

# Grade 3

<b>LA.</b>	<b>3.</b>	<b>1.</b>	<b>1.</b>	<b>1</b>
Subject	Grade	Strand	Standard	Benchmark

## Grade 3: Reading Process

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<b>Phonics/Word Analysis</b>		<b>Standard:</b> The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.
	The student will:	
LA.3.1.4.1	<ul style="list-style-type: none"> <li>- use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words;</li> </ul>	
LA.3.1.4.2	<ul style="list-style-type: none"> <li>- use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families;</li> </ul>	
LA.3.1.4.3	<ul style="list-style-type: none"> <li>- decode multi-syllabic words in isolation and in context; and</li> </ul>	
LA.3.1.4.4	<ul style="list-style-type: none"> <li>- use self-correction when subsequent reading indicates an earlier misreading.</li> </ul>	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will:	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- recognize root words and simple word families when decoding</li> <li>- begin to recognize proper use of derivational endings</li> </ul>	<ul style="list-style-type: none"> <li>- use knowledge of the pronunciation of root words and some common prefixes, suffixes, and derivational endings to decode words</li> <li>- identify simple word families when decoding words in these families</li> <li>- use limited self-correction when subsequent reading indicates an earlier misreading</li> </ul>	<ul style="list-style-type: none"> <li>- use knowledge of the pronunciation of root words and common morphemes (e.g., prefixes, suffixes, derivational endings) to decode words</li> <li>- use knowledge of the pronunciation of simple word families to decode words in these families</li> <li>- decode multi-syllabic words in context;</li> <li>- use self-correction when subsequent reading indicates an earlier misreading</li> </ul>
<b>Fluency</b>	<b>Standard:</b> The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
	The student will:	
LA.3.1.5.1	<ul style="list-style-type: none"> <li>- apply letter-sound knowledge to decode unknown words quickly and accurately in context; and</li> </ul>	
LA.3.1.5.2	<ul style="list-style-type: none"> <li>- adjust reading rate based on purpose, text difficulty, form, and style.</li> </ul>	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will apply letter-sound knowledge to decode unknown words in context scaffolding to simple phrases	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
	<ul style="list-style-type: none"> <li>- apply letter-sound knowledge to decode unknown words in context scaffolding to simple phrases and sentences</li> <li>- recognize that reading rate is adjusted based on purpose, text difficulty, form, and style</li> </ul>	<ul style="list-style-type: none"> <li>- apply letter-sound knowledge to decode unknown words in context scaffolding to more complex sentences</li> <li>- recognize that the reading rate is adjusted based on purpose, text difficulty, form, and style</li> </ul>
<b>Vocabulary Development</b>	<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:	
LA.3.1.6.1	<ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> </ul>	

<b>Vocabulary Development</b>		<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.
LA.3.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;	
LA.3.1.6.3	- use context clues to determine meanings of unfamiliar words;	
LA.3.1.6.4	- categorize key vocabulary and identify salient features;	
LA.3.1.6.5	- relate new vocabulary to familiar words;	
LA.3.1.6.6	- identify “shades of meaning” in related words (e.g., blaring, loud);	
LA.3.1.6.7	- use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;	
LA.3.1.6.8	- use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;	
LA.3.1.6.9	- determine the correct meaning of words with multiple meanings in context; and	
LA.3.1.6.10	- determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.	

#### **English Language Proficiency Standards**

<i>Beginning:</i> The student will:	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- discuss key vocabulary found in a richly illustrated book with increasingly challenging text.</li> <li>- recognize key vocabulary and relate to familiar words</li> <li>- use new vocabulary, both orally and graphically, that is introduced and taught directly</li> <li>- use synonyms and antonyms to determine meanings of words</li> <li>- determine meanings of unfamiliar words by using a dictionary and digital tools</li> </ul>	<ul style="list-style-type: none"> <li>- identify key vocabulary words and their salient features.</li> <li>- listen to, read, and discuss familiar and conceptually challenging text</li> <li>- use new vocabulary that is introduced and taught directly,</li> <li>- use context clues to determine meanings of unfamiliar words</li> <li>- relate new vocabulary to familiar words</li> <li>- identify base (root) words and common prefixes to determine the meanings of prefixed words;</li> <li>- increase applicable knowledge of antonyms, synonyms, and homophones</li> <li>- determine the correct meaning of common words having multiple meanings (e.g., mine) in context</li> <li>- determine meanings of unfamiliar words by using a dictionary and digital tools</li> </ul>	<ul style="list-style-type: none"> <li>- identify key vocabulary and their salient features use new vocabulary that is introduced and taught directly</li> <li>- listen to, read, and discuss familiar and conceptually challenging text</li> <li>- use context clues to determine meanings of unfamiliar words</li> <li>- relate new vocabulary to familiar words</li> <li>- apply knowledge of antonyms, synonyms, homophones, homographs, base words, and affixes to determine meanings of unfamiliar words</li> <li>- determine the correct meaning of common words having multiple meanings (e.g., mine) in context</li> <li>- determine meanings of unfamiliar words by using a dictionary and digital tools</li> </ul>

