	4.RF.2.1: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.2.1: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.2.2: Recognize that written words are made up of sequences of letters.	1.RF.2.2: *Students are expected to build upon and continue applying concepts learned previously.*	2.RF.2.2: *Students are expected to build upon and continue applying concepts learned previously.*	3.RF.2.2: *Students are expected to build upon and continue applying concepts learned previously.*	4.RF.2.2: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.2.2: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.2.3: Recognize that words are combined to form sentences.	1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	2.RF.2.3: *Students are expected to build upon and continue applying concepts learned previously.*	3.RF.2.3: *Students are expected to build upon and continue applying concepts learned previously.*	4.RF.2.3: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.2.3: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.2.4: Identify and name all upper- and lowercase letters of the alphabet.	1.RF.2.4: Learn and apply knowledge of alphabetical order.	2.RF.2.4: *Students are expected to build upon and continue applying concepts learned previously.*	3.RF.2.4: *Students are expected to build upon and continue applying concepts learned previously.*	4.RF.2.4: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.2.4: *Students are expected to build upon and continue applying concepts learned previously.*

RF.3: PHONOLOGICAL AWARENESS
Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
PHONOLOGICAL AWARENESS	K.RF.3.1: Identify and produce rhyming words.	1.RF.3.1: *Students are expected to build upon and continue applying concepts learned previously.*	2.RF.3.1: *Students are expected to build upon and continue applying concepts learned previously.*	3.RF.3.1: *Students are expected to build upon and continue applying concepts learned previously.*	4.RF.3.1: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.3.1: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.3.2: Orally pronounce, blend, and segment words into syllables.	1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.	2.RF.3.2: *Students are expected to build upon and continue applying concepts learned previously.*	3.RF.3.2: *Students are expected to build upon and continue applying concepts learned previously.*	4.RF.3.2: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.3.2: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.	2.RF.3.3: *Students are expected to build upon and continue applying concepts learned previously.*	3.RF.3.3: *Students are expected to build upon and continue applying concepts learned previously.*	4.RF.3.3: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.3.3: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.3.4: Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.	1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.	2.RF.3.4: *Students are expected to build upon and continue applying concepts learned previously.*	3.RF.3.4: *Students are expected to build upon and continue applying concepts learned previously.*	4.RF.3.4: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.3.4: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.3.5: Add, delete, or substitute sounds to change words.	2.RF.3.5: Segment the individual sounds in one-syllable words.				

RF.4: PHONICS
Decode and read words by applying phonics and word analysis skills

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
PHONICS	K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /p/; soap = /s/ /p/).	1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., oi) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	2.RF.4.1: *Students are expected to build upon and continue applying concepts learned previously.*	3.RF.4.1: *Students are expected to build upon and continue applying concepts learned previously.*	4.RF.4.1: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.4.1: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.4.2: Blend consonant-vowel-consonant (CVC) sounds to make words.	1.RF.4.2: Decode one- and two-syllable words with common patterns (CVC, CVV, V, VC, VCe, Cle) to decode two-syllable words, independent of context.	2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.	3.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	4.RF.4.2: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.4.2: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.4.3: Recognize the sounds for the five major vowels.	1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) vowel teams) when reading regularly spelled one-syllable words.	2.RF.4.3: *Students are expected to build upon and continue applying concepts learned previously.*	3.RF.4.3: *Students are expected to build upon and continue applying concepts learned previously.*	4.RF.4.3: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.4.3: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.4.4: Read common high-frequency words by sight (e.g., a, my).	1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said; son, Fri.).	2.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	3.RF.4.4: *Students are expected to build upon and continue applying concepts learned previously.*	4.RF.4.4: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.4.4: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.4.5: Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	1.RF.4.5: Read words in common word families (e.g., –at, -ate).	2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., –ale, -est, -ine, -ock).	3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	4.RF.4.5: *Students are expected to build upon and continue applying concepts learned previously.*	5.RF.4.5: *Students are expected to build upon and continue applying concepts learned previously.*
	K.RF.4.6: *Standard begins in first grade.*	1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est) and simple...	2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read irregular contractions (e.g., won't, don't) and...	4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g.,...		

