

**Bermudian Springs Pennsylvania Core Standards  
English Language Arts  
Third Grade**



## INTRODUCTION

The Core State Standards call for students in grade 3 to proficiently read grade-appropriate complex literature and informational text such that they can ask and answer questions by referring explicitly to a text (RL/RI.3.1). Students delve deeply into texts to uncover both the central message and supporting details, identifying the logical connections between sentences and paragraphs in a text. They can compare and contrast two or more works with the same topic, author, or character, describing the traits, motivations, and feelings of characters or how ideas relate to one another. Additional Standards for Reading Literature (RL.3.2-9) and Standards for Reading Informational Text (RI.3.2-9) offer detailed expectations for student academic performance in preparation for college and careers.

Helping students understand what they read is a crucial element of grade 3. In grades K-2, children begin to master the decoding skills described in the Standards for Reading: Foundational Skills [3]. Students in grade 3 use these emerging skills to negotiate multisyllabic words, which in turn increases their fluency and confidence when reading new and unfamiliar material. Students emerge from grade 3 with an ever-expanding academic vocabulary that they use in their writing and speaking.

### **English/Language Arts - Long Term Transfer Goals**

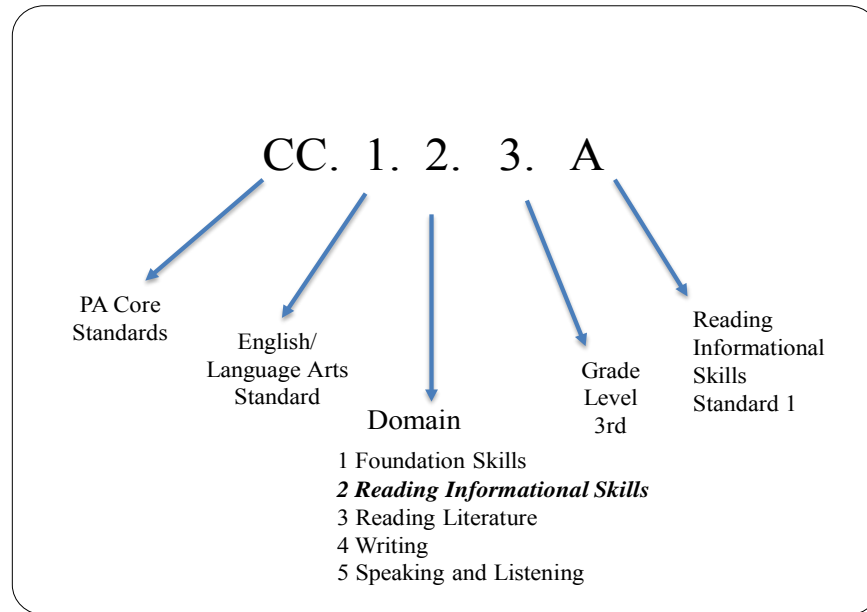
Bermudian Springs School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

#### **Students will be able to independently use their learning to:**

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

**Adapted from: [commoncore.org](http://commoncore.org), 2013; [parconline.org](http://parconline.org), 2013; [pdesas.org](http://pdesas.org), 2013**

## English/Language Arts Standard Taxonomy



<b>1.1 Foundational Skills</b>	
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
<b>DOMAIN:</b> <i>Phonics and Word Recognition</i>	
<b>STANDARD: CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words.</b>	
<ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multi syllable words.</li> <li>• Read grade- appropriate irregularly spelled words.</li> </ul>	
<b>Anchor Descriptor:</b> None	
<u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multi syllable words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Affixes (prefixes/suffixes)</li> <li>• Most common prefixes and derivational suffixes</li> <li>• Syllables</li> <li>• Irregularly spelled words</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>• <b>Analyze</b> words to <b>Identify</b> most common prefixes and suffixes.</li> <li>• <b>Tell /explain</b> the meaning of most common prefixes and suffixes.</li> <li>• <b>Apply</b> meaning of prefixes/suffixes to <b>Explain</b> how word meaning changes.</li> <li>• <b>Apply</b> decoding skills to identify unknown words.</li> </ul> <p><b>Use questions and prompts such as:</b></p> <ul style="list-style-type: none"> <li>• Does that sound right?</li> <li>• Does that look right?</li> <li>• Does that make sense?</li> <li>• Look at the end/beginning of the word and try again</li> <li>• Look for chunks you know and say them</li> <li>• You said---does it look like----?</li> </ul>	

<b>1.1 Foundational Skills</b>	
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
<b>DOMAIN:</b> <i>Fluency</i>	
<b>STANDARD:</b> CC.1.1.3.E Read with accuracy and fluency to support comprehension:	
<ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</li> </ul>	
<b>Anchor Descriptor:</b> None	
<u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read and reread on-level text orally with accuracy, appropriate rate, and expression.</li> <li>• Self-correct errors using context.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Fluency rates</li> <li>• Accuracy</li> <li>• Expression</li> <li>• Context</li> <li>• Rereading</li> <li>• Self monitoring</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>• Read a <i>variety of texts</i> with fluency and expression.</li> <li>• Read grade level text with purpose and understanding.</li> <li>• Use context to confirm or self correct word recognition and understanding, rereading as necessary.</li> </ul>	

<p><b>1.2 Reading Informational Text</b>  Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Key Ideas and Details, Main Idea</i></p>	
<p><b>STANDARD:</b> <b>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</b></p>	
<p><b>Anchor Descriptor:</b> <b>E03.A-K.1.1</b> Demonstrate understand of key ideas and details in literature.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li><b>E03.B-K.1.1.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul>	
<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>Identify the main idea.</li> <li>Find details to support the main idea.</li> <li>Explain how the details support the main idea.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Informational Text (both literary nonfiction and expository/technical text)</li> <li>Main Idea of text</li> <li>Key details that support the main idea</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p> <ul style="list-style-type: none"> <li>Locate or infer the main idea of a text. (First sentence, Last sentence, or use details to formulate the main idea).</li> <li>List the key details and explain how they support the main idea.</li> <li>Describe or graphically represent the relationship between main idea and details.</li> </ul>	

