	Reading Foundational Skills – Grade 3		Interdisciplinary Literacy Practices
	Print Concepts		
		1	Recognize that text is anything that communicates a message.
	No Print Concepts standard for grade 3.		Employ, develop and refine schema to understand and create text.
	Phonological Awareness		View literacy experiences as transac-
		3	tional, interdisciplinary and transfor- mational.
	No Phonological Awareness standard for grade 3.		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Phonics and Word Recognition		Apply strategic practices, with
	<ul> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>a. Identify, decode and know the meaning of words with the most common prefixes and der- ivational suffixes, including Latin suffixes.</li> <li>b. Decode multisyllabic words.</li> <li>c. Read grade-appropriate irregularly spelled words.</li> </ul>		scaffolding and then independently, to approach new literacy tasks.
RF.3.3			Collaborate with others to create new meaning.
			Utilize digital resources to learn and share with others.
	Fluency	8	Engage in specialized, discipline- specific literacy practices.
	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding.	9	Apply high level cognitive processes to think deeply and critically about text.
RF.3.4	<ul><li>b. Fluently read grade-level prose and poetry orally on successive readings.</li><li>c. Use context to confirm or self-correct word recognition and understanding, rereading as</li></ul>		Develop a literacy identity that pro- motes lifelong learning.
	necessary.		HOME

	Reading Standards for Literature - Third Grade		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.3.1</u>	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.3.2</u>	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cul- tures.	2	Employ, develop and refine schema to understand and create text.
<u>RL.3.3</u>	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.3.4</u>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those	4	guage arts to better understand self, others and the world.
	words and phrases shape meaning.		Apply strategic practices, with
<u>RL.3.5</u>	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RL.3.6</u>	<ul> <li>Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.</li> </ul>		Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.3.7</u>	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not lim-	7	share with others.
	ited to creating mood, character and setting.		Engage in specialized, discipline-
<u>RL.3.8</u>	(Not applicable to literature)	8	specific literacy practices.
<u>RL.3.9</u>	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		Develop a literacy identity that pro-
<u>RL.3.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read,	10	motes lifelong learning.
<u>NL.3.10</u>	comprehend and analyze grade-level appropriate, complex literary texts independently and profi- ciently.		HOME

#### **GUIDING PRINCIPLE FOR READING LITERATURE**

P

**1.** Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

			1	Recognize that text is anything that	
	RL.2.1	RL.3.1	RL.4.1		communicates a message.
	Ask and answer questions as who, what, where, when, why and how, and make and sup-	Ask and answer questions and make and support logical infer- ences to construct meaning	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences	2	Employ, develop and refine schema to understand and create text.
	port logical inferences to con- struct meaning from the text.	from the text.	from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
MULTIDIMENSIONALITY - RL.3.1         Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT         Ask and answer QUESTIONS and make and support logical inferences to construct meaning from the text.					Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDIN	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
2	2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.				Collaborate with others to create new meaning.
		PROGRESSION		L _	Utilize digital resources to learn and
	RL.2.2	RL.3.2	RL.4.2	7	share with others.
	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/	rmation from a summary it and explicit information from and cite relevant implicit and explicit evidence from the text, including but		8	Engage in specialized, discipline- specific literacy practices.
	or moral, including but not limited to fables, folktales and myths from diverse cultures.	moral, including but not limited to fables, folktales and myths from diverse cultures.	mas.	9	Apply high level cognitive processes to think deeply and critically about text.
MULTIDIMENSIONALITY - RL.3.2					
		prehension Purple (bold) = Analysis it and explicit information from a se	MAROON (CAPS) = CONTENT ummary to determine the THEME, LES-	10	Develop a literacy identity that pro- motes lifelong learning.
SON LEARNED, AND/OR MORAL, including but not limited to FABLES, FOLKTALES, AND MYTHS FROM DI- VERSE CULTURES.					HOME

#### **GUIDING PRINCIPLE FOR READING LITERATURE**



**3.** Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

		PROGRESSION		1	Recognize that text is anything that
	RL.2.3	RL.3.3	RL.4.3	_	communicates a message.
	Describe how characters in a story respond to major events and challenges in order to	Describe characters in a story including but not limited to their traits, motivations, actions	Describe in depth a character's thoughts, words and/or actions, the setting, or event(s) in a story or drama,	2	Employ, develop and refine schema to understand and create text.
	make meaning of the story development.	or feelings, and how they affect the plot.	drawing on specific details to analyze their interaction over the course of the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
MULTIDIMENSIONALITY - RL.3.3         Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT         Describe CHARACTERS in a story, including but not limited to their TRAITS, MOTIVATIONS, ACTIONS OR				4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.
	FEELINGS, and how they affect the plot.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
9	<ul> <li>GUIDING PRINCIPLE FOR READING LITERATURE</li> <li>4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> </ul>			6	Collaborate with others to create new meaning.
	PROGRESSION				Utilize digital resources to learn and
	<b>RL.2.4</b> Describe how words and	<b>RL.3.4</b> Determine the meaning of	<b>RL.4.4</b> Determine the meaning of words and	7	share with others.
	phrases, including but not lim- ited to regular beats, allitera- tion, rhymes and/or repeated	words and phrases as they are used in a text, distinguishing literal from nonliteral language,	phrases as they are used in a text, in- cluding but not limited to figurative language such as metaphors and simi-	8	Engage in specialized, discipline- specific literacy practices.
	lines, supply rhythm and shape meaning in a story, po- em or song.	including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	les, and describe and explain how those words and phrases shape mean- ing.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.3.4	1		
_	Green (italic) = Comprehension <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT Determine the meaning of words and phrases as they are used in a text, distinguishing LITERAL FROM NON			10	Develop a literacy identity that pro- motes lifelong learning.
┚	LITERAL LANGUAGE, including but not limited to IDIOMS and HYPERBOLES, and describe how those words and phrases shape meaning.				HOME

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary
P	<b>5.</b> Students will analyze the stru portions of the text relate to each		ic sentences, paragraphs and larger		Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.2.5	RL.3.5	RL.4.5	-	communicates a message.
	Describe how parts of the text contribute to the overall struc- ture of poems, stories and dra- mas including but not limited to	Describe and provide evidence for how parts of the text contrib- ute to the overall structure of poems, stories and dramas in-	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear	2	Employ, develop and refine schema to understand and create text.
	linear, non-linear and circular structures.	cluding but not limited to linear, non-linear, and circular struc- tures.	and circular structures.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.3.5	5		Utilize receptive and expressive lan-
	Green (italic) = Comp	4	guage arts to better understand self, others and the world.		
	Describe and provide evidence for STORIES AND DRAMAS, includin		Apply strategic practices, with		
			5	scaffolding and then independently, to approach new literacy tasks.	
P		G PRINCIPLE FOR READING LITE nt of view, perspective and purpose	e shape the content and style of a text.	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.2.6	RL.3.6	RL.4.6	7	share with others.
	With prompting and support, acknowledge differences in the perspectives of characters, in- cluding by speaking in a differ-	Distinguish their own perspective from that of the narrator or those of the characters, and de- scribe how various perspectives	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	8	Engage in specialized, discipline- specific literacy practices.
	ent voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	shape the content of the text.		9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.3.6	5		Develop a literacy identity that pro-
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.