READING: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

In Reading: Nonfiction, students are expected to do the following:

RN.1: LEARNING OUTCOME FOR READING NONFICTION
Read and comprehend a variety of nonfiction independently and proficiently

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
LEARNING OUTCOME	K.RN.1: Actively engage in group reading activities with purpose and understanding.	1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.	2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	3.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	4.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	5.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT
Extract and construct meaning from nonfiction texts using a range of comprehension skills

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
KEY IDEAS AND TEXTUAL SUPPORT	K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	1.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding of a text.	2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
	K.RN.2.2: With support, retell the main idea and key details of a text.	1.RN.2.2: Retell main ideas and key details of a text.	2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.	3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	K.RN.2.3: With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RN.3: FEATURES AND STRUCTURES
Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
FEATURES AND STRUCTURES	K.RN.3.1: Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.	1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	4.RN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	5.RN.3.1: apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
	K.RN.3.2: Recognize that a nonfiction text can be structured to describe a topic.	1.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, sequential) or to explain a simple cause and effect relationship.	2.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	3.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	4.RN.3.2: Compare and contrast the structural elements of events, ideas, concepts, or information in two or more texts.	
	K.RN.3.3: *Standard begins at second grade.*	1.RN.3.3: *Standard begins at second grade.*	2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.	3.RN.3.3: Distinguish one's own perspective from that of the author of the text.	4.RN.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the text.	5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective the accounts represent.

RN.4: CONNECTION OF IDEAS
Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
CONNECTION OF IDEAS	K.RN.4.1: With support, identify the reasons an author gives to support points in a text.	1.RN.4.1: Identify the reasons an author gives to support points in a text.	2.RN.4.1: Describe how an author uses facts to support specific points in a text.	3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	5.RN.4.1: Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
	K.RN.4.2: With support, identify basic similarities in and differences between two texts on the same topic.	1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.	2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.	3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.	4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	5.RN.4.2: Combine information from several texts on digital sources on the same topic in order to demonstrate knowledge about the subject.
	K.RN.4.3: *Standard begins at sixth grade.*	1.RN.4.3: *Standard begins at sixth grade.*	2.RN.4.3: *Standard begins at sixth grade.*	3.RN.4.3: *Standard begins at sixth grade.*	4.RN.4.3: *Standard begins at sixth grade.*	5.RN.4.3: *Standard begins at sixth grade.*

READING: Vocabulary

There are two key areas in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

In Reading: Vocabulary, students are expected to do the following:

RV.1: LEARNING OUTCOME FOR READING VOCABULARY
Build and apply vocabulary using various strategies and sources

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
LEARNING OUTCOME	K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.	4.RV.1: Build and use accurately general academic and content-specific words and phrases.	5.RV.1: Build and use accurately general academic and content-specific words and phrases.

RV.2: VOCABULARY BUILDING
Use strategies to determine and clarify words and understand their relationships

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
VOCABULARY BUILDING	K.RV.2.1: *Standard begins at first grade.*	1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., pictures, illustrations) may be used to help understand unknown words.	2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	3.RV.2.1: Apply context clues (e.g., word, phrase, and paragraph clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

WRITING

Guiding Principle: *Students develop and employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students experiment with different modes of writing to develop their craft and hone their skills as writers. Students conduct simple research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize information and data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*

WRITING:

There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Note: The teaching of cursive writing that is included in this section is to be taught at the discretion of local decision. The Indiana Department of Education recommends the teaching of cursive writing to students in grades 3 and 4, not only for the purpose of allowing students to use the form of writing most appropriate to them and the setting, but for the more important purpose of being able to read cursive writing. Students need to be able to read cursive writing as they utilize primary documents (e.g., historical documents, letters, etc.).