<p><b>1.2 Reading Informational Text</b>  Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Key Ideas and Details, Text Analysis</i></p>	
<p><b>STANDARD:</b> CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p>	
<p><b>Anchor Descriptor:</b> E03.A-K.1.1 Demonstrate understand of key ideas and details in literature.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• <b>E03.B-K.1.1.1</b> Answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.</li> </ul>	
<p><b>Key Concepts</b></p>	<p><b>Key Vocabulary</b></p>
<ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Refer to text</li> <li>• Utilize background knowledge</li> <li>• Make inferences</li> </ul>	<ul style="list-style-type: none"> <li>• Informational Text (both literary nonfiction and expository/technical text)</li> <li>• 5 W’s + H questions (who, what, where , when, why, and how)</li> <li>• Text Examples (recipes, biography, technical procedures, consumer, content specific)</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>• Refer explicitly to the text using evidence to support responses.</li> <li>• Create and answer higher order thinking questions.</li> <li>• Make, revise, and confirm predictions as reading.</li> <li>• Utilize background knowledge and information from the text to answer questions.</li> <li>• Utilize background knowledge and information from the text to draw conclusions and make inferences.</li> <li>• Demonstrate an understanding of the text by referring explicitly to the evidence that supports their answer to questions.</li> </ul> <p style="text-align: center;"><b>Example questions:</b></p> <ul style="list-style-type: none"> <li>• Describe what happens when ____?</li> <li>• Why did ____?</li> <li>• How would you compare/contrast ____?</li> <li>• What would happen if ____?</li> <li>• What is the purpose for ____?</li> <li>• What is the opinion of ____? Support your response.</li> </ul>	

<p><b>1.2 Reading Informational Text</b>  Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Key Ideas and Details, Text Analysis</i></p>	
<p><b>STANDARD:</b> CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause and effect.</p>	
<p><b>Anchor Descriptor:</b> E03.A-K.1.1 Demonstrate understand of key ideas and details in literature.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• <b>E03.B-K.1.1.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> </ul>	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Determine the sequence of basic instructional events.</li> <li>• Identify and explain cause/effect relationships.</li> <li>• Explain how events, concepts, or steps are connected.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence</li> <li>• Events</li> <li>• Cause/effect vocabulary</li> <li>• Key features that pertains to time, sequence, and cause/effect.</li> <li>• Transitions/sequence words that show relationships (first, because, then, on the other hand, etc.)</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>• Apply the language that pertains to sequence (first, next, then, last, etc), time (days of the week, month/year, seasons, etc.), cause/effect (reason, result of, change) to describe the relationship between various informational text.</li> <li>• Explain how ideas, events, steps are connected.</li> <li>• Identify words that signal relationships in informational text.</li> </ul>	



<p><b>1.2 Reading Informational Text</b>  Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Craft and Structure, Point of View</i></p>	
<p><b>STANDARD:</b> CC.1.2.3.D Explain the point of view of the author.</p>	
<p><b>Anchor Descriptor:</b> E03.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• <b>E03.B-C.2.1.1</b> Explain the point of view from which a text is written.</li> </ul>	
<p><b>Key Concepts</b></p>	<p><b>Key Vocabulary</b></p>
<ul style="list-style-type: none"> <li>• Identify the author’s purpose for writing a text.</li> <li>• Analyze text to determine author’s point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Author’s point of view</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>• Identify the author’s purpose for writing a text.</li> <li>• Explain and evaluate point of view in general.</li> <li>• Analyze text to determine author’s point of view.</li> <li>• Distinguish the author’s point of view from the reader’s point of view.</li> </ul> <p><b>Example Questions:</b></p> <ul style="list-style-type: none"> <li>• What does the author want the reader to understand about this topic?</li> <li>• Think about what the author is telling you in this text. Do you agree or disagree with the author’s thinking?</li> </ul>	

<p><b>1.2 Reading Informational Text</b>  Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Craft and Structure, Text Structure</i></p>	
<p><b>STANDARD:</b> CC.1.2.3.E Use text features and search tools to locate and interpret information.</p>	
<p><b>Anchor Descriptor:</b> E03.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• <b>E03.B-C.2.1.2</b> Use text features (e.g., headings, search tools, key words, sidebars, and hyperlinks) to locate information relevant to a given topic efficiently.</li> </ul>	
<p><b>Key Concepts</b></p>	<p><b>Key Vocabulary</b></p>
<ul style="list-style-type: none"> <li>• Locate text features and search tools (hyperlinks within the text).</li> <li>• Use text features and search tools to analyze and/or synthesize information.</li> </ul>	<p>Text features:</p> <ul style="list-style-type: none"> <li>• search tools (hyperlinks)</li> <li>• heading/subheading</li> <li>• bold/italic print</li> <li>• captions</li> <li>• illustrations</li> <li>• text box (sidebar)</li> <li>• text size/font</li> <li>• parentheses</li> <li>• timeline</li> <li>• diagram/map/table</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>• Identify and locate text features and use search tools (hyperlinks within the text).</li> <li>• Analyze and/or synthesize information using text features.</li> </ul> <p><b>Example Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>• What features in the text help you find important information about what you are reading?</li> <li>• How do sidebars help you?</li> </ul>	

<p><b>1.2 Reading Informational Text</b>  Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Craft and Structure, Vocabulary</i></p>	
<p><b>STANDARD:</b> CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p>	
<p><b>Anchor Descriptor:</b> E03.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• <b>E03.B-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</li> <li>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> </ul> </li> <li>• <b>E03.B-V.4.1.2</b> Demonstrate understanding and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).</li> </ul> </li> </ul>	
<p><b>Key Concepts</b></p>	<p><b>Key Vocabulary</b></p>
<ul style="list-style-type: none"> <li>• Formulate a meaning of general academic and domain-specific words and phrases.</li> <li>• Use context clues, root words, affixes to determine meanings of unknown words.</li> <li>• Distinguish literal and nonliteral meanings of words and phrases (idioms) and shades of meaning in related words.</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Affixes (prefixes/suffixes)</li> <li>• Root words</li> <li>• Shades of meaning</li> <li>• Literal/nonliteral meanings (idioms)</li> </ul>
<p><b>Competencies</b>  Describe what students should be able to do (key skills) as a result of this instruction</p>	
<ul style="list-style-type: none"> <li>• Formulate a meaning of general academic vocabulary using various strategies (*appositives, *contrasting statements, glossary, prefixes/suffixes)</li> <li>• Define domain-specific words and phrases as related to science and social studies.</li> <li>• Use context clues to determine meanings of unknown words.</li> <li>• Use root words as a clue to determine meaning of words with the same root.</li> <li>• Distinguish literal and nonliteral meanings of words and phrases (idioms) and shades of meaning in related words.</li> </ul> <p>*Appositives are phrases immediately following a noun to further explain it. (The insect, a large cockroach,...)  *Contrasting statements are used to define new words by contrasting them to know words. (The kitchen was usually filled with delicious smells, but today the scent was repulsive.)</p>	