### **Grade 3: Literary Analysis**

<b>Fiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
The student will:		
LA.3.2.1.1	<ul style="list-style-type: none"> <li>- understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);</li> </ul>	

Fiction	<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
LA.3.2.1.2	- identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;
LA.3.2.1.3	- identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.3.2.1.4	- identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.3.2.1.5	- respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.3.2.1.6	- write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution;
LA.3.2.1.7	- identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and
LA.3.2.1.8	- select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

#### English Language Proficiency Standards

<i>Beginning:</i> The student will:	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<p>- recognize different literary forms</p> <p>- retell or illustrate a story using the elements of story structure</p> <p>- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</p> <p>- write a paragraph or create an illustration that identifies characters, setting, and sequence of events</p> <p>- choose age- and ability-appropriate fiction materials to read</p>	<p>- identify the basic characteristics of a variety of literary and how they are alike and different;</p> <p>- identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction</p> <p>- recognize ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood</p> <p>- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</p> <p>- write a paragraph or create an illustration that identifies characters, setting, and sequence of events</p> <p>- recognize different forms of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects</p> <p>- choose age- and ability-appropriate fiction materials to read</p>	<p>- identify the basic characteristics of a variety of literary forms and how they are alike and different;</p> <p>- identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction</p> <p>- identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood</p> <p>- identify an author's theme by using details from the text</p> <p>- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</p> <p>- write a simple book report that identifies characters, setting, and sequence of events</p> <p>- recognize different forms of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects</p> <p>- choose age- and ability-appropriate fiction materials to read</p>

<b>Nonfiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
The student will:		
LA.3.2.2.1	<ul style="list-style-type: none"> <li>- identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);</li> </ul>	
LA.3.2.2.2		<ul style="list-style-type: none"> <li>- use information from the text to answer questions related to explicitly stated main ideas or relevant details;</li> </ul>
LA.3.2.2.3		<ul style="list-style-type: none"> <li>- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;</li> </ul>
LA.3.2.2.4		<ul style="list-style-type: none"> <li>- identify the characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts); and</li> </ul>
LA.3.2.2.5		<ul style="list-style-type: none"> <li>- select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will:	<ul style="list-style-type: none"> <li>- recognize some text features</li> <li>- use information from the text to answer questions</li> <li>- organize basic text information to show an understanding of main ideas within a text through charting or mapping</li> <li>- recognize the characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)</li> <li>- choose age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history)</li> </ul>	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- identify text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);</li> <li>- use information from the text to answer questions related to main ideas or relevant details</li> <li>- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing</li> <li>- identify the characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)</li> <li>- choose age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge</li> </ul>
	<ul style="list-style-type: none"> <li>- identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);</li> <li>- use information from the text to answer questions related to explicitly stated main ideas or relevant details</li> <li>- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing</li> <li>- identify the characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)</li> <li>- choose age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);</li> <li>- use information from the text to answer questions related to explicitly stated main ideas or relevant details</li> <li>- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing</li> <li>- identify the characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)</li> <li>- choose age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge</li> </ul>