HOME

Distinguish their own PERSPECTIVE from that of the narrator or those of the characters, and describe how various PERSPECTIVES shape the content of the text.

#### GUIDING PRINCIPLE FOR READING LITERATURE Interdisciplinary 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse **Literacy Practices** media and formats. Recognize that text is anything that PROGRESSION 1 communicates a message. RL.2.7 RL.3.7 RL.4.7 Use a story's illustrations and Explain how the specific aspects Make connections between the text of Employ, develop and refine schema of a text's illustrations contrib-2 words in print/non-print texts a story or drama and a visual or oral to understand and create text. to demonstrate understandute to an effect, including but presentation, including making coning of characters, setting and nections with what they "see" and not limited to creating mood, View literacy experiences as transac-"hear" when reading the text to what plot. character and setting. 3 tional, interdisciplinary and transforthey perceive when they listen or mational. watch. Utilize receptive and expressive lan-**MULTIDIMENSIONALITY - RL.3.7** 4 guage arts to better understand self, Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT others and the world. Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited Apply strategic practices, with to creating MOOD, CHARACTER AND SETTING. 5 scaffolding and then independently, to approach new literacy tasks. **GUIDING PRINCIPLE FOR READING LITERATURE** Collaborate with others to create 6 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the new meaning. validity, reasoning, relevance and sufficiency. Utilize digital resources to learn and PROGRESSION 7 share with others. RL.2.8 RL.3.8 RL.4.8 (Not applicable to literature) (Not applicable to literature) (Not applicable to literature) Engage in specialized, discipline-8 specific literacy practices. Apply high level cognitive processes 9 to think deeply and critically about text. **MULTIDIMENSIONALITY - RL.3.8** Develop a literacy identity that pro-Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 10 motes lifelong learning. (Not applicable to literature) HOME

#### **GUIDING PRINCIPLE FOR READING LITERATURE**

9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

more versions of the same settings and plots of stories patterns of events in stories	PROGRESSION								
more versions of the same story by different authors or from different cultures.settings and plots of stories written by the same author about the same or similar char- ent cultures.patterns of events in stories and traditional literature from ent cultures.		RL.2.9	RL.3.9	RL.4.9					
		more versions of the same story by different authors or	settings and plots of stories written by the same author about the same or similar char-	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from differ- ent cultures.					
MULTIDIMENSIONALITY - RL.3.9									
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT					
<b>Compare/contrast</b> the THEMES, SETTINGS AND PLOTS of stories written by THE SAME AUTHOR THE SAME OR SIMILAR CHARACTERS.									

#### **GUIDING PRINCIPLE FOR READING LITERATURE**

**10.** Students will read, comprehend and analyze complex literary texts independently and proficiently.

		PROGRESSION 6		6	Collaborate with others to create new meaning.
	RL.2.10	RL.3.10	RL.4.10		new meaning.
	By the end of the year, flexibly use a variety of comprehen- sion strategies (i.e., question-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz-	7	Utilize digital resources to learn and share with others.
	ing, monitoring, visualizing, inferencing, summarizing, us- ing prior knowledge, deter- mining importance) to read,	arizing, us- e, deter- or knowledge, determining im- portance) to read, comprehend and analyze grade-level appro- priate, complex literary texts independently and proficiently.sizing, using prior knowledge, deter- mining importance) to read, compre- hend and analyze grade-level appro- priate, complex literary texts pendently and proficiently.arizing, us- sizing, using prior knowledge, deter- mining importance) to read, compre- hend and analyze grade-level appro- priate, complex literary texts independently and proficiently.sizing, using prior knowledge, deter- mining importance) to read, compre- hend and analyze grade-level appro- priate, complex literary texts inde- pendently and proficiently.	8	Engage in specialized, discipline- specific literacy practices.	
	comprehend and analyze grade-level appropriate, com- plex literary texts inde- pendently and proficiently.			9	Apply high level cognitive processes to think deeply and critically about text.
MULTIDIMENSIONALITY - RL.3.10					
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies ( <i>i.e.</i> , questioning, monitoring,			10	Develop a literacy identity that pro- motes lifelong learning.
	visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, compre- hend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.				HOME

### Interdisciplinary **Literacy Practices**

communicates a message.

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mational.

others and the world.

Recognize that text is anything that

Employ, develop and refine schema

View literacy experiences as transac-

tional, interdisciplinary and transfor-

Utilize receptive and expressive lan-

guage arts to better understand self,

scaffolding and then independently, to approach new literacy tasks.

Apply strategic practices, with

to understand and create text.

	_
OME	

	Reading Standards for Informational Text - Grade 3		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.3.1</u>	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.3.2</u>	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.3.3</u>	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.3.4</u>	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.
		-	Apply strategic practices, with
<u>RI.3.5</u>	Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RI.3.6</u>	Distinguish their own perspective from that of the author of a text, and describe how various perspec-		Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas	-	Utilize digital resources to learn an
RI.3.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs	7	share with others.
<u></u>	and side bars, contribute to the meaning and clarity of a text.		Engage in specialized, discipline-
<u>RI.3.8</u>	Describe how reasons and evidence support specific claims the author makes in a text.	8	specific literacy practices.
<u>RI.3.9</u>	Explain the relationship between information from two or more texts on the same theme or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RI.3.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, com-	10	Develop a literacy identity that pro- motes lifelong learning.
	prehend and analyze grade-level appropriate, complex informational texts independently and profi- ciently.		HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				Interdisciplinary
<b>1.</b> Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RI.2.1	RI.3.1	RI.4.1		communicates a message.
Ask and answer such ques- tions as who, what, where, when, why and how, and	Ask and answer questions, and make and support logical infer- ences in order to construct	Refer to details and examples in a text when explaining what the text says explicitly and when drawing infer-	2	Employ, develop and refine schema to understand and create text.
make and support logical in- ferences to construct mean- ing from the text.	meaning from the text.	ences from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RI.3.1			Utilize receptive and expressive lan-
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
Ask and answer QUESTIONS, an	nd make and support logical inferen	ces in order to construct meaning from		others and the world.
the text.				Apply strategic practices, with
			5	scaffolding and then independently, to approach new literacy tasks.
GUIDING PRI	NCIPLE FOR READING INFORMA	TIONAL TEXT		
2 Students will determine cent	ral ideas of a text and analyze their	development; cite specific textual evi-	6	Collaborate with others to create
	•	upport conclusions drawn from the text.		new meaning.
	PROGRESSION		7	Utilize digital resources to learn and
RI.2.2	RI.3.2	RI.4.2	<b>′</b>	share with others.
Identify implicit and explicit	Identify and cite relevant im-	Analyze how the central ideas are re-		Engage in specialized, discipline-
information from a summary	plicit and explicit information	flected in a text, and cite relevant im-	8	specific literacy practices.
to determine the central idea	from a summary to determine the central idea of a text.	plicit and explicit evidence from the		
of a text.	the central luea OF a lext.	text.		Apply high level cognitive processes
			9	to think deeply and critically about text.
MULTIDIMENSIONALITY - RI.3.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	Develop a literacy identity that pro-
			10	motes lifelong learning.
IDEA of a text.	ת מהם פגעווכת והוסרחומנוסה ורסחו מ גנ	ummary to determine the CENTRAL		HOME