<b>1.2 Reading Informational Text</b> Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
<b>DOMAIN:</b> <i>Integration of Knowledge and Idea, Diverse Media</i>	
<b>STANDARD:</b> CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.	
<b>Anchor Descriptor:</b> E03.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts. <u>Eligible Content:</u> <ul style="list-style-type: none"> <li>• <b>E03.B-C.3.1.3</b> Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> </ul>	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Use the information from illustrations and words in a text to answer questions.</li> </ul>	Illustrations: <ul style="list-style-type: none"> <li>• maps</li> <li>• photographs</li> <li>• charts</li> <li>• tables</li> <li>• diagram</li> <li>• questions (when, where, why, and how key events occur)</li> </ul>
<b>Competencies</b> <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>• Use the information from illustrations (maps, photographs, charts, tables, diagrams) and words in a text to answer questions (when, where, why, and how key events occur).</li> </ul>	

<p><b>1.2 Reading Informational Text</b>  Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Integration of Knowledge and Ideas, Evaluating Arguments</i></p>	
<p><b>STANDARD:</b> CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p>	
<p><b>Anchor Descriptor: E03.B-C.3.1</b> Demonstrate understanding of connections within, between, and/or among informational texts.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• <b>E03.B-C.3.1.1</b> Describe the logical connection between particular sentences and paragraphs points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> </ul>	
<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Sequence sentences and paragraphs.</li> <li>• Identify the cause/effect within sentences, paragraphs, and selections.</li> <li>• Compare ideas between two texts.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Comparisons</li> <li>• Sentences/Paragraphs</li> <li>• Cause/Effect</li> <li>• Sequencing</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>• Sequence sentences and paragraphs.</li> <li>• Identify the cause/effect within sentences, paragraphs, and selections.</li> <li>• Compare ideas between two texts.</li> </ul> <p>Questions and Prompts: Read these two paragraphs.</p> <ul style="list-style-type: none"> <li>• Can you tell how the ideas in the two paragraphs are connected? (time-order, comparison of events/ideas, cause/effect)</li> <li>• Can you find the part of the text that comes after this part?</li> <li>• Can you find the next step/event/idea?</li> <li>• What particular words or sentences help you know what comes next?</li> </ul>	

<b>1.2 Reading Informational Text</b> Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
<b>DOMAIN:</b> <i>Integration of Knowledge and Ideas, Analysis Across Texts</i>	
<b>STANDARD:</b> CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.	
<b>Anchor Descriptor: E03.B-C.3.1</b> Demonstrate understanding of connections within, between, and/or among informational texts. <u>Eligible Content:</u> <ul style="list-style-type: none"> <li><b>E03.B-C.3.1.2</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul>	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>Identify the most important points presented in texts.</li> <li>Identify the key/supporting details presented in texts.</li> <li>Compare/contrast by writing or graphically representing the most important points presented by two texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>Compare/Contrast</li> <li>Important points/main ideas</li> <li>Key/supporting details</li> </ul>
<b>Competencies</b> <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>Identify the most important points presented in texts.</li> <li>Identify the key/supporting details presented in texts.</li> <li>Compare/contrast by writing or graphically representing the most important points presented by two texts on the same topic.</li> </ul>	

<p><b>1.2 Reading Informational Text</b>  Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Vocabulary Acquisition and Use</i></p>	
<p><b>STANDARD:</b> CC.1.2.3.J <b>Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</b></p>	
<p><b>Anchor Descriptor:</b> E03.B-V.4.1 Demonstrate an understanding of vocabulary and figurative language in informational texts.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• <b>E03.B-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</li> <li>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> </ul> </li> <li>• <b>E03.B-V.4.1.2</b> Demonstrate understanding and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</li> <li>b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).</li> </ul> </li> </ul>	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Formulate a meaning of general academic and domain-specific words and phrases.</li> <li>• Use context clues, root words, affixes to determine meanings of unknown words.</li> <li>• Identify and utilize words that signal spatial (location/direction) and temporal (time/order) relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Affixes (prefixes/suffixes)</li> <li>• Root words</li> <li>• Spatial words (above, below, behind)</li> <li>• Temporal words (first, next, last)</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>• Formulate a meaning of general academic vocabulary using various strategies (*appositives, *contrasting statements, glossary, prefixes/suffixes)</li> <li>• Define domain-specific words and phrases as related to science and social studies.</li> <li>• Use context clues to determine meanings of unknown words.</li> <li>• Use root words as a clue to determine meaning of words with the same root.</li> <li>• Identify and utilize words that signal spatial (location/direction) and temporal (time/order) relationships.</li> </ul> <p><small>*Appositives are phrases immediately following a noun to further explain it. (The insect, a large cockroach,...)  *Contrasting statements are used to define new words by contrasting them to know words. (The kitchen was usually filled with delicious smells, but today the scent was repulsive.)</small></p>	

<p><b>1.2 Reading Informational Text</b>  Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Vocabulary Acquisition and Use</i></p>	
<p><b>STANDARD:</b> <b>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choose flexibly from a range of strategies and tools.</b></p>	
<p><b>Anchor Descriptor:</b> <b>E03.B-V.4.1</b> Demonstrate an understanding of vocabulary and figurative language in informational texts.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• <b>E03.B-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</li> <li>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> </ol> </li> <li>• <b>E03.B-V.4.1.2</b> Demonstrate understanding and nuances in word meanings. <ol style="list-style-type: none"> <li>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</li> <li>b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).</li> </ol> </li> </ul>	
<p><b>Key Concepts</b></p>	<p><b>Key Vocabulary</b></p>
<ul style="list-style-type: none"> <li>• Formulate a meaning of general academic and domain-specific words and phrases.</li> <li>• Use context clues, root words, affixes to determine meanings of unknown words.</li> <li>• Determine or clarify the meaning of multiple-meaning words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Affixes (prefixes/suffixes)</li> <li>• Root words</li> <li>• Multiple-meaning words</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>• Formulate a meaning of general academic vocabulary using various strategies (*appositives, *contrasting statements, glossary, prefixes/suffixes)</li> <li>• Define domain-specific words and phrases as related to science and social studies.</li> <li>• Use context clues to determine meanings of unknown words.</li> <li>• Use root words as a clue to determine meaning of words with the same root.</li> <li>• Determine or clarify the meaning of multiple-meaning words and phrases.</li> </ul> <p>*Appositives are phrases immediately following a noun to further explain it. (The insect, a large cockroach,...)  *Contrasting statements are used to define new words by contrasting them to know words. (The kitchen was usually filled with delicious smells, but today the scent was repulsive.)</p>	