In Writing, students are expected to do the following:

W.1: LEARNING OUTCOME FOR WRITING
Write effectively for a variety of tasks, purposes, and audiences

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
LEARNING OUTCOME	K.W.1: Write for specific purposes and audiences.	1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.	2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to literature and nonfiction texts.	3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

W.2: HANDWRITING
Demonstrate the ability to write legibly

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
HANDWRITING	K.W.2.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	1.W.2.1: Write all uppercase (capital) and lowercase letters correctly, leaving the space between letters and words appropriately.	2.W.2.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.	4.W.2.1: Write legibly in print or cursive, forming letters and words that can be read by others.	5.W.2.1: *Students are expected to build upon and continue applying concepts learned previously.*
	K.W.2.2: Write by moving from left to right and top to bottom.	1.W.2.2: *Students are expected to build upon and continue applying concepts learned previously.*	2.W.2.2: *Students are expected to build upon and continue applying concepts learned previously.*	3.W.2.2: *Students are expected to build upon and continue applying concepts learned previously.*	4.W.2.2: *Students are expected to build upon and continue applying concepts learned previously.*	5.W.2.2: *Students are expected to build upon and continue applying concepts learned previously.*

W.3: WRITING GENRES
Develop writing skills by writing for different purposes and to specific audiences or people

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
PERSUASIVE	K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.	1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.	2.W.3.1: Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section on a topic or text, using at least one reason to support an opinion.	3.W.3.1: Write persuasive compositions in a variety of forms that – • State an opinion in an introductory statement or section. • Support the opinion with reasons in an organized way. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section.	4.W.3.1: Write persuasive compositions in a variety of forms that – • Clearly present a position in an introductory statement or section. • Support the position with qualitative and quantitative facts and details from sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented.	5.W.3.1: Write persuasive compositions in a variety of forms that – • Introduce a position statement, clearly state an opinion on a topic, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • Support the position with qualitative and quantitative facts and details from various sources and texts to give clear support for topics. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented.
INFORMATIVE	K.W.3.2: Use words and pictures to provide a main idea and provide some information about a topic.	1.W.3.2: Develop a topic, provide some facts or details about the topic, and provide a concluding statement.	2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	3.W.3.2: Write informative compositions on a variety of topics that – • State the topic, develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with facts and details. • Use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a concluding statement or section.	4.W.3.2: Write informative compositions on a variety of topics that – • Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • Develop the topic with facts, definitions, details, quotations, or other information and examples from various sources and texts to support and extend explanations. • Connect ideas within and across categories using transitional words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic	5.W.3.2: Write informative compositions on a variety of topics that – • Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • Connect ideas within and across categories using transitional words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and purpose.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*

SPEAKING AND LISTENING:

There are five key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

In Speaking and Listening, students are expected to do the following:

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING
Develop and apply effective communication skills through speaking and active listening

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
LEARNING OUTCOME	K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.	1.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	3.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

SL.2: DISCUSSION AND COLLABORATION
Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
DISCUSSION AND COLLABORATION	K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	3.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
	K.SL.2.2: *Standard begins in third grade.*	1.SL.2.2: *Standard begins in third grade.*	2.SL.2.2: *Standard begins in third grade.*	3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.	4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.	5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other information.
	K.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	1.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	2.SL.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	3.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.	5.SL.2.3: Establish and follow agreed-upon rules for discussion.
	K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.	1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.	2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.	3.SL.2.4: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	4.SL.2.4: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	5.SL.2.4: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
		1.SL.2.5: Continue a conversation through multiple exchanges.	1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	2.SL.2.5: Build on others' talk in conversations by linking comments to the remarks of others.	3.SL.2.5: Explain personal ideas and understanding in reference to the discussion.	4.SL.2.5: Review the key ideas expressed and explain personal ideas and draw conclusions in reference to information and knowledge gained from the discussions.