**3.** Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

					Recognize that text is anything that
	RI.2.3	PROGRESSION RI.3.3	RI.4.3	1	communicates a message.
	Describe the connection be- tween individuals, historical events, scientific ideas or con-	Describe the relationship be- tween individuals, a series of historical events, scientific ideas	Explain the individuals, events, proce- dures, ideas or concepts in a historical, scientific or technical text, including	2	Employ, develop and refine schema to understand and create text.
	cepts or steps in technical pro- cedures over the course of a text.	or concepts or steps in technical procedures over the course of a text.	what happened and why, based on specific information over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
_	Green (italic) = Com Describe the relationship betwo	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	CONCEPTS OR STEPS IN TECHNIC	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
12	<ul> <li>GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT</li> <li>4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> </ul>				Collaborate with others to create new meaning.
	PROGRESSION RI.2.4 RI.3.4 RI.4.4				Utilize digital resources to learn and share with others.
	Determine the meaning of general academic words and phrases and how those words	Determine the meaning of gen- eral academic words and phrases in a grade-level text,	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and	8	Engage in specialized, discipline- specific literacy practices.
	and phrases shape meaning in a grade-level text.	and describe how those words and phrases shape meaning.	describe and explain how those words and phrases shape meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
_ <b></b>		MULTIDIMENSIONALITY - RI.3.4           orehension         Purple (bold) = Analysis           ERAL ACADEMIC WORDS AND PHRA		10	Develop a literacy identity that pro- motes lifelong learning.
	scribe how those words and phrases shape meaning.				HOME

	GUIDING PRI	NCIPLE FOR READING INFORMA	TIONAL TEXT		Interdisciplinary
2			c sentences, paragraphs and larger por-		Literacy Practices
	tions of the text relate to each c	other and the whole.			
		PROGRESSION		1	Recognize that text is anything that
	RI.2.5	RI.3.5	RI.4.5	1	communicates a message.
	Identify and describe informa- tional text structures, includ- ing sequence/chronological and descriptive structures,	Identify and describe informa- tional text structures, including comparison, cause/effect and problem/solution structures,	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	2	Employ, develop and refine schema to understand and create text.
	and describe the logical con- nection between particular sentences and paragraphs in a text and how they contribute	and describe the logical con- nection between particular sen- tences and paragraphs in a text and how they contribute to the		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	to the overall structure.	overall structure.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Green (italic) - Comr		others and the world.		
┛	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Identify and describe INFORMATIONAL TEXT STRUCTURES, including COMPARISON, CAUSE/EFFECT AND PROBLEM/SOLUTION STRUCTURES, and describe the logical connection between particular sentences and			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	paragraphs in a text and how th	ey contribute to the overall structur	re.		Collaborate with others to create
	GUIDING PRI	TIONAL TEXT	6	new meaning.	
	6. Students will analyze how poi	nt of view, perspective and purpose	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
		PROGRESSION			share with others.
	RI.2.6	RI.3.6	RI.4.6		Engage in specialized, discipline-
	Identify the main purpose of a text, including what the au-	Distinguish their own perspec- tive from that of the author of a	Compare/contrast a firsthand and secondhand account of the same	8	specific literacy practices.
	thor wants to answer, explain or describe, and how that pur- pose shapes the content of the text.	text, and describe how various perspectives shape the content and style of a text.	event or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
			Dovelop a literacy identity that are		
	Green (italic) = Comp	MULTIDIMENSIONALITY - RI.3.6 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	Distinguish their own PERSPECT shape the content and style of a		HOME		

#### **GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT** Interdisciplinary 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse **Literacy Practices** media and formats. Recognize that text is anything that PROGRESSION 1 communicates a message. RI.2.7 RI.4.7 RI.3.7 Identify information gained Identify and explain how spe-Interpret information presented in Employ, develop and refine schema 2 cific visuals, including but not print and non-print formats, and exfrom visuals and words in the to understand and create text. limited to diagrams, graphs, text, and explain how that plain how the information contributes photographs and side bars, con-View literacy experiences as transacinformation contributes to to an understanding of the text in tribute to the meaning and clar-3 tional, interdisciplinary and transforunderstanding of the text. which it appears. ity of a text. mational. **MULTIDIMENSIONALITY - RI.3.7** Utilize receptive and expressive lan-Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 4 guage arts to better understand self, others and the world. Identify and explain how specific VISUALS, including but not limited to DIAGRAMS, GRAPHS, PHOTOGRAPHS AND SIDE BARS, contribute to the meaning and clarity of a text. Apply strategic practices, with 5 scaffolding and then independently, to approach new literacy tasks. **GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT** Collaborate with others to create 6 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the new meaning. validity, reasoning, relevance and sufficiency. Utilize digital resources to learn and PROGRESSION 7 share with others. RI.2.8 **RI.4.8** RI.3.8 Describe how reasons support Describe how reasons and evi-Explain how an author uses reasons Engage in specialized, discipline-8 specific claims the author dence support specific claims and evidence to support particular specific literacy practices. makes in a text. claims the author makes in a text. the author makes in a text. Apply high level cognitive processes 9 to think deeply and critically about text. **MULTIDIMENSIONALITY - RI.3.8** Develop a literacy identity that pro-Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 10 motes lifelong learning. Describe how REASONS AND EVIDENCE support specific CLAIMS the author makes in a text. HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT					Interdisciplinary
<b>9.</b> Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RI.2.9	RI.2.9 RI.3.9 RI.4.9			communicates a message.
	Describe the relationship be- tween information from two or more texts on the same	Explain the relationship between information from two or more texts on the same theme or top-	Integrate information from two or more texts on the same theme or topic.	2	Employ, develop and refine schema to understand and create text.
	theme or topic.	ic.			View literacy experiences as transac-
		MULTIDIMENSIONALITY - RI.3.9		3	tional, interdisciplinary and transfor-
	Green (italic) = Comp	renension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational. Utilize receptive and expressive lan-
	Explain the relationship betwee	n information from TWO OR MORE	TEXTS ON THE SAME THEME OR TOPIC.	4	guage arts to better understand self, others and the world.
<u>e</u>	GUIDING PRI 10. Students will read, comprehe	TIONAL TEXT al texts independently and proficiently.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		PROGRESSION			Collaborate with others to create
	RI.2.10	RI.3.10	RI.4.10	6	new meaning.
	By the end of the year, flexibly use a variety of comprehen-	use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a		
	sion strategies (i.e., question- ing, monitoring, visualizing,		variety of comprehension strategies (i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn-	7	Utilize digital resources to learn and share with others.
	ing, monitoring, visualizing, inferencing, summarizing, us- ing prior knowledge, determin- ing importance) to read, com-	strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, using prior knowledge, determining im- portance) to read, comprehend	(i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap-	7 8	-
	ing, monitoring, visualizing, inferencing, summarizing, us- ing prior knowledge, determin-	strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, using prior knowledge, determining im-	(i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com-		share with others. Engage in specialized, discipline-
	ing, monitoring, visualizing, inferencing, summarizing, us- ing prior knowledge, determin- ing importance) to read, com- prehend and analyze grade- level appropriate, complex informational texts inde- pendently and proficiently.	strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appro- priate, complex informational texts independently and profi- ciently.	(i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap- propriate, complex informational texts independently and proficiently.	8	share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about
	ing, monitoring, visualizing, inferencing, summarizing, us- ing prior knowledge, determin- ing importance) to read, com- prehend and analyze grade- level appropriate, complex informational texts inde- pendently and proficiently. <i>Green (italic) = Comp</i> By the end of the year, <b>flexibly u</b>	strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appro- priate, complex informational texts independently and profi- ciently. MULTIDIMENSIONALITY - RI.3.10 prehension Purple (bold) = Analysis	(i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap- propriate, complex informational texts independently and proficiently. MAROON (CAPS) = CONTENT egies (i.e., questioning, monitoring, visu-	8	share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about