<b>1.2 Reading Informational Text</b> Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
<b>DOMAIN:</b> <i>Range of Reading</i>	
<b>STANDARD:</b> CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>Read and comprehend informational text independently, fluently, and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Informational Text (both literary nonfiction and expository/technical texts)</li> <li>Independent reading</li> <li>Proficient reading</li> <li>Fluent reading</li> </ul>
<b>Competencies</b> <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>Read and comprehend informational text independently, fluently, and proficiently.</li> </ul>	

<p><b>1.3 Reading Literature</b> Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Key Ideas and Details, Themes</i></p>	
<p><b>STANDARD:</b> <b>CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</b></p>	
<p><b>Anchor Descriptor:</b> <b>E03.A-K.1.1</b> Demonstrate understanding of key ideas and details in literature. <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li><b>E03.A-K.1.1.2</b> Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> </ul>	
<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>Recount/retell (or graphically represent) key details from literary texts, including fables, folktales, and myths from diverse cultures.</li> <li>Determine central message/theme, lesson or moral.</li> <li>Explain how the central message/theme, lesson or moral is conveyed through key details in the text.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Summary/retell</li> <li>Key details</li> <li>Literary texts (including poems, fables, folktales, and myths from diverse cultures.)</li> <li>Central message/theme</li> <li>Lesson or moral.</li> </ul>
<p><b>Competencies</b> <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>Recount/retell (or graphically represent) key details from literary texts, including poems, fables, folktales, and myths from diverse cultures.</li> <li>Determine central message/theme, lesson or moral.</li> <li>Explain how the central message/theme, lesson or moral is conveyed through key details in the text.</li> </ul>	

<p><b>1.3 Reading Literature</b>  Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Key Ideas and Details, Text Analysis</i></p>	
<p><b>STANDARD:</b> CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.</p>	
<p><b>Anchor Descriptor:</b> E03.A-K.1.1 Demonstrate understanding of key ideas and details in literature.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• <b>E03.A-K.1.1.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	
<p><b>Key Concepts</b></p>	<p><b>Key Vocabulary</b></p>
<ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Refer to text</li> <li>• Utilize background knowledge</li> <li>• Make inferences</li> </ul>	<ul style="list-style-type: none"> <li>• 5 W’s and H questions (who, what, where, when, why and how)</li> <li>• Text referencing</li> <li>• Inferences</li> <li>• Predictions</li> <li>• Literary elements (characters, setting, and plot)</li> </ul>
<p><b>Competencies</b>  Describe what students should be able to do (key skills) as a result of this instruction</p>	
<ul style="list-style-type: none"> <li>• Refer explicitly to the text using evidence to support responses.</li> <li>• Create and answer higher order thinking questions.</li> <li>• Make, revise, and confirm predictions as reading.</li> <li>• Utilize background knowledge and information from the text to answer questions.</li> <li>• Utilize background knowledge and information from the text to draw conclusions and make inferences.</li> </ul> <p style="text-align: center;"><b>Example questions:</b></p> <ul style="list-style-type: none"> <li>• Who are the characters in this story?</li> <li>• What are the most important events that happened in the story? How do you know?</li> <li>• Imagine what would happen if...?</li> <li>• What is your opinion of...? Support your response.</li> <li>• What facts can you gather...?</li> <li>• How would you explain the reason...?</li> </ul>	

<p><b>1.3 Reading Literature</b>  Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Key Ideas and Details, Literary Elements</i></p>	
<p><b>STANDARD:</b> CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p>	
<p><b>Anchor Descriptor:</b> E03.A-K.1.1 Demonstrate understanding of key ideas and details in literature.  Eligible Content:</p> <ul style="list-style-type: none"> <li>• <b>E03.A-K.1.1.3</b> Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.  <b>Note:</b> “Story” means narration of events told through the text types of story, drama, or poem.</li> </ul>	
<p><b>Key Concepts</b></p>	<p><b>Key Vocabulary</b></p>
<ul style="list-style-type: none"> <li>• Identify the characters.</li> <li>• Sequence key ideas and events in a story or play.</li> <li>• Describe characters and events in a story or play, using details from text.</li> <li>• Examine and define character actions affecting story sequence of events.</li> <li>• Make inferences and explain character motivation behind actions and events in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Story Elements (characters, plot, setting)</li> <li>• Key ideas/ events</li> <li>• Sequence</li> <li>• Character traits, thoughts/feelings, actions/words, and motivations</li> <li>• Inferences</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>• Identify the characters, key ideas, and events in a story or play.</li> <li>• Sequence the key ideas and events in a story or play.</li> <li>• Describe or graphically represent characters (their thoughts, words and actions) and events in a story or play, drawing on specific details from the text.</li> <li>• Examine and define character actions affecting story sequence of events.</li> <li>• Make inferences and explain character reasoning behind actions and events.</li> </ul> <p><b>Sample Questions</b></p> <ul style="list-style-type: none"> <li>• Where did the story take place? How do you know?</li> <li>• Can you tell me how the character is feeling is this part of the story?</li> <li>• Can you find the reasons why the character acted this way?</li> <li>• How does this character affect what happens in the beginning or at the end of the story?</li> </ul>	

<p><b>1.3 Reading Literature</b>  Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Craft and Structure, Point of View</i></p>	
<p><b>STANDARD:</b> <b>CC.1.3.3.D Explain the point of view of the author.</b></p>	
<p><b>Anchor Descriptor:</b> <b>E03.A-C.2.1</b> Demonstrate understanding of craft and structure in literature.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li><b>E03.A-C.2.1.1</b> Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations.</li> </ul> <p><b>Note:</b> “Story” means narration of events told through the text types of story, drama, or poem.</p>	
<p><b>Key Concepts</b></p>	<p><b>Key Vocabulary</b></p>
<ul style="list-style-type: none"> <li>Identify the speaker in the story.</li> <li>Distinguish between first- and third-person narrations.</li> <li>Determine the author’s point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Narrator/speaker</li> <li>First- and third-person narration</li> <li>Point of view</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>Identify the speaker in the story.</li> <li>Distinguish between first- and third-person narrations.</li> <li>Determine the author’s point of view.</li> </ul>	