SL.3: COMPREHENSION
Develop and apply active listening and interpretation skills using various strategies

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
COMPREHENSION	K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2.SL.3.1: Determine the purpose (e.g., to obtain information, to enjoy and to solve a problem) of information presented in diverse media and formats, including visually, quantitatively, and orally.	3.SL.3.1: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	K.SL.3.2: Ask and answer questions about what a speaker says.	1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood.	2.SL.3.2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.SL.3.2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	4.SL.3.2: Identify and use evidence a speaker provides to support particular points.	5.SL.3.2: Summarize a speaker's points the key ideas and relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS
Develop and apply speaking skills to communicate ideas effectively in a variety of situations

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
PRESENTATION OF KNOWLEDGE AND IDEAS	K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events.	1.SL.4.1: Speaking audibly and using appropriate language, recite poems and rhymes, and tell a story about an experience, in an organized manner, with appropriate facts and careful attention to sensory detail when describing people, places, things, and events.	2.SL.4.1: Using appropriate language, report on a topic or text, or provide a narrative in an organized manner, with careful attention to sensory detail when describing people, places, things, and events.	3.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with appropriate facts and relevant, descriptive details, speaking in an understandable pace, in a clear, concise manner.	4.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	5.SL.4.1: Using appropriate language, present information on a topic, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, and relevant, descriptive details, speaking clearly and concisely at an understandable pace.
	K.SL.4.2: *Standard begins in first grade.*	1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to emphasize certain facts or detail.	3.SL.4.2: Create oral presentations that maintain a clear focus, using various media when appropriate to enhance the development of main ideas or themes.	4.SL.4.2: Create oral presentations that maintain a clear focus, using visual media to enhance the development of main ideas or themes.	5.SL.4.2: Create oral presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
	K.SL.4.3: Give, restate, and follow simple two...	1.SL.4.3: Give and follow multi-step...	2.SL.4.3: Give and follow three- and four...	3.SL.4.3: *Students are expected...*	4.SL.4.3: *Students are expected...*	5.SL.4.3: *Students are expected...*

RF.5: FLUENCY
Demonstrate accuracy and fluency when reading

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
FLUENCY	K.RF.5: Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

READING: Literature

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

In Reading: Literature, students are expected to do the following:

RL.1: LEARNING OUTCOME FOR READING LITERATURE
Read and comprehend a variety of literature independently and proficiently

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
LEARNING OUTCOME	K.RL.1: Actively engage in group reading activities with purpose and understanding.	1.RL.1: With support, read and comprehend literature that is grade-level appropriate.	2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	4.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	5.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT
Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
KEY IDEAS AND TEXTUAL SUPPORT	K.RL.2.1: With support, ask and answer questions about main ideas and key details in a text heard or read.	1.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	2.RL.2.1: Ask and answer questions (e.g., who, what, where, when, why, and how) to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
	K.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures; identify the themes in these works.	3.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	4.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges, and how the speaker in a poem reflects upon a topic; summarize the text.
	K.RL.2.3: Identify important elements of the text (e.g., characters, settings, or events).	1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.	2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.	3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
	K.RL.2.4: Make predictions about what will happen in a story.	1.RL.2.4: Make and confirm predictions about what will happen next in a story.	2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	3.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.	4.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.	5.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
STRUCTURAL ELEMENTS AND ORGANIZATION	K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	1.RL.3.1: Describe the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	2.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	3.RL.3.1: 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).	4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
	K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story.	1.RL.3.2: Identify who is telling the story at various points in a text.	2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	3.RL.3.2: Compare and contrast the point of view from that of the narrator or those of the characters.	4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.

RL.4: CONNECTION OF IDEAS
Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
CONNECTION OF IDEAS	K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear.	1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.	2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	3.RL.4.1: 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).	4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	5.RL.4.1: Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.
	K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.	2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	3.RL.4.2: Compare and contrast the theme, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS
Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
VOCABULARY IN LITERATURE AND NONFICTION TEXTS	K.RV.3.1: With support, ask and answer questions about unknown words in stories, poems, or songs.	1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	2.RV.3.1: Describe how words and phrases provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes, metaphors, or hyperbole).	4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
	K.RV.3.2: With support, ask and answer questions about unknown words in a nonfiction text.	1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	3.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.	5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
	K.RV.3.3: Standard begins at second grade.	1.RV.3.3: Standard begins at second grade.	2.RV.3.3: Standard begins at third grade.	3.RV.3.3: Recognize the meanings of idioms in context.	4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.	5.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context.