	Н		Interdisciplinary Literacy Practices		
	NOTE Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.			1	Recognize that text is anything that communicates a message.
HW. 3.1	Legibly form cursive letters, wo	rds, and sentences with accepted no	orms.	2	Employ, develop and refine schema to understand and create text.
		PROGRESSION			View literacy experiences as transac-
	HW.2.1 Introduce formation of all upper- and lowercase cursive	HW.3.1 Legibly form cursive letters, words, and sentences with ac-		3	tional, interdisciplinary and transfor- mational.
	letters.	cepted norms.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
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### **Composition – Grade 3**

#### Text Types and Purposes

	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	-						
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)							
<u>C.3.1</u>								
	<ul> <li>With guidance and support from adults, produce writing in which the development and organiza- tion are appropriate to task and purpose.</li> </ul>							
	b. Introduce the topic, followed by opinion statement, and create an organizational structure.							
	c. Provide reasons with elaborate details to support the opinion.	•						
	d. Use grade-appropriate transitions.							
	e. Provide a concluding section.							
	<ul> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>							
	Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.							
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)							
	a. With guidance and support from adults, produce writing in which the development and organiza- tion are appropriate to task and purpose.	-						
<u>C.3.2</u>	<ul> <li>Introduce a topic and group related information together; include illustrations when useful to aid- ing comprehension.</li> </ul>	⊢						
	c. Develop the topic with facts, definitions and details.							
	d. Use grade-appropriate conjunctions to develop text structure within sentences.							
	e. Use grade-appropriate transitions to develop text structure across paragraphs.							
	f. Provide a concluding section.	1						
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by							
	planning, revising and editing.							

1	Recognize that text is anything that communicates a message.			
2	Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	<b>7</b> Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	<ul> <li>Apply high level cognitive processes</li> <li>to think deeply and critically about text.</li> </ul>			
10	Develop a literacy identity that pro- motes lifelong learning.			
	HOME			

#### **Composition – Grade 3**

#### Text Types and Purposes

<u>C.3.3</u>

<u>C.3.4</u>

<u>C.3.5</u>

<u>C.3.6</u>

	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.	1
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	2
	<u>every</u> writing experience must utilize those digital resources.)	
	a. With guidance and support from adults, produce writing in which the development and organiza- tion are appropriate to task and purpose.	3
<u>}</u>	<ul> <li>Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.</li> </ul>	4
	c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.	
	d. Use temporal words and phrases to signal event order.	5
	e. Create a sense of closure that follows the narrated experiences or events.	
	<ul> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	6
	Production and Distribution	
ŀ	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	7
	Research to Build and Present Knowledge	8
	Conduct short research projects that build knowledge about a topic.	
<u> </u>	conduct short research projects that bund knowledge about a topic.	
<u>5</u>	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.	9
	-	10
	Range of Writing	10
	Compass routingly over extended time frames and charter time frames for a variety of tasks, nurnesses	

**C.3.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

1	Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10	Develop a literacy identity that pro- motes lifelong learning.					
	HOME					

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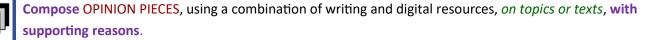
**1.** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	1	Recognize that text is anything that		
	PROGRESSION		-	communicates a message.
<b>C.2.1</b> Compose opinion pieces, using a combination of writing and digi- tal resources, on topics or texts,	<b>C.3.1</b> Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with	<b>C.4.1</b> Compose opinions, using writing and digital resources, on topics or texts, supporting an author's per-	2	Employ, develop and refine schema to understand and create text.
with supporting reasons.	supporting reasons.	spective with reasons and infor- mation.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
must utilize those digital re- sources.) a. With guidance and support	utilize those digital resources.) a. With guidance and support	<ul> <li>must utilize those digital resources.)</li> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
from adults, strengthen writing through peer collab- oration and adding details through writing and/or pic-	from adults, produce writing in which the development and organization are appropriate to task and purpose.		6	Collaborate with others to create new meaning.
tures as needed. b. Introduce the topic, fol-	b. Introduce the topic, followed	b. Introduce a topic or text	7	Utilize digital resources to learn and share with others.
lowed by opinion statement, and create an organizational structure.	by opinion statement, and create an organizational struc- ture.	clearly, state an opinion and create an organizational structure in which related ideas are grouped to support	8	Engage in specialized, discipline- specific literacy practices.
<ul> <li>c. Provide reasons with details to support the opinion.</li> </ul>	<ul> <li>Provide reasons with elabo- rate details to support the opinion.</li> </ul>	<ul><li>the writer's purpose.</li><li>c. Provide reasons that are supported by facts and details.</li></ul>	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