<b>1.3 Reading Literature</b> Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
<b>DOMAIN:</b> <i>Craft and Structure, Text Structure</i>	
<b>STANDARD:</b> CC.1.3.3.E Refer to parts of text when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.	
<b>Anchor Descriptor:</b> None <b>Eligible Content:</b> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>Identify, by name, assorted story parts (i.e. chapter, scene, and stanza).</li> <li>Match vocabulary with appropriate genres.</li> <li>Scaffold story events, building on previous sections of the story.</li> </ul>	Story parts: <ul style="list-style-type: none"> <li>chapter</li> <li>scene</li> <li>stanza</li> </ul>
<b>Competencies</b> <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>Identify, by name, assorted story parts (i.e. chapter, scene, and stanza).</li> <li>Match vocabulary with appropriate genres.</li> <li>Scaffold story events, building on previous sections of the story.</li> </ul>	

<p><b>1.3 Reading Literature</b> Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Craft and Structure, Vocabulary</i></p>	
<p><b>STANDARD:</b> CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p>	
<p><b>Anchor Descriptor:</b> E03.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• <b>E03.A-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</li> <li>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> </ul> </li> <li>• <b>E03.A-V.4.1.2</b> Demonstrate understanding and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).</li> </ul> </li> </ul>	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Formulate a meaning of general academic and domain-specific words and phrases.</li> <li>• Use context clues, root words, affixes to determine meanings of unknown words.</li> <li>• Distinguish literal and nonliteral meanings of words and phrases (idioms) and shades of meaning in related words.</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Affixes (prefixes/suffixes)</li> <li>• Root words</li> <li>• Shades of meaning</li> <li>• Literal/nonliteral meanings (idioms)</li> </ul>
<b>Competencies</b>	
<p><i>Describe what students should be able to do (key skills) as a result of this instruction</i></p> <ul style="list-style-type: none"> <li>• Formulate a meaning of general academic vocabulary using various strategies (*appositives, *contrasting statements, glossary, prefixes/suffixes)</li> <li>• Use context clues to determine meanings of unknown words.</li> <li>• Use root words as a clue to determine meaning of words with the same root.</li> <li>• Distinguish literal and nonliteral meanings of words and phrases (idioms) and shades of meaning in related words.</li> </ul> <p>*Appositives are phrases immediately following a noun to further explain it. (The insect, a large cockroach,...)</p> <p>*Contrasting statements are used to define new words by contrasting them to know words. (The kitchen was usually filled with delicious smells, but today the scent was repulsive.)</p>	

<b>1.3 Reading Literature</b> Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
<b>DOMAIN:</b> <i>Integration of Knowledge and Ideas, Sources of Information</i>	
<b>STANDARD:</b> CC.1.3.3.G 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)	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Identify the mood that is conveyed in the story.</li> <li>• Explain how illustrations portray the mood or theme of the story.</li> <li>• Determine how illustrations emphasize characters and setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Mood</li> <li>• Characters</li> <li>• Setting</li> </ul>
<b>Competencies</b> <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>• Identify the mood that is conveyed in the story.</li> <li>• Explain how illustrations portray the mood or theme of the story.</li> <li>• Determine how illustrations emphasize characters and setting.</li> </ul> <p><b>Sample questions</b> Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What do the illustrations tell you about the mood of this book?</li> <li>• Can you find where the mood is described in the story?</li> <li>• How do the pictures help you understand the description of the mood?</li> </ul>	



<p><b>1.3 Reading Literature</b>  Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Integration of Knowledge and Ideas, Text Analysis</i></p>	
<p><b>STANDARD:</b> <b>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</b></p>	
<p><b>Anchor Descriptor: E03.A-C.3.1</b> Demonstrate understanding of connections within, between, and/or among texts.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li><b>E03.A-C.3.1.1</b> 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).  <b>Note:</b> “Stories” means narration of events told through the text types of stories, dramas, or poems.</li> </ul>	
<p><b>Key Concepts</b></p>	<p><b>Key Vocabulary</b></p>
<p>Determine and clarify multiple-meaning words and phrases; Context clues; Root words/base words; Affixes; Comprehension; Accuracy; Fluency; Expand Vocabulary</p>	<p>Multiple-meaning words and phrases; Context clues; Root words/base words; Prefix; Suffix; Comprehension strategies (<i>i.e. summarizing, monitor/clarify, questioning</i>)  <i>*Italicized words were added by BSSD.</i></p>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>Develop text to text connections.</li> <li>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).</li> </ul> <p><b>Example Questions</b> Look at these two books in the same series.</p> <ul style="list-style-type: none"> <li>What is the same about the setting in the two stories? What is different?</li> <li>How did these specific characters solve the problem in different ways across this series of stories?</li> <li>How are the problems these specific characters face similar across this series of stories?</li> </ul>	

<p><b>1.3 Reading Literature</b> Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Vocabulary Acquisition and Use, Strategies</i></p>	
<p><b>STANDARD:</b> CC.1.3.3.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	
<p><b>Anchor Descriptor:</b> E03.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.</p> <p><u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> </ul> </li> </ul>	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Formulate a meaning of general academic and domain-specific words and phrases.</li> <li>• Use context clues, root words, and affixes to determine meanings of unknown words.</li> <li>• Clarify the meaning of multiple-meaning words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Affixes (prefixes/suffixes)</li> <li>• Root words</li> <li>• Multiple-meaning words</li> </ul>
<p><b>Competencies</b> <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p> <ul style="list-style-type: none"> <li>• Formulate a meaning of general academic vocabulary using various strategies (*appositives, *contrasting statements, glossary, prefixes/suffixes)</li> <li>• Use context clues to determine meanings of unknown words.</li> <li>• Use root words as a clue to determine meaning of words with the same root.</li> <li>• Determine or clarify the meaning of multiple-meaning words and phrases.</li> </ul> <p>*Appositives are phrases immediately following a noun to further explain it. (The insect, a large cockroach,...) *Contrasting statements are used to define new words by contrasting them to know words. (The kitchen was usually filled with delicious smells, but today the scent was repulsive.)</p>	