NARRATIVE

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
NARRATIVE	K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.	1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.	2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that – • Include a beginning. • Use temporal words to signal event order (e.g., first of all). • Provide details to describe actions, thoughts, and feelings. • Provide an ending.	3.W.3.3: Write narrative compositions in a variety of forms that – • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending.	4.W.3.3: Write narrative compositions in a variety of forms that – • Establish an introduction with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. • Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows from the narrated experiences or events.	5.W.3.3: Write narrative compositions in a variety of forms that – • Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Use precise and expressive vocabulary and figurative language for effect. • Provide an ending that follows from the narrated experiences or events.

MEDIA LITERACY

Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and information, and they develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

MEDIA LITERACY:

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

In Media Literacy, students are expected to do the following:

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY
Develop an understanding of media and the roles and purposes of media

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
LEARNING OUTCOME	K.ML.1: Recognize various types of media.	1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	2.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	3.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

ML.2: MEDIA LITERACY
Recognize the purposes of media and the ways in which media can have influences

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
MEDIA LITERACY	K.ML.2.1: Recognize signs and logos and identify commercials or advertisements.	1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	3.ML.2.1: Recognize that media can be sources of various media messages, including for information, entertainment, persuasion, interpretation of events, and transmission of culture.	4.ML.2.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, and transmission of culture.	5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.
	K.ML.2.2: Standard begins in fifth grade.	1.ML.2.2: Standard begins in fifth grade.	2.ML.2.2: Standard begins in fifth grade.	3.ML.2.2: Standard begins in fifth grade.	4.ML.2.2: Standard begins in fifth grade.	5.ML.2.2: Identify the role of media in focusing people's attention on events and in forming their opinions on issues.

W.4: THE WRITING PROCESS
Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
THE WRITING PROCESS	K.W.4: Apply the writing process to – • With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). • Use available technology to produce and publish writing.	1.W.4: Apply the writing process to – • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details and review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). • Use available technology to publish legible documents.	2.W.4: Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, add details, and review (edit) writing for format and conventions (e.g., spelling, capitalization, and punctuation); and provide feedback to other writers. • Use available technology to publish legible documents.	3.W.4: Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. • Use technology to interact and collaborate with others to publish legible documents.	4.W.4: Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). • Use technology to interact and collaborate with others to publish legible documents.	5.W.4: Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents.

W.5: STANDARD 5: THE RESEARCH PROCESS
Build knowledge about the research process and the topic under study by conducting short research

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION	K.W.5: With support, build understanding of a topic using various sources. • Identify several pictures, charts, graphs and other graphic aids, personal experiences, or people as sources of information on a topic. • Organize information, using graphic organizers or other aids. Make informal presentations on information gathered.	1.W.5: With support, conduct simple research on a topic. • Identify several sources of information and indicate the sources. • Organize information, using graphic organizers or other aids. Make informal presentations on information gathered.	2.W.5: With support, conduct short research on a topic. • Find information on a topic of interest (e.g., cardinals). • Organize information and indicate various information sources. • Organize, summarize, and present the information, choosing from a variety of formats.	3.W.5: Conduct short research on a topic. • Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). • Locate information in reference texts, electronic resources, or through interviews. • Recognize that some sources may be more reliable than others. • Record relevant information in their own words. • Present the information, choosing from a variety of formats.	4.W.5: Conduct short research assignments and tasks on a topic. • Identify a specific topic of question of interest (e.g., what is the history of the Indy 500?). • Use organizational features of print and digital sources to efficiently locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats.	5.W.5: Conduct short research assignments and tasks on a topic. • With support, formulate a research question (e.g., what were John Wooden's greatest contributions to college basketball?). • Use organizational features of print and digital sources to efficiently locate further information. • Identify and acquire information through reliable primary and secondary sources. • Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. • Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a variety of sources.

W.6: CONVENTIONS OF STANDARD ENGLISH
Demonstrate command of the conventions of standard English

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
GRAMMAR AND USAGE	K.W.6.1: Demonstrate command of English grammar and usage, focusing on: Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).	1.W.6.1: Demonstrate command of English grammar and usage, focusing on: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.	2.W.6.1: Demonstrate command of English grammar and usage, focusing on: Nouns/Pronouns – Writing sentences that include common, proper, and collective nouns, irregular plural nouns, and personal and possessive pronouns.	3.W.6.1: Demonstrate command of English grammar and usage, focusing on: Nouns/Pronouns – Writing sentences that use abstract nouns (e.g., hope, thought).	4.W.6.1: Demonstrate command of English grammar and usage, focusing on: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	5.W.6.1: Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously.
	K.W.6.1b: Verbs – Writing sentences that include verbs.	1.W.6.1b: Verbs – Writing sentences that include verbs to convey a sense of past, present, and future.	2.W.6.1b: Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs. • Understanding the functions of verbs (e.g., action, linking) in	3.W.6.1b: Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	4.W.6.1b: Verbs – Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must).	5.W.6.1b: Verbs – Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set,

	K	1	2	3	4	5
						rise/raise.
	K.W.6.1c: Adjectives/ Adverbs – *Standard begins at second grade.*	1.W.6.1c: Adjectives/ Adverbs – *Standard begins at second grade.*	2.W.6.1c: Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.	3.W.6.1c: Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	4.W.6.1c: Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., *where, when*) and explaining their functions in the sentence.	5.W.6.1c: Adjectives/ Adverbs – *Students are expected to build upon and continue applying conventions learned previously.*
	K.W.6.1d: Prepositions – *Standard begins at fourth grade.*	1.W.6.1d: Prepositions – *Standard begins at fourth grade.*	2.W.6.1d: Prepositions – *Standard begins at fourth grade.*	3.W.6.1d: Prepositions – *Standard begins at fourth grade.*	4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	5.W.6.1d: Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.
	K.W.6.1e: Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).	1.W.6.1e: Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	2.W.6.1e: Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., *and, for, but, or*).	4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., *yet, nor, so*).	5.W.6.1e: Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., *either/or, neither/nor*).
CAPITALIZATION, PUNCTUATION, AND SPELLING	K.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	3.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	4.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	5.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:
	K.W.6.2a: Capitalization – Capitalizing the first word in a sentence and the pronoun *I*.	1.W.6.2a: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun *I*.	2.W.6.2a: Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	3.W.6.2a: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	4.W.6.2a: Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	5.W.6.2a: Capitalization – Applying correct usage of capitalization in writing.
	K.W.6.2b: Punctuation – Recognizing and naming end punctuation.	1.W.6.2b: Punctuation – • Correctly using a period, question mark, and exclamation mark at the end of a sentence. • Using commas in dates and to separate items in a series.	2.W.6.2b: Punctuation – • Correctly using a period, question mark, or exclamation mark at the end of a sentence. • Using an apostrophe to form contractions and singular possessive nouns. • Using commas in greetings and closings of letters, dates, and to separate items in a series.	3.W.6.2b: Punctuation – • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., *a small, red bicycle*).	4.W.6.2b: Punctuation – • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence.	5.W.6.2b: Punctuation – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.
	K.W.6.2c: Spelling – Spelling simple words phonetically, drawing on phonemic awareness.	1.W.6.2c: Spelling – • Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. • Correctly spelling words with common spelling patterns. • Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.	2.W.6.2c: Spelling – • Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., *word families*) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words.	3.W.6.2c: Spelling – • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs*) when writing.	4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs*) in writing single and multi-syllable words.	5.W.6.2c: Spelling – Applying correct spelling patterns and generalizations in writing.

[1] 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.

[2] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

[3] 3.RL.2.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.

[4] 3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

[5] "3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[6] 3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

[7] "3.W.3.3: Write narrative compositions in a variety of forms that –
· Establish an introduction (e.g., situation, narrator, characters).
· Include specific descriptive details and clear event sequences.
· Include dialogue.
· Connect ideas and events using introduction and transition words.
· Provide an ending."

[8] 3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.

[9] 3.RL.4.2: 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).

[10] 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

[11] 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

3.RL.4.1: 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).

3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

[12] "3.W.6.2c: Spelling –
· Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
· Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."

[13] 3.RV.3.3: Recognize the meanings of idioms in context.

"3.W.6.2c: Spelling –
· Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
· Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."

[14] "3.W.6.2b: Punctuation –
· Correctly using apostrophes to form contractions and singular and plural possessives.
· Using quotation marks to mark direct speech.
· Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle)."

[15] 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.

[16] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

[17] 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

[18] 3.W.6.1b: Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

[19] "3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[20] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

[21] 3.W.6.2a: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

[22] "3.W.3.2: Write informative compositions on a variety of topics that –
· State the topic, develop a main idea for the introductory paragraph, and group related information together.
· Develop the topic with facts and details.

· Connect ideas within categories of information using words and phrases.
· Use text features (e.g., pictures, graphics) when useful to aid comprehension.
· Provide a concluding statement or section."

[23] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

[24] 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

[25] "3.W.6.2c: Spelling –
· Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
· Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."

[26] 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

3.RL.4.1: 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).

[27] 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).

[28] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.

3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., -ight).

3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

[29] 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.

[30] 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).

[31] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

[32] 3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

[33] 3.W.6.1a: Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).

[34] "3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[35] "3.W.6.2c: Spelling –
· Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
· Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."

[36] 3.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.

[37] 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

[38] 3.W.6.1b: Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

[39] "3.W.3.2: Write informative compositions on a variety of topics that –
· State the topic, develop a main idea for the introductory paragraph, and group related information together.
· Develop the topic with facts and details.
· Connect ideas within categories of information using words and phrases.
· Use text features (e.g., pictures, graphics) when useful to aid comprehension.
· Provide a concluding statement or section."

[40] 3.ML.2.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.

[41] "3.W.6.2b: Punctuation –
· Correctly using apostrophes to form contractions and singular and plural possessives.
· Using quotation marks to mark direct speech.
· Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle)."

[42] 3.SL.3.1: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.

[43] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

[44] 3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.

[45] 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.

[46] 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

[47] 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

[48] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

[49] 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).

[50] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

[51] 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the

answers.

[52] "3.W.6.2b: Punctuation –
· Correctly using apostrophes to form contractions and singular and plural possessives.
· Using quotation marks to mark direct speech.
· Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle)."

[53] "3.W.3.3: Write narrative compositions in a variety of forms that –
· Establish an introduction (e.g., situation, narrator, characters).
· Include specific descriptive details and clear event sequences.
· Include dialogue.
· Connect ideas and events using introduction and transition words.
· Provide an ending."

[54] "3.W.6.2c: Spelling –
· Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
· Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."

[55] 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

[56] 3.W.6.1a: Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).

[57] "3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[58] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

[59] 3.RL.2.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.

3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

[60] 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

[61] 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

[62] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.

3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

3.SL.3.1: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.

3.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

"3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

"3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[63] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

"3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[64] "3.W.6.2b: Punctuation –
· Correctly using apostrophes to form contractions and singular and plural possessives.
· Using quotation marks to mark direct speech.
· Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle)."

[65] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

[66] 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

[67] 3.W.6.1b: Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

[68] "3.W.3.1: Write persuasive compositions in a variety of forms that –
· State the opinion in an introductory statement or section.
· Support the opinion with reasons in an organized way
· Connect opinion and reasons using words and phrases.
· Provide a concluding statement or section."

[69] "3.W.6.2c: Spelling –
· Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
· Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."

[70] 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

[71] 3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

[72] "3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[73] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

[74] 3.RN.3.3: Distinguish one's own perspective from that of the author of the text.

[75] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

[76] 3.RL.2.1 :Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.

3.RL.4.2: 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).

[77] 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

[78] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.

3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

[79] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.

3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

"3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[80] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

"3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[81] "3.W.6.2c: Spelling –
· Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
· Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."

[82] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

[83] 3.ML.2.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.

[84] 3.W.6.1b: Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

[85] "3.W.3.2: Write informative compositions on a variety of topics that –
· State the topic, develop a main idea for the introductory paragraph, and group related information together.
· Develop the topic with facts and details.

· Connect ideas within categories of information using words and phrases.
· Use text features (e.g., pictures, graphics) when useful to aid comprehension.
· Provide a concluding statement or section."

[86] 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.

[87] 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

[88] 3.W.6.1c: Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.

[89] 3.W.4
Apply the writing process to –
● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
● Use available technology to produce and publish legible documents.

[90] 3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.

[91] 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.

3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

[92] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.

3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

[93] "3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[94] 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.

[95] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

[96] 3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.

[97] 3.W.6.1b: Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

[98] "3.W.3.1: Write persuasive compositions in a variety of forms that –
· State the opinion in an introductory statement or section.
· Support the opinion with reasons in an organized way
· Connect opinion and reasons using words and phrases.
· Provide a concluding statement or section."

[99] 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

[100] 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

[101] 3.W.6.1c: Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.

[102] 3.W.4: Apply the writing process to –
● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to
improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency,
word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
● Use available technology to produce and publish legible documents.

[103] 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

[104] 3.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

[105] 3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order

[106] 3.RV.3.3: Recognize the meanings of idioms in context.

[107] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

[108] 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

3.RN.3.3: Distinguish one's own perspective from that of the author of the text.

3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.

[109] 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

[110] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).

3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

[111] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.

3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).

3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

[112] 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

3.RL.4.1: 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).

3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

"3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[113] 3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).

[114] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

[115] 3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

[116] 3.W.6.1c: Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.

[117] "3.W.3.2: Write informative compositions on a variety of topics that –
· State the topic, develop a main idea for the introductory paragraph, and group related information together.
· Develop the topic with facts and details.
· Connect ideas within categories of information using words and phrases.
· Use text features (e.g., pictures, graphics) when useful to aid comprehension.
· Provide a concluding statement or section."

[118] 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

[119] 3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

[120] "3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage,

punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[121] 2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.

[122] "3.W.5: Conduct short research on a topic.
· Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).
· Locate information in reference texts, electronic resources, or through interviews.
· Recognize that some sources may be more reliable than others.
· Record relevant information in their own words.
· Present the information, choosing from a variety of formats."

[123] 3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

3.RN.3.3: Distinguish one's own perspective from that of the author of the text.

3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.

[124] 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.

[125] 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).

3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.

"3.W.3.1: Write persuasive compositions in a variety of forms that –
· State the opinion in an introductory statement or section.
· Support the opinion with reasons in an organized way
· Connect opinion and reasons using words and phrases.
· Provide a concluding statement or section."

"3.W.5: Conduct short research on a topic.
· Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).
· Locate information in reference texts, electronic resources, or through interviews.
· Recognize that some sources may be more reliable than others.
· Record relevant information in their own words.
· Present the information, choosing from a variety of formats."

[126] 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.

3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

"3.W.3.1: Write persuasive compositions in a variety of forms that –
· State the opinion in an introductory statement or section.
· Support the opinion with reasons in an organized way
· Connect opinion and reasons using words and phrases.
· Provide a concluding statement or section."

"3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

"3.W.5: Conduct short research on a topic.
· Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).
· Locate information in reference texts, electronic resources, or through interviews.
· Recognize that some sources may be more reliable than others.

· Record relevant information in their own words.
· Present the information, choosing from a variety of formats."

[127] 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).

3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

"3.W.3.1: Write persuasive compositions in a variety of forms that –
· State the opinion in an introductory statement or section.
· Support the opinion with reasons in an organized way
· Connect opinion and reasons using words and phrases.
· Provide a concluding statement or section."

"3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[128] 3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).

[129] 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

[130] 3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

[131] 2.W.6.2b Punctuation –
● Correctly using a period, question mark, or exclamation mark at the end of a sentence.
● Using an apostrophe to form contractions and singular possessive nouns.
● Using commas in greetings and closings of letters, dates, and to separate items in a series.

[132] "3.W.4: Apply the writing process to –
· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

· Use technology to interact and collaborate with others to publish legible documents."

[133] "3.W.6.2c: Spelling –
· Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
· Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing."

[134] 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

[135] "3.W.6.2b: Punctuation –
· Correctly using apostrophes to form contractions and singular and plural possessives.
· Using quotation marks to mark direct speech.
· Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle)."

[136] 3.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.

[137] 3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

3.RN.3.3: Distinguish one's own perspective from that of the author of the text.

[138] 3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.

3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

[139] 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

[140] 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.

3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., -ight).

3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

3.SL.3.1: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.

3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

[141] 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).

3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.