	PROGRESSION					
	C.2.1	C.3.1	C.4.1		Literacy Practices	
c	<ol> <li>Use grade-appropriate tran- sitions.</li> </ol>	d. Use grade-appropriate transi- tions.	d. Use grade-appropriate transi- tions.	1	Recognize that text is anything that communicates a message.	
	e. Provide a concluding section.	e. Provide a concluding section.	e. Provide a concluding section.	2	Employ, develop and refine schema to understand and create text.	
f	<ul> <li>With guidance and support from peers and adults, de- velop and strengthen writing</li> </ul>	<ul> <li>f. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	<ul> <li>f. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	as needed by planning, revis- ing and editing.	needed by planning, revising and editing.	needed by planning, revising, editing and rewriting.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
				6	Collaborate with others to create new meaning.	
				7	Utilize digital resources to learn and share with others.	
				8	Engage in specialized, discipline- specific literacy practices.	
				9	Apply high level cognitive processes to think deeply and critically about text.	
				10	Develop a literacy identity that pro- motes lifelong learning.	
					HOME	

#### MULTIDIMENSIONALITY-C.3.1

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT



(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- A. With guidance and support from adults, produce writing in which the development and organization are *appropriate to task and purpose*.
- B. Introduce the topic, followed by opinion statement, and create an organizational structure.
- C. Provide reasons with elaborate details to support the opinion.
- D. Use grade-appropriate TRANSITIONS.
- E. Provide a concluding section.

F. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

	-			
1	Recognize that text is anything that communicates a message.			
2	Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	Develop a literacy identity that pro- motes lifelong learning.			
HOME				

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2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

### Interdisciplinary **Literacy Practices**

				Recognize that text is anything that
	PROGRESSION		1	communicates a message.
<b>C.2.2</b> Compose informative and/or explanatory texts, using writing	<b>C.3.2</b> Compose informative and/or explanatory texts, using writing and	<b>C.4.2</b> Compose informative and/or ex- planatory texts, using writing and	2	Employ, develop and refine schema to understand and create text.
and digital resources, to estab- lish a topic and provide infor- mation about the topic.	digital resources, to examine a topic and provide information.	digital resources, to examine a topic and convey ideas and information clearly.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
(NOTE: Students must have the opportunity throughout the	(NOTE: Students must have the opportunity throughout the year	(NOTE: Students must have the opportunity throughout the year	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
year to utilize digital resources, but not <u>every</u> writing experi- ence must utilize those digital resources.)	to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re-	to utilize digital resources, but not <u>every</u> writing experience must uti- lize those digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
a. With guidance and support	sources.) a. With guidance and support	a. Produce clear and coherent	6	Collaborate with others to create new meaning.
from adults, strengthen writing through peer col- laboration and adding de-	from adults, produce writing in which the development and organization are appro-	writing in which the develop- ment and organization are appropriate to task, purpose	7	Utilize digital resources to learn and share with others.
tails through writing and/or pictures as needed.	priate to task and purpose.	and audience.	8	Engage in specialized, discipline- specific literacy practices.
b. Introduce the topic.	<ul> <li>b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehen-</li> </ul>	<ul> <li>Introduce a topic clearly ,and group related information in paragraphs and sections; in- clude formatting, illustrations</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	sion.	and multimedia when useful to aiding comprehension.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

PROGRESSION Interdisciplinary							
	C.2.2		C.3.2		C.4.2		
c.	Supply information with de- tail to develop the topic.	с.	Develop the topic with facts, definitions and details.	c.	Develop the topic with facts, definitions, concrete details, quotations or other infor- mation and examples related to the topic.	1	Literacy Practices Recognize that text is anything that communicates a message.
d.	Use grade-appropriate con-	d.	<b>e</b>	d.	Use grade-appropriate conjunc-	2	Employ, develop and refine schema to understand and create text.
	junctions to develop text structure within sentences.		junctions to develop text structure within sentences.		tions to develop text structure within sentences.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
e.	Use grade-appropriate tran- sitions to develop text struc- ture across paragraphs.	e.	Use grade-appropriate tran- sitions to develop text struc- ture across paragraphs.	e.	Use grade-appropriate transi- tions to develop text structure across paragraphs.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				f.	Use precise language and do- main-specific vocabulary to inform about or explain the	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f.	Provide a concluding sec-	f	Provide a concluding sec-		topic.	6	Collaborate with others to create new meaning.
	tion.	1.	tion.	g.	Provide a concluding section.	7	Utilize digital resources to learn and share with others.
g.	With guidance and support from peers and adults, de- velop and strengthen writing as needed by plan-	g.	With guidance and support from peers and adults, de- velop and strengthen writing as needed by planning, re-	h.	from peers and adults, develop and strengthen writing as	8	Engage in specialized, discipline- specific literacy practices.
	ning, revising and editing.		vising and editing.		needed by planning, revising, editing and rewriting.	9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that pro- motes lifelong learning.
							HOME

#### **MULTIDIMENSIONALITY - C.3.2**

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

**Compose INFORMATIVE AND/OR EXPLANATORY TEXTS**, using writing and digital resources, **to examine a topic** *and provide information*.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **b.** *Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.*
- c. Develop the topic with facts, definitions and details.
- d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.
- e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

1	Recognize that text is anything that communicates a message.			
2	Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	Develop a literacy identity that pro- motes lifelong learning.			
HOME				

**3.** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

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encetive teeninque, wen enosei	1	Recognize that text is anything that		
	PROGRESSION		-	communicates a message.
C.2.3	C.3.3	C.4.3		Employ, develop and refine schema
Compose narratives, using	Compose narratives, using	Compose narratives, using a	2	to understand and create text.
writing and digital resources, to	writing and digital resources, to	writing and digital resources, to		
develop real or imagined experi-	develop real or imagined experi-	develop real or imagined experi-	2	View literacy experiences as transac-
ences or multiple events or ide-	ences or multiple events or ide-	ences or multiple events or ideas,	3	tional, interdisciplinary and transfor- mational.
as, using effective technique, descriptive details and clear se-	as, using effective technique, descriptive details and clear se-	using effective technique, descrip- tive details and clear sequences.		
quences.	quences.	tive details and clear sequences.	4	Utilize receptive and expressive lan-
quences.	quences.		4	guage arts to better understand self, others and the world.
(NOTE: Students must have the	NOTE: Students must have the	(NOTE: Students must have the		
opportunity throughout the year	opportunity throughout the year	opportunity throughout the year	5	Apply strategic practices, with
to utilize digital resources, but	to utilize digital resources, but	to utilize digital resources, but not		scaffolding and then independently, to approach new literacy tasks.
not every writing experience	not every writing experience	every writing experience must uti-		to approach new interacy tasks.
must utilize those digital re-	must utilize those digital re-	lize those digital resources.)	6	Collaborate with others to create
sources.)	sources.)		6	new meaning.
a. With guidance and support	a. With guidance and support	a. Produce clear and coherent	7	Utilize digital resources to learn and
from adults, produce writing	from adults, produce writing	writing in which the develop-		share with others.
in which the development	in which the development	ment and organization are ap-		Engage in specialized, discipline-
and organization are appro-	and organization are appro-	propriate to task, purpose and	8	specific literacy practices.
priate to task and purpose.	priate to task and purpose.	audience.		specific incrucy practices.
				Apply high level cognitive processes
b. Recount a single event or	b. Establish a situation, and	b. Orient the reader by establish-	9	to think deeply and critically about
multiple events, memories or	introduce a narrator and/or	ing a situation and introducing		text.
ideas.	characters; organize an	a narrator and/or characters;		
	event sequence that reflects	organize an event sequence	10	Develop a literacy identity that pro-
	linear, non-linear and/or that reflects linear, non-linear			motes lifelong learning.
	circular structure. and circular structure.			HOME