<p><b>1.3 Reading Literature</b>  Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p><b>DOMAIN:</b> <i>Vocabulary Acquisition and Use</i></p>	
<p><b>STANDARD:</b> CC.1.2.3.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	
<p><b>Anchor Descriptor:</b> E03.A-V.4.1 Demonstrate an understanding of vocabulary and figurative language in literature.  <u>Eligible Content:</u></p> <ul style="list-style-type: none"> <li>• <b>E03.A-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</li> <li>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> </ol> </li> <li>• <b>E03.A-V.4.1.2</b> Demonstrate understanding and nuances in word meanings. <ol style="list-style-type: none"> <li>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</li> <li>b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).</li> </ol> </li> </ul>	
<p><b>Key Concepts</b></p>	<p><b>Key Vocabulary</b></p>
<ul style="list-style-type: none"> <li>• Formulate a meaning of general academic and domain-specific words and phrases.</li> <li>• Use context clues, root words and affixes to determine meanings of unknown words.</li> <li>• Identify and utilize in written works words that use signal spatial (location/direction) and temporal (time/order) relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Affixes (prefixes/suffixes)</li> <li>• Root words</li> <li>• Spatial words (above, below, behind)</li> <li>• Temporal words (first, next, last)</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> <li>• Formulate a meaning of general academic vocabulary using various strategies (*appositives, *contrasting statements, glossary, prefixes/suffixes)</li> <li>• Use context clues to determine meanings of unknown words.</li> <li>• Use root words as a clue to determine meaning of words with the same root.</li> <li>• Identify and utilize words that signal spatial (location/direction) and temporal (time/order) relationships.</li> </ul> <p><small>*Appositives are phrases immediately following a noun to further explain it. (The insect, a large cockroach,...)  *Contrasting statements are used to define new words by contrasting them to know words. (The kitchen was usually filled with delicious smells, but today the scent was repulsive.)</small></p>	

<b>1.3 Reading Literature</b> Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
<b>DOMAIN:</b> <i>Range of Reading</i>	
<b>STANDARD:</b> CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>Read and comprehend literary fiction (story, poem, drama) independently, fluently, and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Literary fiction (story, poem, drama)</li> <li>Independent reading</li> <li>Proficient reading</li> <li>Fluent reading</li> </ul>
<b>Competencies</b> <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>Read and comprehend literary fiction (story, poem, drama) independently, fluently, and proficiently.</li> </ul>	

<p><b>1.4 Writing</b>  Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>
<p><b>DOMAIN:</b> <i>Informative/Explanatory (Focus, Content, Organization, Style, Conventions of Language)</i></p>
<p><b>STANDARDS:</b> <b>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</b>  <b>CC.1.4.3.B</b> Identify and introduce the topic.  <b>CC.1.4.3.C</b> Develop the topic with facts, definitions, details, and illustrations, as appropriate.  <b>CC.1.4.3.D</b> Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.  <b>CC.1.4.3.E</b> Choose words and phrases for effect.  <b>CC.1.4.3.F</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
<p><b>Anchor Descriptor:</b> <b>E03.C.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <u>Eligible Content:</u>  <b>E03.C.1.2.1</b> Introduce a topic for the intended audience and group related information together to support the writer’s purpose.  <b>E03.C.1.2.2</b> Develop the topic with facts, definitions, and/or details.  <b>E03.C.1.2.3</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  <b>E03.C.1.2.4</b> Provide a concluding statement or section.  <b>E03.D.1.1.1</b> Choose words and phrases for effect.  <b>E03.D.1.1.1.1</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  <b>E03.D.1.1.1.2</b> Form and use regular and irregular plural nouns.  <b>E03.D.1.1.1.3</b> Use abstract nouns (e.g., childhood).  <b>E03.D.1.1.1.4</b> Form and use regular and irregular verbs.  <b>E03.D.1.1.1.5</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.  <b>E03.D.1.1.1.6</b> Ensure subject-verb and pronoun-antecedent agreement.  <b>E03.D.1.1.1.7</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  <b>E03.D.1.1.1.8</b> Use coordinating and subordinating conjunctions.  <b>E03.D.1.1.1.9</b> Produce simple, compound, and complex sentences.  <b>E03.D.1.2.1</b> Capitalize appropriate words in titles.  <b>E03.D.1.2.2</b> Use commas in addresses.  <b>E03.D.1.2.3</b> Use commas and quotation marks in dialogue.  <b>E03.D.1.2.4</b> Form and use possessives.  <b>E03.D.1.2.5</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  <b>E03.D.1.2.6</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>

Key Concepts	Key Vocabulary
<ul style="list-style-type: none"> <li>• <b>Compose</b> informational/expository text to <b>analyze</b> a topic and <b>express</b> ideas and information clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Informative</li> <li>• Explanatory</li> <li>• Focus</li> <li>• Content</li> <li>• Style</li> <li>• Organization</li> <li>• Conventions</li> </ul>
<b>Competencies</b> <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>• <b>Compose</b> informational/expository text to <b>analyze</b> a topic and <b>express</b> ideas and information clearly.</li> <li>• Include a logical organizational structure (introduction, explanations, conclusion).</li> <li>• Develop the topic by including facts, definitions, details and illustrations.</li> <li>• Include linking words and phrases (also, another, and, more, but).</li> <li>• Include a concluding statement.</li> </ul>	

