

Reading Foundational Skills – Grade 3

Interdisciplinary Literacy Practices

Print Concepts

No Print Concepts standard for grade 3.

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

Phonological Awareness

No Phonological Awareness standard for grade 3.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

Phonics and Word Recognition

RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.
- b. Decode multisyllabic words.
- c. Read grade-appropriate irregularly spelled words.

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.

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Develop a literacy identity that promotes lifelong learning.

Fluency

RF.3.4

Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

HOME

Reading Standards for Literature - Third Grade

Key Ideas and Details

RL.3.1

Ask and answer questions, and make and support logical inferences to construct meaning from the text.

RL.3.2

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 cultures.

RL.3.3

Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.

Craft and Structure

RL.3.4

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 words and phrases shape meaning.

RL.3.5

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.

RL.3.6

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.

Integration of Knowledge and Ideas

RL.3.7

Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.

RL.3.8

(Not applicable to literature)

RL.3.9

Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Text Complexity

RL.3.10

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, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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HOME

GUIDING PRINCIPLE FOR READING LITERATURE



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.

PROGRESSION

RL.2.1

Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

RL.3.1

Ask and answer questions and make and support logical inferences to construct meaning from the text.

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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.

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GUIDING PRINCIPLE FOR READING LITERATURE



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.

PROGRESSION

RL.2.2

Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.

RL.3.2

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 cultures.

RL.4.2

Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.


MULTIDIMENSIONALITY - RL.3.2



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

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 CULTURES**.

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

RL.2.3

Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.

RL.3.3

Describe characters in a story including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.

RL.4.3

Describe in depth a character's thoughts, words and/or actions, the setting, or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.

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 FEELINGS**, and **how they affect the plot**.

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 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.

PROGRESSION

RL.2.4

Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.

RL.3.4

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 words and phrases shape meaning.

RL.4.4

Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.

MULTIDIMENSIONALITY - RL.3.4

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

Determine the meaning of words and phrases as they are used in a text, *distinguishing* **LITERAL FROM NON-LITERAL LANGUAGE**, including but not limited to **IDIOMS** and **HYPERBOLES**, and **describe how those words and phrases shape meaning**.

GUIDING PRINCIPLE FOR READING LITERATURE



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

PROGRESSION

	RL.2.5	RL.3.5	RL.4.5
	Describe 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.	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.	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 and circular structures.

MULTIDIMENSIONALITY - RL.3.5



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

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**.

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6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

PROGRESSION

	RL.2.6	RL.3.6	RL.4.6
	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	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.	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.

MULTIDIMENSIONALITY - RL.3.6



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

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



7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION



RL.2.7

Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.

RL.3.7

Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.

RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

MULTIDIMENSIONALITY - RL.3.7



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

Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating **MOOD, CHARACTER AND SETTING**.

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8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION



RL.2.8

(Not applicable to literature)

RL.3.8

(Not applicable to literature)

RL.4.8

(Not applicable to literature)

MULTIDIMENSIONALITY - RL.3.8



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

(Not applicable to literature)

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.

PROGRESSION

	RL.2.9	RL.3.9	RL.4.9
	Compare/contrast two or more versions of the same story by different authors or from different cultures.	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.

MULTIDIMENSIONALITY - RL.3.9



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

Compare/contrast the **THEMES, SETTINGS AND PLOTS** of stories written by **THE SAME AUTHOR ABOUT THE SAME OR SIMILAR CHARACTERS**.

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GUIDING PRINCIPLE FOR READING LITERATURE



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

PROGRESSION

	RL.2.10	RL.3.10	RL.4.10
	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, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	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, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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.e., *questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance*) to read, comprehend and **analyze** **GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS** **independently and proficiently**.

Reading Standards for Informational Text - Grade 3

Interdisciplinary Literacy Practices

Key Ideas and Details

[RI.3.1](#)

Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.

[RI.3.2](#)

Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

[RI.3.3](#)

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.

Craft and Structure

[RI.3.4](#)

Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

[RI.3.5](#)

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.

[RI.3.6](#)

Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.

Integration of Knowledge and Ideas

[RI.3.7](#)

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.

[RI.3.8](#)

Describe how reasons and evidence support specific claims the author makes in a text.

[RI.3.9](#)

Explain the relationship between information from two or more texts on the same theme or topic.

Range of Reading and Level of Text Complexity

[RI.3.10](#)

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, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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.

PROGRESSION

	RI.2.1	RI.3.1	RI.4.1
	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

MULTIDIMENSIONALITY - RI.3.1



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Ask and answer **QUESTIONS**, and **make and support logical inferences in order to construct meaning** from the text.

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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



2. Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

PROGRESSION

	RI.2.2	RI.3.2	RI.4.2
	Identify implicit and explicit information from a summary to determine the central idea of a text.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

MULTIDIMENSIONALITY - RI.3.2



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

Identify and cite **relevant implicit and explicit information from a summary** to **determine the CENTRAL IDEA** of a text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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

PROGRESSION

RI.2.3

Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

RI.3.3

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.

RI.4.3

Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.

MULTIDIMENSIONALITY - RI.3.3



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

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.*

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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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.

PROGRESSION

RI.2.4

Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.

RI.3.4

Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.


MULTIDIMENSIONALITY - RI.3.4




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

Determine the meaning of GENERAL ACADEMIC WORDS AND PHRASES in a GRADE-LEVEL TEXT, and **de-**
scribe how those words and phrases shape meaning.


GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

 5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

PROGRESSION

	RI.2.5	RI.3.5	RI.4.5
	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	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.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

MULTIDIMENSIONALITY - RI.3.5

 *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 paragraphs* in a text and **how they contribute to the overall structure.**


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- 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.
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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

 6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

PROGRESSION


	RI.2.6	RI.3.6	RI.4.6
	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.	Compare/contrast a firsthand and secondhand account of the same event or topic.

MULTIDIMENSIONALITY - RI.3.6


 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Distinguish their own PERSPECTIVE from that of the author of a text, and **describe how various perspectives shape the content and style** of a text.

HOME


GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION

	RI.2.7	RI.3.7	RI.4.7
	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.	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.	Interpret information presented in print and non-print formats, and explain how the information contributes to an understanding of the text in which it appears.

MULTIDIMENSIONALITY - RI.3.7

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

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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

	RI.2.8	RI.3.8	RI.4.8
	Describe how reasons support specific claims the author makes in a text.	Describe how reasons and evidence support specific claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.

MULTIDIMENSIONALITY - RI.3.8

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Describe how REASONS AND EVIDENCE support specific CLAIMS *the author makes* in a text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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.

PROGRESSION

	RI.2.9	RI.3.9	RI.4.9
	Describe the relationship between information from two or more texts on the same theme or topic.	Explain the relationship between information from two or more texts on the same theme or topic.	Integrate information from two or more texts on the same theme or topic.

MULTIDIMENSIONALITY - RI.3.9

	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT
	Explain the relationship between <i>information</i> from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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

PROGRESSION

	RI.2.10	RI.3.10	RI.4.10
	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, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	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, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

MULTIDIMENSIONALITY - RI.3.10

	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently .

Handwriting - Grade 3

NOTE

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

**HW.
3.1**

Legibly form cursive letters, words, and sentences with accepted norms.

PROGRESSION

HW.2.1

Introduce formation of all upper- and lowercase cursive letters.

HW.3.1

Legibly form cursive letters, words, and sentences with accepted norms.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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3

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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 promotes lifelong learning.

HOME

Composition – Grade 3

Interdisciplinary Literacy Practices

Text Types and Purposes

C.3.1

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 every 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.

C.3.2

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 every 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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

Composition – Grade 3

Interdisciplinary Literacy Practices

Text Types and Purposes

- 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.
- (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every 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.
 - C.3.3** b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.
 - 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.
 - e. Create a sense of closure that follows the narrated experiences or events.
 - f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Production and Distribution

- C.3.4** With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- C.3.5** Conduct short research projects that build knowledge about a topic.

- C.3.6** 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.

Range of Writing

- 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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

C.2.1

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 every writing experience must utilize those digital resources.)

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic, followed by opinion statement, and create an organizational structure.
- Provide reasons with details to support the opinion.

C.3.1

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 every writing experience must utilize those digital resources.)

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Introduce the topic, followed by opinion statement, and create an organizational structure.
- Provide reasons with elaborate details to support the opinion.

C.4.1

Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

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

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

PROGRESSION				Interdisciplinary Literacy Practices	
	C.2.1	C.3.1	C.4.1		
	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	3	View literacy experiences as transactional, interdisciplinary and transformational.
				4	Utilize receptive and expressive language 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 promotes lifelong learning.
				HOME	



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 every 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**.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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.

PROGRESSION

C.2.2

Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.

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

a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.

b. Introduce the topic.

C.3.2

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 every 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.4.2

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

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

a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

PROGRESSION				Interdisciplinary Literacy Practices	
	C.2.2	C.3.2	C.4.2		
	c. Supply information with detail to develop the topic.	c. Develop the topic with facts, definitions and details.	c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	1	Recognize that text is anything that communicates a message.
	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.	2	Employ, develop and refine schema to understand and create text.
	e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.	3	View literacy experiences as transactional, interdisciplinary and transformational.
			f. Use precise language and domain-specific vocabulary to inform about or explain the topic.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	f. Provide a concluding section.	f. Provide a concluding section.	g. Provide a concluding section.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	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 promotes lifelong learning.
				HOME	



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 every 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**.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

C.2.3

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.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every 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. Recount a single event or multiple events, memories or ideas.

C.3.3

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.

NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every 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. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.

C.4.3

Compose narratives, using a writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

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

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, non-linear and circular structure.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

PROGRESSION				Interdisciplinary Literacy Practices	
	C.2.3	C.3.3	C.4.3		
	c. Include details which describe actions, thoughts, emotions.	c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.	c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	1	Recognize that text is anything that communicates a message.
	d. Use temporal words and phrases to signal event order.	d. Use temporal words and phrases to signal event order.	d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.	2	Employ, develop and refine schema to understand and create text.
			e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	e. Create a sense of closure.	e. Create a sense of closure that follows the narrated experiences or events.	f. Provide a conclusion that follows the narrated experiences or events.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, and rewriting.	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 promotes lifelong learning.
				HOME	



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.**

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every 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. **Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.**
- 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.*
- e. **Create a sense of closure that follows the narrated experiences or events.**
- f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing.**

Interdisciplinary Literacy Practices

- 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 transactional, interdisciplinary and transformational.
- 4** Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

	C.2.4	C.3.4	C.4.4
	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

MULTIDIMENSIONALITY - C.3.4

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>With guidance and support from adults, <i>use</i> DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others.</p>
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GUIDING PRINCIPLE FOR COMPOSITION



5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

	C.2.5	C.3.5	C.4.5
	Conduct shared research and writing projects that build knowledge about a topic.	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

MULTIDIMENSIONALITY - C.3.5

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Conduct short RESEARCH projects that build knowledge about a topic.</p>
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Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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.

PROGRESSION

	C.2.6	C.3.6	C.4.6
	Collect information from real-world experiences or provided sources to answer or generate questions.	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.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

MULTIDIMENSIONALITY - C.3.6



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

*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.***

GUIDING PRINCIPLE FOR COMPOSITION



7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSIONS

	C.2.7	C.3.7	C.4.7
	(Begins in grade 3)	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

MULTIDIMENSIONALITY - C.3.8



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

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

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

Language – Grade 3

Conventions of Standard English

L.3.1

- When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
- Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
 - Form and use regular and irregular plural nouns.
 - Use abstract nouns.
 - Form and use regular and irregular verbs.
 - Use verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement.
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Use coordinating and subordinating conjunctions.
 - Produce simple, compound and complex sentences.

L.3.2

- When writing:
- Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Use possessives.
 - Use conventional spelling for high-frequency words where suffixes are added to base words.
 - Use spelling patterns and generalizations in writing words.
 - Consult reference materials as needed to check and correct spellings.

Knowledge of Language

L.3.3

- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written Standard English.

Vocabulary Acquisition and Use

L.3.4

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word.
 - Use a known root word as a clue to the meaning of an unknown word with the same root.
 - Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.
 - Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

L.3.5

- Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context.
 - Demonstrate understanding of words by relating them to their synonyms and antonyms.
 - Distinguish shades of meaning among related words that describe degrees of certainty.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language 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 promotes lifelong learning.

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GUIDING PRINCIPLE FOR LANGUAGE



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

PROGRESSION

L.2.1	L.3.1	L.4.1
<p>In writing or speaking, demonstrate appropriate use of:</p> <ol style="list-style-type: none"> collective nouns. frequently occurring irregular nouns. reflexive pronouns. past tense of frequently occurring irregular verbs. adjectives and adverbs in sentence formation. producing, expanding and rearranging complete simple and compound sentences. 	<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. Form and use regular and irregular plural nouns. Use abstract nouns. Form and use regular and irregular verbs. Use verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound and complex sentences. 	<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ol style="list-style-type: none"> Use relative pronouns and relative adverbs. Use the progressive verb tenses. Use modal auxiliaries to convey various conditions, such as can, may and must. Order adjectives within sentences according to conventional patterns. Use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Use frequently confused words, such as to, too, two; there, their, they're.

MULTIDIMENSIONALITY - L.3.1

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ol style="list-style-type: none"> <i>Explain the function</i> OF NOUNS, PRONOUNS, VERBS, ADJECTIVES AND ADVERBS in a GRADE-LEVEL TEXT. <i>Form and use</i> REGULAR AND IRREGULAR PLURAL NOUNS. <i>Use</i> ABSTRACT NOUNS. <i>Form and use</i> REGULAR AND IRREGULAR VERBS. <i>Use</i> VERB TENSES. <i>Ensure</i> SUBJECT-VERB AND PRONOUN-ANTECEDENT AGREEMENT. <i>Form and use</i> COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS, and <i>choose between them depending on what is to be modified</i>. <i>Use</i> COORDINATING AND SUBORDINATING CONJUNCTIONS. <i>Produce</i> SIMPLE, COMPOUND AND COMPLEX SENTENCES.
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GUIDING PRINCIPLE FOR LANGUAGE



2. Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROGRESSION

L.2.2	L.3.2	L.4.2
<p>When writing:</p> <ul style="list-style-type: none"> a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling. 	<p>When writing:</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	<p>When writing:</p> <ul style="list-style-type: none"> a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.

MULTIDIMENSIONALITY - L.3.2



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

When writing:

- a. *Capitalize* **APPROPRIATE WORDS IN TITLES.**
- b. *Use* **COMMAS IN ADDRESSES.**
- c. *Use* **COMMAS AND QUOTATION MARKS IN DIALOGUE.**
- d. *Use* **POSSESSIVES.**
- e. *Use conventional spelling* for **HIGH-FREQUENCY WORDS WHERE SUFFIXES ARE ADDED TO BASE WORDS.**
- f. *Use spelling patterns and generalizations in writing words.*
- g. *Consult reference materials as needed to check and correct spellings.*

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GUIDING PRINCIPLE FOR LANGUAGE



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.

PROGRESSION

	L.2.3	L.3.3	L.4.3
	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, speaking, reading or listening.
	a. Compare formal and informal uses of English.	a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.

MULTIDIMENSIONALITY - L.3.3

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p><i>Use knowledge of language and its conventions</i> when writing, speaking, reading or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. <i>Recognize and observe differences between</i> THE CONVENTIONS OF SPOKEN AND WRITTEN STANDARD ENGLISH.</p>
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GUIDING PRINCIPLE FOR LANGUAGE



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.

PROGRESSION

L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word.
- Use a known root word as a clue to the meaning of an unknown word with the same root.

L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word.
- Use a known root word as a clue to the meaning of an unknown word with the same root.

L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.

- Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
- Use common affixes and roots as clues to the meaning of a word.
- Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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PROGRESSION				Interdisciplinary Literacy Practices	
	L.2.4	L.3.4	L.4.4		
	d. Use knowledge of the meaning of individual words to predict the meaning of compound words.	d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.	1	Recognize that text is anything that communicates a message.
	e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.		2	Employ, develop and refine schema to understand and create text.
	f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.			3	View literacy experiences as transactional, interdisciplinary and transformational.
				4	Utilize receptive and expressive language 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.
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				HOME	
MULTIDIMENSIONALITY - L.3.4					
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT				
	<i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</i>				
	a. Use SENTENCE-LEVEL CONTEXT as a clue to the meaning of a word or phrase.				
	b. <i>Determine the meaning of the new word formed when a known AFFIX is added to a known word.</i>				
	c. <i>Use a known ROOT WORD as a clue to the meaning of an unknown word with the same root.</i>				
	d. <i>Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</i>				
	e. Acquire and use accurately GRADE-APPROPRIATE CONVERSATIONAL, GENERAL ACADEMIC AND DOMAIN-SPECIFIC words and phrases, including THOSE THAT SIGNAL SPATIAL AND TEMPORAL RELATIONSHIPS.				

GUIDING PRINCIPLE FOR LANGUAGE



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

PROGRESSION

L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Demonstrate understanding of words by relating them to their synonyms and antonyms.
- b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).

L.3.5

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context.
- b. Demonstrate understanding of words by relating them to their synonyms and antonyms.
- c. Distinguish shades of meaning among related words that describe degrees of certainty.

L.4.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages and proverbs.
- c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

MULTIDIMENSIONALITY - L.3.5

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

Demonstrate understanding of word relationships and nuances in word meanings.

- a. **Distinguish the** LITERAL AND NONLITERAL MEANINGS OF WORDS AND PHRASES **in context.**
- b. **Demonstrate understanding of words by relating them to their** SYNONYMS and ANTONYMS.
- c. **Distinguish shades of meaning** among RELATED WORDS THAT DESCRIBE DEGREES OF CERTAINTY.

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