			Interdisciplinary				
	C.2.3		C.3.3		C.4.3		Literacy Practices
C.	Include details which de- scribe actions, thoughts, emotions.	c.	of actions, thoughts and feel- ings to develop experiences and events or show the re-	c.	Use dialogue and description to develop experiences and events or show the responses of char- acters to situations.	1	Recognize that text is anything that communicates a message.
d.	Use temporal words and	Ч	sponse of characters to situa- tions. Use temporal words and	d	Use a variety of conjunctions	2	Employ, develop and refine schema to understand and create text.
u.	phrases to signal event order.	u.	phrases to signal event order.	u.	and transitional words and phrases to manage the se- quence of events.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
				e.	and sensory details to convey experiences and events precise-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
e.	Create a sense of closure.	e.	Create a sense of closure that follows the narrated experi-	f.	ly. Provide a conclusion that fol- lows the narrated experiences	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f.	With guidance and sup- port from peers and	f.	ences or events. With guidance and support from peers and adults, devel-	g.	or events. With guidance and support from peers and adults, develop and	6	Collaborate with others to create new meaning.
	adults, develop and strengthen writing as needed by planning, revis-		op and strengthen writing as needed by planning, revising and editing.	op and strengthen writing as needed by planning, revisingstrengthen writing as needed by planning, revising editing, and	strengthen writing as needed by planning, revising editing, and	7	Utilize digital resources to learn and share with others.
	ing and editing.					8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that pro- motes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.3.3         Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
<b>Compose NARRATIVES</b> , using writing and digital resources, to develop real or imagined <i>experiences</i> or mul- tiple events or ideas, using effective technique, descriptive details and clear sequences.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</li> <li>d. Use temporal words and phrases to signal event order.</li> <li>e. Create a sense of closure that follows the narrated experiences or events.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<ul> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that pro- motes lifelong learning.
		HOME

**4.** Students will use digital resources to create and publish products as well as to interact and collaborate with others.

			Recognize that text is anything that		
	C.2.4	C.3.4	C.4.4	1	communicates a message.
	With guidance and support from adults, use a variety of digital resources to create and publish	With guidance and support from adults, use digital resources to create and publish products as	With some guidance and support from adults, use digital resources to create and publish products as well	2	Employ, develop and refine schema to understand and create text.
	products, including in collabora- tion with peers.	well as to interact and collabo- rate with others.	as to interact and collaborate with others.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	]	MULTIDIMENSIONALITY - C.3.4			Utilize receptive and expressive lan-
	Green (italic) = Comp	rehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
đ	With guidance and support from to interact and collaborate with	reate and publish products as well as	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUID	ING PRINCIPLE FOR COMPOSITIC	)N		Collaborate with others to create
		well as more sustained research proj	ects based on focused questions,	6	new meaning.
	demonstrating understanding of t	ne subject under investigation.		_	Utilize digital resources to learn and
	635	PROGRESSION	A 4 5	7	share with others.
	writing projects that build	C.3.5 Conduct short research projects that build knowledge about a top-	C.4.5 Conduct short research projects that build knowledge through inves-	8	Engage in specialized, discipline- specific literacy practices.
	knowledge about a topic.	ic.	tigation of different aspects of a topic.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Compr	10	Develop a literacy identity that pro- motes lifelong learning.		
٦	Green (italic) = Comprehension <b>Purple (bold) = Analysis MAROON (CAPS) = CONTENT</b> Conduct short RESEARCH projects that build knowledge about a topic.				HOME



**6.** Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

	research while avoiding plagiar	1	Recognize that text is anything that		
	C.2.6	C.3.6	C.4.6		communicates a message.
	Collect information from real- world experiences or provid- ed sources to answer or gen-	<ul> <li>Summarize information from experiences or gather information from print and digital sources;</li> </ul>	Summarize relevant information from experiences or gather rele- vant information from various	2	Employ, develop and refine schema to understand and create text.
	erate questions.	take brief notes on information from various print/digital sources, and analyze by sorting into appro- priate categories.	print and digital sources; take notes, categorize information and provide a list of sources.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - C.3.6		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
J	Green (italic) = Com Summarize information from e. notes on information from vari	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	ries. GUII	6	Collaborate with others to create new meaning.		
2	<ol> <li>Students will compose routi es and audiences.</li> </ol>	inely over extended and shorter time f	rames for a variety of tasks, purpos-	7	Utilize digital resources to learn and share with others.
		PROGRESSIONS			
	C.2.7 (Begins in grade 3)	C.3.7 Compose routinely over extended	C.4.7 Compose routinely over extended	8	Engage in specialized, discipline- specific literacy practices.
-		time frames and shorter time frames for a variety of tasks, purposes and audiences.	time frames and shorter time frames for a variety of tasks, pur- poses and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.3.8		10	Develop a literacy identity that pro-
	Green (italic) = Com		motes lifelong learning.		
	Compose routinely over exten and audiences.		HOME		