<p><b>1.4 Writing</b></p> <p>Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p><b>DOMAIN:</b> <i>Opinion/Argumentative (Focus, Content, Organization, Style, Conventions of Language)</i></p> <p><b>STANDARDS: CC.1.4.3.G Write opinion pieces on familiar topics or texts.</b></p> <p><b>CC.1.4.3.H</b> Introduce the topic and state an opinion on the topic.</p> <p><b>CC.1.4.3.I</b> Support an opinion with reasons.</p> <p><b>CC.1.4.3.J</b> Create an organizational structure that includes reasons linked to a logical order with a concluding statement or section.</p> <p><b>CC.1.4.3.K</b> Use a variety of words and sentence types to appeal to the audience.</p> <p><b>CC.1.4.3.L</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>Anchor Descriptor: E03.C.1.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><u>Eligible Content:</u></p> <p><b>E03.C.1.1.1</b> Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer’s purpose.</p> <p><b>E03.C.1.1.2</b> Provide reasons that support the opinion.</p> <p><b>E03.C.1.1.3</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect an opinion and reasons.</p> <p><b>E03.C.1.1.4</b> Provide a concluding statement or section.</p> <p><b>E03.D.2.1.1</b> Choose words and phrases for effect.</p> <p><b>E03.D.1.1.1</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>E03.D.1.1.2</b> Form and use regular and irregular plural nouns.</p> <p><b>E03.D.1.1.3</b> Use abstract nouns (e.g., childhood).</p> <p><b>E03.D.1.1.4</b> Form and use regular and irregular verbs.</p> <p><b>E03.D.1.1.5</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p><b>E03.D.1.1.6</b> Ensure subject-verb and pronoun-antecedent agreement.</p> <p><b>E03.D.1.1.7</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>E03.D.1.1.8</b> Use coordinating and subordinating conjunctions.</p> <p><b>E03.D.1.1.9</b> Produce simple, compound, and complex sentences.</p> <p><b>E03.D.1.2.1</b> Capitalize appropriate words in titles.</p> <p><b>E03.D.1.2.2</b> Use commas in addresses.</p> <p><b>E03.D.1.2.3</b> Use commas and quotation marks in dialogue.</p> <p><b>E03.D.1.2.4</b> Form and use possessives.</p> <p><b>E03.D.1.2.5</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b>E03.D.1.2.6</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
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Key Concepts	Key Vocabulary
<ul style="list-style-type: none"> <li>• <b>Compose</b> opinion pieces with supporting points of view and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion</li> <li>• Argumentative</li> <li>• Persuasive</li> <li>• Focus</li> <li>• Content</li> <li>• Style</li> <li>• Organization</li> <li>• Conventions</li> </ul>
<b>Competencies</b> <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>• <b>Compose</b> opinion pieces with supporting points of view and reasons.</li> <li>• Include an introduction, statement of opinion, defending (supporting) details.</li> <li>• <b>Tell</b> and <b>explain</b> reasons that support the opinion preferences should be clearly stated and include reasoning.</li> <li>• Include linking words and phrases (“for example, therefore, since) to connect opinion and reasons.</li> <li>• Include concluding statements.</li> </ul> <p><b>Examples of these types of writings:</b></p> <ul style="list-style-type: none"> <li>• Arguments for or against a topic</li> <li>• Defending an action or character’s action</li> </ul>	



<p><b>1.4 Writing</b></p>
<p>Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>
<p><b>DOMAIN:</b> <i>Narrative (Focus, Content, Organization, Style, Conventions of Language)</i></p>
<p><b>STANDARDS:</b> <b>CC.1.4.3.M Write narratives to develop real or imaginative experiences or events.</b>  <b>CC.1.4.3.N</b> Establish a situation and introduce a narrator and/or characters.  <b>CC.1.4.3.O</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  <b>CC.1.4.3.P</b> Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.  <b>CC.1.4.3.Q</b> Choose words and phrases for effect.  <b>CC.1.4.3.R</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
<p><b>Anchor Descriptor: E03.C.1.3</b> Write narratives to develop real or imagine experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>Eligible Content:</u></p> <p><b>E03.C.1.3.1</b> Orient the reader by establishing a situation and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose.  <b>E03.C.1.3.2</b> Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.  <b>E03.C.1.3.3</b> Use temporal words and phrases to signal event order.  <b>E03.C.1.3.4</b> Provide a sense of closure.  <b>E03.D.2.1.1</b> Choose words and phrases for effect.  <b>E03.D.1.1.1</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  <b>E03.D.1.1.2</b> Form and use regular and irregular plural nouns.  <b>E03.D.1.1.3</b> Use abstract nouns (e.g., childhood).  <b>E03.D.1.1.4</b> Form and use regular and irregular verbs.  <b>E03.D.1.1.5</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.  <b>E03.D.1.1.6</b> Ensure subject-verb and pronoun-antecedent agreement.  <b>E03.D.1.1.7</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  <b>E03.D.1.1.8</b> Use coordinating and subordinating conjunctions.  <b>E03.D.1.1.9</b> Produce simple, compound, and complex sentences.  <b>E03.D.1.2.1</b> Capitalize appropriate words in titles.  <b>E03.D.1.2.2</b> Use commas in addresses.  <b>E03.D.1.2.3</b> Use commas and quotation marks in dialogue.  <b>E03.D.1.2.4</b> Form and use possessives.  <b>E03.D.1.2.5</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  <b>E03.D.1.2.6</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>

Key Concepts	Key Vocabulary
<ul style="list-style-type: none"> <li>• <b>Compose</b> opinion pieces with supporting points of view and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative/Story</li> <li>• Focus</li> <li>• Content</li> <li>• Style</li> <li>• Organization</li> <li>• Conventions</li> </ul>
<p><b>Competencies</b>  <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<p><b>Compose</b> a narrative story that:</p> <ul style="list-style-type: none"> <li>• Establishes a plot and introduces a narrator/character</li> <li>• Organizes an event</li> <li>• The event unfolds naturally</li> <li>• Use dialogue and descriptions of actions, thoughts, and feelings to develop the experiences of narrator/character</li> <li>• Use temporal words and phrases to signal event order</li> <li>• Provide a sense of closure</li> </ul>	

<b>1.4 Writing</b>	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
<b>DOMAIN:</b> <i>Response to Literature</i>	
<b>STANDARD:</b> CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.	
<b>Anchor Descriptor:</b> E03.E.1.1	
<b>Eligible Content:</b> E03.E.1.1.1, E03.E.1.1.2, E03.E.1.1.3, E03.E.1.1.4, E03.E.1.1.5	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>Construct written responses to literary or informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis</li> <li>Reflection</li> <li>Research</li> <li>Evidence</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>Construct written responses to literary or informational texts.</li> <li>Provide a sufficient amount of evidence to support response.</li> <li>Write to analyze and reflect on texts.</li> <li>Compose a response to research.</li> </ul>	

<b>1.4 Writing</b>	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
<b>DOMAIN:</b> <i>Production and Distribution of Writing, Writing Process</i>	
<b>STANDARD:</b> CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>Develop and strengthen writing by planning, revising, and editing (with guidance from peers and adults).</li> <li>Demonstrate command of language standards.</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Revising</li> <li>Editing</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>Develop and strengthen writing by planning, revising, and editing (with guidance from peers and adults).</li> <li>Demonstrate command of language standards when editing and revising writing.</li> </ul>	

<b>1.4 Writing</b>	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence	
<b>DOMAIN:</b> <i>Technology and Publication</i>	
<b>STANDARD:</b> CC.1.4.3.U <b>With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</b>	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>Utilize technology to produce and publish writing, with guidance and support from adults.</li> <li>Interact and collaborate with others to produce and publish writing.</li> </ul>	<ul style="list-style-type: none"> <li>Publish</li> <li>Collaborate</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>Utilize technology to produce and publish writing, with guidance and support from adults, including word processing and presentation software.</li> <li>Interact and collaborate with others to produce and publish writing.</li> </ul>	

<b>1.4 Writing</b>	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence	
<b>DOMAIN:</b> <i>Conducting Research</i>	
<b>STANDARD:</b> CC.1.4.3.V <b>Conduct short research projects that build knowledge about a topic.</b>	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Locate information independently from print and digital sources.</li> <li>• Record notes and organize their information into categories provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Topic</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>• Locate information independently from print and digital sources (i.e. research report, biography report).</li> <li>• Record notes and organize their information into categories using teacher created graphic organizers.</li> </ul>	

<b>1.4 Writing</b>	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence	
<b>DOMAIN:</b> <i>Credibility, Reliability, and Validity of Sources</i>	
<b>STANDARD:</b> <b>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</b>	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Locate information independently from print and digital sources as well as integrate information from their own experiences.</li> <li>• Record notes and organize their information into categories provided by the teacher.</li> <li>• Paraphrase when taking notes.</li> <li>• Classify information.</li> </ul>	<ul style="list-style-type: none"> <li>• Print/Digital Sources</li> <li>• Notes</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>• Locate information independently from print and digital sources as well as integrate information from their own experiences (i.e. research report, biography report).</li> <li>• Record notes and organize their information into categories provided by the teacher, using teacher and student created graphic organizers.</li> <li>• Paraphrase when taking notes.</li> <li>• Classify information using teacher and student created graphic organizers.</li> </ul>	

<b>1.4 Writing</b>	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence	
<b>DOMAIN:</b> <i>Range of Writing</i>	
<b>STANDARD:</b> CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Generate a written piece routinely for a range of discipline-specific task, purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Reflection</li> <li>• Revision</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>• Generate a written piece routinely for a range of discipline-specific task, purposes and audiences.</li> <li>• Create examples of: Lists, letters, stories, logs, reports, diaries, journals, drafts, research, poetry, pros</li> </ul>	



<b>1.5 Speaking and Listening</b>	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
<b>DOMAIN:</b> <i>Comprehension and Collaboration, Collaborative Discussion</i>	
<b>STANDARD:</b> CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Participate in collaborative discussions.</li> <li>• Respond to other students' ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Listen</li> <li>• Respond</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>• Participate in collaborative discussions: one-on-one; teacher-led; in groups. (book groups; literature circles; buddy-reading.)</li> <li>• Follow agreed-upon rules. (Listen to others respectfully; speaking one-at-a-time).</li> <li>• Respond to other students' ideas and opinions.</li> </ul>	

<b>1.5 Speaking and Listening</b>	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
<b>DOMAIN:</b> <i>Comprehension and Collaboration, Critical Listening</i>	
<b>STANDARD: CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</b>	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>Explain the main idea and identify and list supporting details of a text read aloud or information presented visually, quantitatively, and orally.</li> </ul>	<ul style="list-style-type: none"> <li>Main Idea</li> <li>Supporting details</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>Explain the main idea and identify and list supporting details of a text read aloud or information presented visually, quantitatively, and orally.</li> </ul>	

<b>1.5 Speaking and Listening</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
<b>DOMAIN:</b> <i>Comprehension and Collaboration, Evaluating Information</i>	
<b>STANDARD:</b> <b>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</b>	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Ask/answer appropriate questions using question stems.</li> <li>• Record important information presented by the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• Question stems</li> <li>• Note-taking strategies</li> </ul>
<b>Competencies</b> <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>• Ask/answer appropriate questions using question stems</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• How can you describe...?</li> <li>• How would you compare/contrast...?</li> <li>• How would you clarify the meaning of...?</li> <li>• How would you solve...?</li> <li>• What evidence in the text can you find that...?</li> </ul> <ul style="list-style-type: none"> <li>• Record important information presented by the speaker.</li> </ul>	

<b>1.5 Speaking and Listening</b>	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
<b>DOMAIN:</b> <i>Presentation of Knowledge and Idea, Purpose, Audience, and Task</i>	
<b>STANDARD:</b> <b>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</b>	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>Share oral reports on assigned or self-selected topics using relevant facts and supportive details.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate volume</li> <li>Appropriate pacing</li> <li>Clear pronunciation</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>Share oral reports on assigned or self-selected topics using relevant facts and supportive details.</li> <li>Enunciate clearly when speaking.</li> </ul>	

<b>1.5 Speaking and Listening</b>	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions	
<b>DOMAIN:</b> <i>Presentation of Knowledge and Idea, Context</i>	
<b>STANDARD:</b> CC.1.5.3.E <b>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</b>	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>Recite and clarify requested detail in complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Complete sentences</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>Recite and clarify requested detail in complete sentences.</li> <li>Example sentence starters: “I believe that...” “I feel that...” “In my opinion...” “A word that best describes the character is _____ because...” “The problem of the story is _____, and I know this because...”</li> </ul>	

<b>1.5 Speaking and Listening</b>	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
<b>DOMAIN:</b> <i>Integration of Knowledge and Ideas, Multimedia</i>	
<b>STANDARD:</b> CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>Record an oral reading of a story or poem.</li> <li>Compose a visual display to accompany oral recording.</li> </ul>	<ul style="list-style-type: none"> <li>Audio</li> <li>Fluid reading</li> <li>Understandable pace</li> <li>Visual display</li> </ul>
<b>Competencies</b>	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> <li>Record an oral reading of a story or poem.</li> <li>Utilize fluid reading at an understandable pace.</li> <li>Compose a visual display to accompany oral recording.</li> </ul>	

<b>1.5 Speaking and Listening</b>	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
<b>DOMAIN:</b> <i>Conventions of Standard Language</i>	
<b>STANDARD:</b> <b>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</b>	
<b>Anchor Descriptor:</b> None <u>Eligible Content:</u> None	
<b>Key Concepts</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Speak in grammatically correct, complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatically correct</li> </ul>
<b>Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i></b>	
<ul style="list-style-type: none"> <li>• Speak in grammatically correct, complete sentences.</li> </ul>	