## Grade 3: Writing Process

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<b>Prewriting</b>		<b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan.
	The student will prewrite by:	
LA.3.3.1.1	<ul style="list-style-type: none"> <li>- generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material);</li> </ul>	
LA.3.3.1.2	<ul style="list-style-type: none"> <li>- determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and</li> </ul>	
LA.3.3.1.3	<ul style="list-style-type: none"> <li>- using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea.</li> </ul>	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will prewrite by:	<i>Intermediate:</i> The student will prewrite:	<i>Advanced:</i> The student will prewrite by
<ul style="list-style-type: none"> <li>- generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material)</li> <li>- organizing word or picture ideas to reflect topic of writing piece</li> </ul>	<ul style="list-style-type: none"> <li>- generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);</li> <li>- recognizing the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece</li> <li>- making a simple plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).</li> </ul>	<ul style="list-style-type: none"> <li>- generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);</li> <li>- determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece</li> <li>- using organizational strategies to make a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).</li> </ul>

<b>Drafting</b>		<b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose.
	The student will draft writing by:	
LA.3.3.2.1	<ul style="list-style-type: none"> <li>- using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions; and</li> </ul>	
LA.3.3.2.2	<ul style="list-style-type: none"> <li>- organizing information into a logical sequence through the use of time-order words and cause/effect transitions.</li> </ul>	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will draft writing by:	<i>Intermediate:</i> The student will draft writing by:	<i>Advanced:</i> The student will draft writing by
<ul style="list-style-type: none"> <li>- writing or illustrating details that describe fact or opinion</li> <li>- organizing words or pictures according to correct time sequence</li> </ul>	<ul style="list-style-type: none"> <li>- developing the main idea with supporting details that describe or provide facts and/or opinions;</li> <li>- organizing information into a logical sequence through the use of time-order words and cause/effect transitions</li> </ul>	<ul style="list-style-type: none"> <li>- developing the main idea with supporting details that describe or provide facts and/or opinions;</li> <li>- organizing information into a logical sequence through the use of time-order words and cause/effect transitions</li> </ul>

<b>Revising</b>		<b>Standard:</b> The student will revise the draft for clarity and effectiveness.
	The student will revise by:	
LA.3.3.3.1	<ul style="list-style-type: none"> <li>- evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;</li> </ul>	
LA.3.3.3.2	<ul style="list-style-type: none"> <li>- creating clarity by using a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;</li> </ul>	
LA.3.3.3.3	<ul style="list-style-type: none"> <li>- creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</li> </ul>	
LA.3.3.3.4	<ul style="list-style-type: none"> <li>- applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).</li> </ul>	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will revise the draft by:	<i>Intermediate:</i> The student will revise the draft by:	<i>Advanced:</i> The student will revise a draft by:
<ul style="list-style-type: none"> <li>- adding details and/or labels to pictures and sketches.</li> <li>- evaluating the writing piece with the assistance of teacher, peer, checklist, or rubric</li> </ul>	<ul style="list-style-type: none"> <li>- evaluating the draft for logical thinking and sequence</li> <li>- creating clarity by combining related simple sentences</li> <li>- incorporating descriptive words and supporting details,</li> <li>- evaluating the writing piece with the assistance of teacher, peer, checklist, or rubric</li> </ul>	<ul style="list-style-type: none"> <li>- evaluating the draft for logical thinking and point of view (first or third person) appropriate for the purpose and audience</li> <li>- creating clarity by combining related simple sentences</li> <li>- sequencing new ideas into paragraphs;</li> <li>- incorporating descriptive words and supporting details,</li> <li>- evaluating the writing piece, with the assistance of teacher, peer, checklist, or rubric.</li> </ul>

<b>Editing for Language Conventions</b>		<b>Standard:</b> The student will edit and correct the draft for standard language conventions.
	The student will edit for correct use of:	
LA.3.3.4.1	<ul style="list-style-type: none"> <li>- spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary;</li> </ul>	
LA.3.3.4.2	<ul style="list-style-type: none"> <li>- capitalization for proper nouns, including holidays, product names, titles used with someone's name, initials, and geographic locations;</li> </ul>	
LA.3.3.4.3	<ul style="list-style-type: none"> <li>- punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;</li> </ul>	
LA.3.3.4.4	<ul style="list-style-type: none"> <li>- present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns;</li> </ul>	

<b>Editing for Language Conventions</b>	<b>Standard:</b> The student will edit and correct the draft for standard language conventions.	
LA.3.3.4.5	- subject/verb and noun/pronoun agreement in simple and compound sentences; and	
LA.3.3.4.6	- end punctuation for compound, declarative, interrogative, and exclamatory sentences.	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will correctly use: - spelling strategies for high frequency words - simple capitalization, including initial word and pronoun I - end punctuation and recognize its impact on meaning	<i>Intermediate:</i> The student will correctly use: - spelling strategies for high frequency words and common spelling patterns to spell unfamiliar words - capitalization, including initial word in a sentence, the pronoun "I," and proper names - commas in dates, items in a series, greetings and closings of letters, colons to punctuate time, and apostrophes to correctly punctuate contractions; - some nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., his/her, hers); - end punctuation for simple sentences, statements, questions, and exclamations	<i>Advanced:</i> The student will correctly use: - spelling strategies for high frequency words and common spelling patterns - capitalization, including initial word in a sentence, the pronoun "I," and proper names - commas in dates, items in a series, greetings and closings of letters, colons to punctuate time, and apostrophes to correctly punctuate contractions - many nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., his/her, hers); - subject/verb and noun/pronoun agreement in simple - end punctuation for simple sentences, statements, questions, and exclamations

<b>Publishing</b>	<b>Standard:</b> The student will write a final product for the intended audience.	
	The student will:	
LA.3.3.5.1	- prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	
LA.3.3.5.2	- add graphics where appropriate; and	
LA.3.3.5.3	- share the writing with the intended audience.	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will produce, illustrate, and share compositions by writing simple sentences regarding a topic or a theme as prompted by the teacher.	<i>Intermediate:</i> The student will produce, illustrate, and share a variety of compositions	<i>Advanced:</i> The student will produce, illustrate, and share a variety of compositions

## Grade 3: Writing Applications

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<b>Creative</b>		<b>Standard:</b> The student develops and demonstrates creative writing.
	The student will:	
LA.3.4.1.1	<ul style="list-style-type: none"> <li>- write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; and</li> </ul>	
LA.3.4.1.2	<ul style="list-style-type: none"> <li>- write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format.</li> </ul>	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will:	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- create a story by drawing characters and events, accompanied by basic text</li> <li>- illustrate a story, song or poem</li> </ul>	<ul style="list-style-type: none"> <li>- create a story by drawing characters and events with accompanying text</li> <li>- illustrate or compose a story, song, or poem</li> </ul>	<ul style="list-style-type: none"> <li>- create a narrative by writing or drawing characters and events in sequential order, including the main idea</li> <li>- illustrate or compose a story, song, or poem using a variety of expressive forms, using some figurative language</li> </ul>

<b>Informative</b>		<b>Standard:</b> The student develops and demonstrates technical writing that provides information related to real-world tasks.
	The student will:	
LA.3.4.2.1	<ul style="list-style-type: none"> <li>- write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics);</li> </ul>	
LA.3.4.2.2	<ul style="list-style-type: none"> <li>- record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;</li> </ul>	
LA.3.4.2.3	<ul style="list-style-type: none"> <li>- write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;</li> </ul>	
LA.3.4.2.4	<ul style="list-style-type: none"> <li>- write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); and</li> </ul>	
LA.3.4.2.5	<ul style="list-style-type: none"> <li>- write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.</li> </ul>	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will:	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- write a short letter, with teacher as scribe, to someone (parents, friend) on a topic</li> <li>- follow one-step directions on a basic map</li> <li>- take teacher guided notes on a topic</li> <li>- write or illustrate a topic sentence with one or two supporting details</li> </ul>	<ul style="list-style-type: none"> <li>- write a letter to someone on a topic provided by the teacher</li> <li>- find places and landmarks on a map based on given directions</li> <li>- take notes from a book or reading passage</li> <li>- write a topic sentence with supporting details for a short essay</li> </ul>	<ul style="list-style-type: none"> <li>- write a detailed letter or other correspondence to someone</li> <li>- create a map that matches given directions, including cardinal directions and landmarks</li> <li>- take notes from a book, reading passage, or lecture</li> <li>- write a topic sentence and several supporting details in an essay</li> </ul>

<b>Persuasive</b>		<b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
LA.3.4.3.1	The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will create an illustration of a topic that attempts to influence the reader	<i>Intermediate:</i> The student will create an illustration or write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader	<i>Advanced:</i> The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader

## Grade 3: Communication

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<b>Penmanship</b>		<b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.
LA.3.5.1.1	The student will demonstrate beginning cursive writing skills.	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will demonstrate beginning cursive writing skills	<i>Intermediate:</i> The student will demonstrate beginning cursive writing skills	<i>Advanced:</i> The student will demonstrate beginning cursive writing skills

<b>Listening and Speaking</b>		<b>Standard:</b> The student effectively applies listening and speaking strategies.
	The student will:	
LA.3.5.2.1	<ul style="list-style-type: none"> <li>- recall, interpret, and summarize information presented orally; and</li> </ul>	
LA.3.5.2.2	<ul style="list-style-type: none"> <li>- plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.</li> </ul>	
<b>English Language Proficiency Standards</b>		
<i>Beginning:</i> The student will retell orally with illustrations information presented orally	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- summarize orally information presented orally</li> <li>- organize information for a short oral presentation</li> <li>- recognize that appropriate voice, eye, and body movements vary for the intended audience and occasion.</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- summarize and explain information given orally</li> <li>- plan, organize and give an oral report, using appropriate voice, eye, and body movements for the topic, audience, and occasion.</li> </ul>

## Grade 3: Information and Media Literacy

Informational Text	<b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.
LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.

### English Language Proficiency Standards

<i>Beginning:</i> The student will read simple informational text (e.g., graphs, charts, signs, captions) to follow one-step instructions	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- read basic informational text (e.g., directions, graphs, charts, signs, captions) to follow simple multi-step instructions;</li> <li>- learn and perform simple tasks given in an informational text</li> <li>- organize information from informational text to make a report, conduct interviews, or prepare to take a test</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- read basic informational text (e.g., directions, graphs, charts, signs, captions) to follow simple multi-step instructions</li> <li>- learn and perform tasks given in an informational text</li> <li>- organize information from informational text to make a report, conduct interviews, or prepare to take a test</li> </ul>
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Research Process	<b>Standard:</b> The student uses a systematic process for the collection, processing, and presentation of information.
	The student will:
LA.3.6.2.1	<ul style="list-style-type: none"> <li>- determine information needed for a search by narrowing or broadening a topic, identify key words;</li> </ul>
LA.3.6.2.2	<ul style="list-style-type: none"> <li>- use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information;</li> </ul>
LA.3.6.2.3	<ul style="list-style-type: none"> <li>- communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text Beginning by poster, diagram, idea map); and</li> </ul>
LA.3.6.2.4	<ul style="list-style-type: none"> <li>- record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas).</li> </ul>

### English Language Proficiency Standards

<i>Beginning:</i> The student will: <ul style="list-style-type: none"> <li>- generate simple questions by brainstorming, identify key words, and group related ideas</li> <li>- communicate information obtained through illustrations or a paragraph</li> <li>- identify the authors and titles of works used in the research process</li> </ul>	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- determine information needed for a search identifying key words</li> <li>- recognize differences among different kinds of reference materials such as maps, charts, and photos, to help gather information</li> <li>- communicate information through illustrations or a simple report that includes main ideas and relevant details with visual support (e.g., text Beginning by poster, diagram, idea map);</li> <li>- recognize basic bibliographic data and intellectual property rights (e.g., cites sources of ideas)</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- determine information needed for a search identifying key words and modifying topic according to scope</li> <li>- use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information</li> <li>- communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text Beginning by poster, diagram, idea map);</li> <li>- record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas)</li> </ul>
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<b>Media Literacy</b>	<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
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	The student will:
LA.3.6.3.1	<ul style="list-style-type: none"> <li>- determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and</li> </ul>
LA.3.6.3.2	<ul style="list-style-type: none"> <li>- identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production.</li> </ul>

#### **English Language Proficiency Standards**

<i>Beginning:</i> The student will recognize main content and supporting details, and purpose in a print media message;	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- determine main content, supporting details, and purpose in a print media message</li> <li>- distinguish general fact from opinion, in a print media message;</li> <li>- identify different production elements used in media messages (e.g., color, sound effects, animation)</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- determine main content, supporting details, and purpose in a print media message</li> <li>- distinguish general fact from opinion, in a print media message;</li> <li>- identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production</li> </ul>
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<b>Technology</b>	<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:
LA.3.6.4.1	<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); and</li> </ul>
LA.3.6.4.2	<ul style="list-style-type: none"> <li>- use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.</li> </ul>

#### **English Language Proficiency Standards**

<i>Beginning:</i> The student will: <ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);</li> <li>- use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories</li> </ul>	<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);</li> <li>- use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories through a variety of media formats</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);</li> <li>- use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories through a variety of media formats</li> </ul>
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