#### Interdisciplinary Language – Grade 3 **Literacy Practices Conventions of Standard English** Recognize that text is anything that When writing or speaking, demonstrate command of the conventions of standard English grammar and us-1 communicates a message. age. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. a. Form and use regular and irregular plural nouns. b. Employ, develop and refine schema 2 Use abstract nouns. c. to understand and create text. d. Form and use regular and irregular verbs. L.3.1 e. Use verb tenses. View literacy experiences as transacf. Ensure subject-verb and pronoun-antecedent agreement. 3 tional, interdisciplinary and transfor-Form and use comparative and superlative adjectives and adverbs, and choose between them dependg. ing on what is to be modified. mational. h. Use coordinating and subordinating conjunctions. Utilize receptive and expressive lani. Produce simple, compound and complex sentences. 4 guage arts to better understand self, When writing: others and the world. Capitalize appropriate words in titles. a. b. Use commas in addresses. Apply strategic practices, with c. Use commas and quotation marks in dialogue. L.3.2 5 scaffolding and then independently, d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. to approach new literacy tasks. Use spelling patterns and generalizations in writing words. f. Consult reference materials as needed to check and correct spellings. g. Collaborate with others to create 6 **Knowledge of Language** new meaning. Use knowledge of language and its conventions when writing, speaking, reading or listening. L.3.3 a. Choose words and phrases for effect. Utilize digital resources to learn and 7 b. Recognize and observe differences between the conventions of spoken and written Standard English. share with others. **Vocabulary Acquisition and Use** Engage in specialized, discipline-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 8 reading and content, choosing flexibly from an array of strategies. specific literacy practices. Use sentence-level context as a clue to the meaning of a word or phrase. a. b. Determine the meaning of the new word formed when a known affix is added to a known word. Apply high level cognitive processes L.3.4 c. Use a known root word as a clue to the meaning of an unknown word with the same root. 9 to think deeply and critically about d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. text. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. Develop a literacy identity that pro-10 Demonstrate understanding of word relationships and nuances in word meanings. motes lifelong learning. Distinguish the literal and nonliteral meanings of words and phrases in context. a. L.3.5 Demonstrate understanding of words by relating them to their synonyms and antonyms. b. HOME c. Distinguish shades of meaning among related words that describe degrees of certainty.



# **1.** Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

	writing and speaking.				
		1	Recognize that text is anything that		
	L.2.1	L.3.1	L.4.1	Ŧ	communicates a message.
	<ul> <li>In writing or speaking, demonstrate appropriate use of:</li> <li>a. collective nouns.</li> <li>b. frequently occurring irregular pound</li> </ul>	When writing or speaking, demon- strate command of the conven- tions of standard English grammar and usage. a. Explain the function of nouns,	e command of the conven- s of standard English grammar usage. strate command of the conventions of standard English grammar and usage.		Employ, develop and refine schema to understand and create text.
	nouns. c. reflexive pronouns. d. past tense of frequently occur- ring irregular verbs. e. adjectives and adverbs in sen-	<ul> <li>a. Explain the function of hours, pronouns, verbs, adjectives and adverbs in a grade-level text.</li> <li>b. Form and use regular and irreg-</li> </ul>	<ul> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use the progressive verb tenses.</li> <li>c. Use model equilibria to converge to the progressive to the progressive</li></ul>	3	View literacy experiences as transac- tional, interdisciplinary and trans- formational.
	tence formation. f. producing, expanding and rear- ranging complete simple and compound sentences.	ular plural nouns. c. Use abstract nouns. d. Form and use regular and irreg- ular verbs.	<ul> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to conventences</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		<ul> <li>e. Use verb tenses.</li> <li>f. Ensure subject-verb and pro- noun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and ad-</li> </ul>	<ul> <li>tional patterns.</li> <li>e. Use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting in- appropriate fragments and run</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		verbs, and choose between them depending on what is to be modified. h. Use coordinating and subordi-	-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.	6	Collaborate with others to create new meaning.
		<ul><li>nating conjunctions.</li><li>i. Produce simple, compound and complex sentences.</li></ul>		7	Utilize digital resources to learn and share with others.
	M Green (italic) = Comprel	ROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.	
]	<ul> <li>When writing or speaking, demonstrat</li> <li>a. Explain the function OF NOUNS, PR</li> <li>b. Form and use REGULAR AND IRREG</li> <li>c. Use ABSTRACT NOUNS.</li> <li>d. Form and use REGULAR AND IRREG</li> </ul>		9	Apply high level cognitive processes to think deeply and critically about text.	
	<ul> <li>e. Use VERB TENSES.</li> <li>f. Ensure SUBJECT-VERB AND PRONO</li> <li>g. Form and use COMPARATIVE AND</li> <li>ing on what is to be modified.</li> </ul>	10	Develop a literacy identity that pro- motes lifelong learning.		
	<ul> <li>h. Use COORDINATING AND SUBORD</li> <li>i. Produce SIMPLE, COMPOUND AND</li> </ul>				HOME
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**2.** Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

			Recognize that text is anything that		
	L.2.2	L.3.2	L.4.2	1	communicates a message.
	<ul> <li>When writing:</li> <li>a. Capitalize proper nouns, including but not limited to holidays, product names and</li> </ul>	When writing: a. Capitalize appropriate words in titles.	<ul><li>When writing:</li><li>a. Demonstrate appropriate use of capitalization rules.</li></ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>geographic names.</li> <li>b. Demonstrate appropriate use of commas in varied communication formats</li> </ul>	<ul><li>b. Use commas in addresses.</li><li>c. Use commas and quotation marks in dialogue.</li></ul>	<ul> <li>Use commas and quotation marks to indicate direct speech and quotations for a text.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul> <li>(e.g., letter, email, blog).</li> <li>c. Use apostrophe to form contractions and posses- sives.</li> </ul>	<ul> <li>d. Use possessives.</li> <li>e. Use conventional spelling for high-frequency words where suffixes are added to</li> </ul>	<ul> <li>C. Use a comma before a coordinating conjunction in a compound sentence.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>d. Generalize spelling patterns.</li> <li>e. Use reference materials to self-check and correct</li> </ul>	<ul> <li>f. Use spelling patterns and generalizations in writing words.</li> </ul>	<ul> <li>Consult reference materials as needed to check and correct spellings.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	spelling.	<ul> <li>g. Consult reference materials as needed to check and cor- rect spellings.</li> </ul>		6	Collaborate with others to create new meaning.
	N Green (italic) = Compre	/ULTIDIMENSIONALITY - L.3.2 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	When writing: a. <i>Capitalize</i> APPROPRIATE WOR	DS IN TITLES.		8	Engage in specialized, discipline- specific literacy practices.
•	<ul> <li>b. Use COMMAS IN ADDRESSES.</li> <li>c. Use COMMAS AND QUOTATIC</li> <li>d. Use POSSESSIVES.</li> </ul>	ON MARKS IN DIALOGUE. HIGH-FREQUENCY WORDS WHERE SUFFIXES ARE ADDED TO BASE		9	Apply high level cognitive processes to think deeply and critically about text.
	WORDS.			10	Develop a literacy identity that pro- motes lifelong learning.
	<ul><li>f. Use spelling patterns and gene</li><li>g. Consult reference materials as</li></ul>	eralizations in writing words. Theeded to check and correct spelling	gs.		HOME
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**3.** Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

		1	Recognize that text is anything that communicates a message.		
	L.2.3	L.3.3	L.4.3		communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speak-ing, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	a. Compare formal and infor- mal uses of English.	<ul><li>a. Choose words and phrases for effect.</li><li>b. Recognize and observe</li></ul>	<ul> <li>a. Choose words and phrases to convey ideas precisely.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
~		differences between the conventions of spoken and written Standard English.	<ul> <li>b. Choose punctuation for effect.</li> <li>c. Differentiate between formal and informal discourse patterns based on context.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
		IULTIDIMENSIONALITY - L.3.3 ehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
J	a. Choose words and phrases for e	ts conventions when writing, speaking, reading or listening. effect. Inces between THE CONVENTIONS OF SPOKEN AND WRITTEN STANDARD		9	Apply high level cognitive processes to think deeply and critically about text.
	ENGLISH.			10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

2

4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

order to be transition ready.			1	communicates a message.
	PROGRESSION			communicates a message.
L.2.4	L.3.4	L.4.4		Employ, develop and refine
Determine or clarify the mean-	Determine or clarify the mean-	Determine or clarify the meaning	2	to understand and create te
ing of unknown and multiple-	ing of unknown and multiple-	of unknown and multiple-meaning		
meaning words and phrases	meaning words and phrases	words and phrases based on grade		View literacy experiences as
based on grade 2 reading and	based on grade 3 reading and	4 reading and content, choosing	3	tional, interdisciplinary and
content, choosing flexibly from	content, choosing flexibly from	flexibly from an array of strategies.		mational.
an array of strategies.	an array of strategies.	a. Use context (e.g., definitions,		Utilize receptive and express
a. Use sentence-level context	a. Use sentence-level context	examples or restatements in	4	guage arts to better underst
as a clue to the meaning of	as a clue to the meaning of a	text) as a clue to the meaning		others and the world.
a word or phrase.	word or phrase.	of a word or phrase.		Apply strategic practices, wi
			5	scaffolding and then indepen
b. Determine the meaning of	b. Determine the meaning of	b. Use common affixes and roots		to approach new literacy tas
the new word formed when	the new word formed when	as clues to the meaning of a		
a known prefix is added to a	a known affix is added to a	word.	C	Collaborate with others to c
known word.	known word.	c. Consult print and digital refer-	6	new meaning.
c. Use a known root word as a	c. Use a known root word as a	ence materials to find the pro-		
clue to the meaning of an	clue to the meaning of an	nunciation and determine or	7	Utilize digital resources to le
unknown word with the	unknown word with the	clarity the precise meaning of		share with others.
same root.	same root.	key words and phrases.		
			8	Engage in specialized, discip
			0	specific literacy practices.
				Apply high level cognitive pr
			9	to think deeply and critically
				text.
				Develop a literacy identity th
			10	

### Interdisciplinary **Literacy Practices**

1

Recognize that text is anything that

2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

				PROGRESSION				Interdisciplinary
		L.2.4		L.3.4		L.4.4		
	d.	Use knowledge of the	d.	Use glossaries or beginning	d.	Acquire and use accurately		Literacy Practices
		meaning of individual words		dictionaries to determine or		grade-appropriate general aca-	4	Recognize that text is anything that
		to predict the meaning of compound words.		clarify the precise meaning of key words and phrases.		demic and domain-specific words and phrases, including	1	communicates a message.
						those that signal precise ac-		
	e.	Use glossaries and begin-	e.	Acquire and use accurately		tions and that are basic to a	2	Employ, develop and refine schema to understand and create text.
		ning dictionaries to deter- mine or clarify the meaning		grade-appropriate conversa- tional, general academic and		particular topic.		to understand and create text.
		of words and phrases.		domain-specific words and			-	View literacy experiences as transac-
	f.	Use words and phrases ac-		phrases, including those that			3	tional, interdisciplinary and transfor- mational.
		quired through conversa-		signal spatial and temporal relationships.				Utilize receptive and expressive lan-
		tions, reading and being		relationships.			4	guage arts to better understand self,
		read to, and responding to						others and the world.
		texts, including using adjec- tives and adverbs to de-					_	Apply strategic practices, with
		scribe.					5	scaffolding and then independently,
								to approach new literacy tasks.
		N		TIDIMENSIONALITY - L.3.4			6	Collaborate with others to create
		Green (italic) = Compre			ARO	ON (CAPS) = CONTENT	Ŭ	new meaning.
						Ϋ́, Υ΄		Utilize digital resources to learn and
	De	termine or clarify the meaning		nknown and multiple-meaning w	orde	and phrases based on grade 2	7	share with others.
		ding and content, choosing flex	-		orus	s und phruses based on grade 5		
				a clue to the meaning of a wor	d or	phrase	8	Engage in specialized, discipline-
				v word formed when a known Al				specific literacy practices.
P				-				Apply high level cognitive processes
				e to the meaning of an unknow			9	to think deeply and critically about
	d.		ctior	naries to determine or clarify the	pre	cise meaning of key words and		text.
	~	phrases.						Develop a literacy identity that pro-
	e. Acquire and use accurately GRADE-APPROPRIATE CONVERSATIONAL, GENERAL ACADEMIC AND DO- MAIN-SPECIFIC words and phrases, including THOSE THAT SIGNAL SPATIAL AND TEMPORAL RELA-						10	motes lifelong learning.
		TIONSHIPS.		,				
								HOME

5. Students will demonstrate understanding of word relationships and nuances in word meanings.

			Recognize that text is anything that		
	L.2.5	L.3.5	L.4.5	1	communicates a message.
	Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of fig- urative language, word relation- ships and nuances in word mean-	2	Employ, develop and refine schema to understand and create text.
	a. Demonstrate understanding of words by relating them to	a. Distinguish the literal and nonliteral meanings of	ings. a. Explain the meaning of simple similes and metaphors in con-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
_	<ul><li>their synonyms and anto- nyms.</li><li>Distinguish the shades of meaning among closely re-</li></ul>	words and phrases in con- text. b. Demonstrate understanding of words by relating them to	text. b. Recognize and explain the meaning of common idioms,	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	lated verbs (e.g., toss, throw, hurl) and closely re- lated adjectives (e.g., thin,	their synonyms and anto- nyms. c. Distinguish shades of mean-	adages and proverbs. c. Demonstrate understanding of	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	slender).	ing among related words that describe degrees of cer- tainty.	words by relating them to their synonyms and antonyms.	6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
		IULTIDIMENSIONALITY - L.3.5 chension Purple (bold) = Analysis M	ADOON (CADS) - CONTENT	8	Engage in specialized, discipline- specific literacy practices.
7	Demonstrate understanding of w a. Distinguish the LITERAL AND N	9	Apply high level cognitive processes to think deeply and critically about text.		
	b. Demonstrate understanding of	of words by relating them to their S g among RELATED WORDS THAT DES	YNONYMS and ANTONYMS.	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME