

Understanding the NC English Language Arts Standard Course of Study

GRADE
3

ELA STANDARDS WITH CLARIFICATIONS AND GLOSSARY



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Understanding the English Language Arts Standard Course of Study for Grade 3 ELA Standards with Clarification and Glossary

Purpose

This document provides the Grade 3 *NC Standard Course of Study for English Language Arts (2017)* in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for “In the Classroom.” The right column is the glossary.

These standards will be implemented in all North Carolina schools beginning in the 2018-19 school year.

GRADE 3

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

CCR Anchor Standards for Reading

Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature

STANDARD	CLARIFICATION	GLOSSARY	
<i>Cluster: Key Ideas and Evidence</i>			
<p>RL.3.1</p>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Students ask and answer questions to show they understand the text. They use specific details in the text to support their answers.</p> <p><i>In the Classroom:</i> As students read, they make annotations, noting details and ideas that are confusing and interesting. Students note questions they have about content or words. Students may record their annotations in the margins of the copied text, in response journals, or on sticky notes. Students share them with partners.</p> <p>The teacher facilitates a shared reading of a literary text and uses chart paper to record students’ questions as they read. After reading, the class answers the questions and refers to the text to find the answers.</p>	<p>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</p>
<p>RL.3.2</p>	<p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Students recount stories including fables, folktales, and myths from various cultures. Students establish the central messages, lessons, or morals and explain how the important details helped communicate those ideas.</p> <p><i>In the Classroom:</i> The teacher introduces the text through a think aloud, telling students how an author guides the reader to infer the central message through key details, rather than simply stating the message. The teacher records key details on a class anchor chart. After reading, the teacher guides the class through the process of how the author worked toward building a theme using the information on the anchor chart.</p> <p>Using a read aloud of a text, the teacher models how to recount the story. He/she explains that a recount begins with an introduction statement, followed by major</p>	<p>central message – the unifying concept within a text to which other elements and ideas relate; often referred to as theme in upper grades</p> <p>conveyed – to make an idea or feeling known to another person; to carry over from one to another</p> <p>fable – a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral</p> <p>folktales – stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth)</p> <p>key details – specific and important parts of the text that provide information, support, and elaboration</p>

Grade 3 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		<p>events listed in sequential order, and ends with a conclusion. Students recount familiar stories to partners or in small groups.</p>	<p>moral – relating to the principles of right and wrong concerning human behavior; a lesson or general truth learned from a story or experience</p> <p>myths – traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain the history and/or culture of a people or explain a natural phenomenon</p> <p>recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</p>
<p>RL.3.3</p>	<p>Describe characters in a story and explain how their actions contribute to the sequence of events.</p>	<p>Students describe characters in a story by including their traits, motivations, and feelings. Students explain how the characters’ actions add to the plot and influence the events in the story.</p> <p><i>In the Classroom:</i> The teacher thinks aloud about how to use a specific detail from the text to describe a character. He/she models orally and in written form. Students follow this process to analyze and describe characters orally and in written form. They note details from the text that led them to believe their ideas.</p> <p>Using a shared text, the teacher reads aloud and models, noticing how a character advances the plot. Using a plot map individually or in groups, students note specific events and discuss how the characters influenced each event.</p>	<p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p> <p>sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other</p>

Grade 3 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Craft and Structure			
RL.3.4	Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	<p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking and to determine which words have an effect on the overall meaning in a text.</p> <p><i>In the Classroom:</i> Using a shared text and a document camera, the teacher models for students how to highlight unknown words and annotate the text in the margins, noting details that help them figure out the unfamiliar words.</p> <p>The teacher models using the strategy, “creating pictures for words and phrases” by drawing pictures in the margins.</p> <p>Using a shared text, the teacher provides examples of words in the text that influence the meaning by pointing out the most important words and talking about how the chosen words contribute to the meaning of the text.</p>	<p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p>
RL.3.5	Refer to parts of stories, dramas , and poems when writing or speaking about a text, using terms such as chapter , scene, and stanza ; describe how each successive part builds on earlier sections.	<p>Students use correct terminology such as chapter, scene, and stanza when writing and talking about specific parts of stories, dramas, and poems. Students explain how each part builds on previous parts of the text.</p> <p><i>In the Classroom:</i> The teacher provides direct instruction on elements of stories, dramas, and poems. The teacher uses a variety of graphic organizers to guide students’ understanding of the story structure of each genre and provides opportunities for students to read texts in all three genres. The teacher uses a Semantic Features Analysis graphic organizer of the three genres that lists key elements of the three genres. As students read texts in those genres, they place checks in the appropriate boxes when they encounter the listed elements and also add additional elements they come across.</p>	<p>chapter – the main division within a book</p> <p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p> <p>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p> <p>stanza – the primary organizing structure in poetry and verse that forms the basic recurring measure,</p>

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STANDARD		CLARIFICATION	GLOSSARY
		Using a shared text, the teacher and students build a flowchart of the main events of the text by thinking aloud and referring to how the successive parts build on earlier ones. When the flowchart is complete, the teacher guides students to analyze and discuss how each event builds on the next. Students provide this description in written form.	generally separating one main idea, point, or event from another, similar to paragraphs in prose writing
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	<p>Students determine the point of view of the narrator or character in a story and recognize how it is similar or different from their own point of view.</p> <p><i>In the Classroom:</i> The teacher reads a shared text and models how to determine the author’s viewpoint by annotating details that reveal the author’s beliefs, thoughts, feelings, and/or perspective. The teacher models how to write a paragraph distinguishing his/her own point of view from the author’s. Students read and annotate an assigned text by marking details that reveal the author’s point of view. Students write paragraphs distinguishing their own point of view from the author’s.</p> <p>After reading a text, students write journal entries about a character’s point of view about an event in the text. Then students write journal entries from their own point of view about the same event. Students then switch their entries with other students. Students read their partners’ entries and highlight the differences and similarities between the viewpoints in two different colors.</p>	point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument
Cluster: Integration of Ideas and Analysis			
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.	Students describe how specific details in a text’s illustrations provide additional meaning and more information to what has been communicated by words. For example: how the illustrations contribute to the mood or emphasize aspects of characters or settings.	<p>conveyed – to make an idea or feeling known to another person; to carry over from one to another</p> <p>illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</p>

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STANDARD		CLARIFICATION	GLOSSARY
		<p><i>In the Classroom:</i></p> <p>The teacher reads a story aloud without showing the illustrations. Students use describing words to tell about the assigned element (setting, characters’ traits, plot, or mood). The teacher records the students’ responses. The teacher rereads the story showing the illustrations. Students add to the category based on what the illustrations revealed. Students decide if any original descriptions need to be removed after seeing the illustrations. They each write a paragraph about how the illustrations provide additional information about the assigned element by describing the additional details found in the illustrations.</p> <p>The teacher creates a set of cards with words describing various settings, moods, or character traits gathered from previously read stories. Each student takes a card and creates an illustration that gives more information about the word on the card. The class explains how the illustrations add details about the words on the card.</p> <p>After reading a story, students create T-charts with words and pictures as headings. The teacher gives the category. Examples include mood, character, plot, and setting. Students fill out their charts by listing what the words and illustrations tell them about that category. Using the notes in their charts, students write sentences describing how the pictures add to their understanding of the mood, character, plot, or setting.</p>	
RL.3.8	Not applicable to literature.		
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Students determine how the themes, settings, and plots are similar and different in stories written by the same author (books in a series) that contain the same or similar characters.	compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast , this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar

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		<p><i>In the Classroom:</i></p> <p>During a read aloud of two books by the same author that contain the same characters, the teacher poses think aloud questions to compare and contrast the themes, settings, or plots of the stories. Students turn and talk to partners to answer the questions. The teacher chooses individual students to respond to the questions, records the similarities or differences of that element on sticky notes, and places them accordingly on a Venn diagram.</p> <p>The teacher chooses two texts from a series. Students work in pairs. The teacher assigns one text to one student and the other text to his/her partner. Each pair completes a graphic organizer that addresses the theme, setting, and plot for the assigned text. Pairs come together and highlight the similarities in one color and the differences in another color.</p>	<p>plot – the sequence of events in a story, play, movie, etc.</p> <p>setting – the time and place of the action in a book, play, story, etc.</p> <p>theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message</p>
Cluster: Range of Reading and Level of Complexity			
RL.3.10	By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<p>By the end of grade 3, students competently read and understand literary texts on the high end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><i>In the Classroom:</i></p> <p>The teacher creates text sets with a range of complexities and provides students with opportunities to self-select texts from the set.</p> <p>The teacher highlights a literary text for the week (drama, poetry, fiction). He/she challenges students to read a similar text throughout the week. Students who meet the challenge participate in a one-minute “tell all”</p>	<p>independently – on one’s own, without aid from another (such as a teacher)</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and</p>

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		where they discuss something they want the class to know about their books. Students apply reading strategies to literary texts. After reading, students write one strategy they used to help them understand the text.	3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

Reading Standards for Informational Text

STANDARD		CLARIFICATION	GLOSSARY
<i>Cluster: Key Ideas and Evidence</i>			
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Students ask and answer questions to show they understand the text. They use specific details in the text to support their answers.</p> <p><i>In the Classroom:</i> Using a shared text, the teacher provides a short list of text-dependent questions. He/she models how to find the answers to the text-dependent questions in the text. The teacher highlights where the answers are found in the text.</p> <p>The teacher uses chart paper to record students' questions about a shared text as they read. After reading, students return to the chart and answer text-dependent questions. Students record answers in response journals. Students use clearly stated details from the text to support their answers.</p>	explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>Students establish the main idea of an informational text. They tell important details in sequential order and explain how the details strengthen the author's main idea.</p> <p><i>In the Classroom:</i> Using a shared text, the teacher models for students marking words and phrases that provide clues to figuring out the main idea. Students work independently using another text.</p> <p>The teacher introduces the text by telling the students the main idea of the text. He/she sets the purpose for reading by telling students they are going to look for details the author uses to describe or support the main idea. The teacher works with students to record key details on a class anchor chart. After reading, the teacher uses the information on the anchor chart to guide the</p>	<p>key details – specific and important parts of the text that provide information, support, and elaboration</p> <p>main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning</p> <p>recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</p>

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		class through the process of how the author worked towards supporting the main idea.	
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts , or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect .	<p>Students explain the relationship within a series of historical events, scientific ideas or concepts, or steps in a technical procedure. Students use words that are relevant to time, sequence, and cause/effect.</p> <p><i>In the Classroom:</i> The teacher provides texts on a scientific concept, a historical event, or a technical procedure. Students use flowcharts to illustrate the series, steps, ideas, or concepts. Next to the arrows, students describe and explain the connections.</p> <p>The teacher models with a shared text how to determine the organization of a text by cause/effect. He/she reads the text and highlights signal words that indicate cause/effect.</p>	<p>cause/effect – cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause</p> <p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p> <p>event – a thing that happens; an occurrence</p> <p>scientific ideas or concepts – ideas and/or innovations that come about through a process of scientific investigation and inquiry; (generally, scientific ideas and concepts build upon past discoveries and ideas, building gradually over time in a manner that can be delineated by the connections between one idea/concept and the next)</p> <p>series – a set of related/similar things (e.g., people, books, events, etc.) coming after one another (e.g., a series of books or TV episodes)</p> <p>technical procedure – a series of actions or set of steps completed in a certain manner or order related to a particular subject, discipline, etc. (e.g., mathematics: order of operations) (Note: Students are not so much looking at what technical procedures are, but rather at the connection between them, that is, the importance of procedural order and the manner in which steps build on and relate to previous ones.)</p>

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Craft and Structure			
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<p>Students examine the text to figure out the meaning of words and phrases appropriate to third grade topics and subject areas, using the context to inform their thinking.</p> <p><i>In the Classroom:</i> Using a shared text, the teacher models for students how to determine the meaning of an unfamiliar word. The teacher models how to look “all around the word” for clues to help determine the meaning.</p> <p>The teacher introduces new text. Students record unknown words from the text on sticky notes and work in partners or small groups to “figure out” the meaning, using clues in the text. The teacher monitors students as they are working through the unfamiliar words and provides support as needed through modeling and questioning.</p> <p>The teacher chooses an informational text on a grade 3 topic and makes a list of vocabulary words students will encounter. As students read the text, the teacher asks them to find any other words that might add to their understanding of the topic. Students highlight them in their text and try to figure out the meanings using context clues. They check to see whether they were correct; if not, they add the meaning with a synonym and a visual if possible. The teacher creates a word wall as a visual for the content words.</p>	<p>domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</p> <p>general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
RI.3.5	Use text features and search tools to locate information relevant to a given topic efficiently.	<p>Students use text features and search tools such as key words, sidebars, and hyperlinks to help them find information specific to a topic quickly and easily.</p> <p><i>In the Classroom:</i> The teacher guides students to preview the text features in a book or search tools in a website. The teacher asks</p>	<p>search tool – a web-based tool that conducts a search of the content of millions of webpages in order to find items similar or identical to the search parameters defined by the user—search tools return results from other websites and sources; they are not, in and of themselves, citable sources</p>

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		<p>students: What features do you see? What are they for? How do they help you understand the text? Then the teacher charts their responses for future reference.</p> <p>The teacher provides students with numerous examples of informational texts. Students work independently to identify text features and record them in response journals. Students share them with a small group and discuss why the text features are useful to the reader.</p> <p>The teacher sets the purpose for reading by telling the students he/she is interested in learning something specific about _____ from this text. With this purpose set, the teacher models for students the relevant text features of the text or search tools in the website. The teacher demonstrates how to use them to locate what he/she is searching for. The teacher invites the students to search for something specific from the text. Students explain their processes of finding the information either orally or in written form.</p>	<p>text features – components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
RI.3.6	Distinguish their own point of view from that of the author of a text.	<p>Students identify the author’s point of view and determine how it is similar to and different from their own points of view.</p> <p><i>In the Classroom:</i> The teacher creates a T-chart with the headings “author” and “self.” The teacher reads an informational text and annotates the text, noting details that reveal the author’s thoughts, feelings, and/or perspective. The teacher notes the details on the T-chart. Then the teacher models aloud how she/he feels about the same topic and records the details on the other side of the T-chart. The teacher uses the T-chart to create a sentence distinguishing the author’s viewpoint from his/her own. Students use a new text to complete a T-chart and create sentences of the two viewpoints, following the teacher’s example.</p>	<p>point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</p>

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		After reading an informational text, students create a three-flap foldable. Students write the topic under the first flap, the author’s viewpoint under the second flap, and their own viewpoint of the topic under the third flap. Students share their foldables with partners.	
Cluster: Integration of Ideas and Analysis			
RI.3.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	<p>Students use the words in a text and information they learned from illustrations (maps, photographs) to show they understand the text, including where, when, how, and why key events occur.</p> <p><i>In the Classroom:</i> As students read an informational text, they annotate what each illustration shows using one sticky note for each illustration. Students also note the important information and key details from the text using sticky notes. Students share their thinking in groups.</p> <p>The teacher provides a text to students with the text features missing. Students add appropriate, relevant text features. The teacher might also provide students with a text feature like a chart or a diagram. Students then write relevant text about the text feature.</p>	illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim
RI.3.8	Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.	<p>Students explain how the author creates relationships between ideas using sentences and paragraphs to convey particular points in the text. Relationships include: cause/effect, comparisons, or first/second/third in a sequence.</p> <p><i>In the Classroom:</i> During a shared reading, the teacher models aloud how to determine the organizational pattern (comparison, cause/effect, first/second/third) between paragraphs or sentences by discussing and highlighting signal words. Students read a short text and highlight the signal words that help them determine how the sentences and paragraphs relate. Students share their findings.</p>	describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account

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STANDARD		CLARIFICATION	GLOSSARY
		The teacher gives students three organizational patterns (comparison, cause/effect, first/second/third). Students work in pairs to read various paragraphs and sets of sentences to determine how they are connected. Students place the paragraphs and sentences in the correct category.	
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic .	<p>Students explain the similarities and differences of the key points and details provided in two texts on the same topic.</p> <p><i>In the Classroom:</i> The teacher chooses two informational texts on the same topic. The teacher divides the students into two groups and assigns a text. Each group works to determine the text’s important ideas and key details. Students record the information on posters and display them. After both posters are shared, each group creates a graphic organizer comparing/contrasting the two texts based on the information shared.</p> <p>Students work in pairs to read two informational texts on the same topic. One student underlines the differences in ideas and key details between the two texts in one color, and the other student underlines the similarities in the ideas and key details in another color. The students then report the similarities and differences in ideas and key details through talking, writing, or recording.</p>	<p>compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p>key details – specific and important parts of the text that provide information, support, and elaboration</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
Cluster: Range of Reading and Level of Complexity			
RI.3.10	By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	By the end of grade 3, students competently read and understand informational texts on the high end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.	<p>independently – on one’s own, without aid from another (such as a teacher)</p> <p>informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</p>

Grade 3 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		<p><i>In the Classroom:</i></p> <p>Before reading an informational text, students work in pairs to create graphic organizers of what they already know about the subject/topic. Students share their answers aloud. During reading, the teacher connects the students’ answers to information in the text.</p> <p>The teacher creates a text set with a range of complexities on a nonfiction topic related to the class’ anchor text. The teacher provides students with the opportunity to self-select texts from the set for independent reading. Each student writes one sentence about what he/she has learned. The teacher collects the sentences and combines them into a class booklet about the topic, making it available for students to read throughout the year.</p>	<p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)</p>

GRADE 3

READING FOUNDATIONAL SKILLS: The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Reading Standards for Foundational Skills

STANDARD		CLARIFICATION	GLOSSARY
<i>Cluster: Handwriting</i>			
RF.3.2	Create readable documents with legible handwriting (manuscript and cursive).	<p>Students create pieces of writing that are easy for others to read in manuscript and cursive.</p> <p><i>In the Classroom:</i> The teacher models readable handwriting throughout daily instruction.</p> <p>The teacher models forming the letters on the board or document camera. Students use whiteboards to practice the letters. The teacher can quickly assess who needs additional guidance.</p> <p>The teacher schedules daily journal time for students. While journaling, students focus on manuscript and cursive handwriting.</p>	
<i>Cluster: Phonics and Word Recognition</i>			
RF.3.4	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllabic words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>Students read words using grade-level appropriate strategies.</p> <ul style="list-style-type: none"> • Students recognize and know the meaning of the most common prefixes and suffixes. • Students read words with common Latin suffixes. • Students read words with more than one syllable. • Students read grade appropriate words that do not follow normal spelling patterns. <p><i>In the Classroom:</i> In a guided reading lesson, the teacher uses prompts such as: “Look at the end (or beginning) of the word and try again. Does the word have a suffix or prefix that you are already familiar with?”</p> <p>The teacher has index cards with root words, prefixes, and suffixes. Root words are on one color index card, prefixes on another color, and suffixes on a third color. Cards are passed out to students. The teacher calls a root word to the front of</p>	<p>analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>decode – to apply knowledge of the relationships of letters and sounds in order to form a word</p> <p>multisyllabic – having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills</p> <p>suffixes – an element appended to the end of a word root to change the meaning or to form a derivative (e.g., -ing: run – running)</p>

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		the room. Multiple prefixes and suffixes are called to the front of the room, changing repeatedly to show the children all of the new words they can build and read with their new knowledge of the affixes they have just worked with. Students are encouraged to use these new word parts in their writing throughout the day.	
Cluster: Fluency			
RF.3.5	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students read grade-level text smoothly and with enough accuracy so that they understand the text.</p> <ul style="list-style-type: none"> • Students read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). • Students read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings. • Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word. <p><i>In the Classroom:</i> The teacher models fluent reading during a read aloud. The teacher makes direct and explicit comments about his/her accuracy, the pace of the reading, and the enunciation when appropriate. He/she can also model how to do it incorrectly (e.g. too slow or too fast, with a lack of expression, with mistakes), and then the teacher can reiterate how to read the text correctly.</p> <p>Students read both poetry and prose with their partners and evaluate each other on the different elements of fluency (accuracy, rate, expression). Teacher and students use a rubric that was prepared ahead of time to provide feedback.</p>	<p>expression – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.</p> <p>fluency, fluid reading – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression</p> <p>prose – language presented (either as written or spoken) in its ordinary form, that is without rhythm, rhyme, or meter</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>self-correct – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher</p>

GRADE 3

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

CCR Anchor Standards for Writing Standards

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Guide for W.1, W.2 and W.3

W.3.1 Opinion writing is the first developing form of argument writing. Opinion writing has many purposes—to convince the reader that the writer’s position is correct, to change the reader’s point of view, or to encourage the reader to take action. Writers use reasons and information to support their points of view. At third grade, students are able to take a position on a topic or text and provide reasons that support the position that has been taken.

The teacher supports the development of being able to write opinion pieces by exposing students to rich texts that clearly take positions and provide lists of reasons in support of these positions. The teacher in third grade needs to model the writing process for opinion pieces in order to help students understand how to take a position and support it with reasons. This starts by helping students identify a topic where an opinion can be stated. Students begin by gathering and organizing information to support their positions. The teacher involves students in group research in order to find reasons to support the position students wish to take on the topic. The teacher helps students create graphic organizers to support their drafts with clear positions and supportive facts/details. He/she guides the students to use linking words and phrases to connect opinions and reasons. Students write concluding statements or sections connected to their opinions.

Students then revise and edit their writing to ensure their positions have adequate support, follow writing conventions, and use correct grammar and spelling. Peer review and editing are an important part of this process. Additionally, the teacher conducts writing conferences with students through the drafting and revising process to support students at third grade with writing a well-supported opinion piece. During the editing process, the teacher and peers guide students and consider the task and purpose of the pieces. Guiding questions for this purpose might include "Do the reasons given support my opinion?" and "Did I complete my task and achieve my purpose?"

W.3.2 Informative/explanatory writing communicates information. It has many purposes—to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. It is imperative for the teacher to make the distinction between informative/explanatory writing and opinion writing. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. Third graders write informative/explanatory pieces to investigate a topic and clearly communicate ideas and information about the topic.

The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood. The teacher in third grade needs to model the writing process for informative/explanatory texts in order to help students understand the structure of informative/explanatory writing. This begins by helping students identify an appropriate topic for informative/explanatory writing. The teacher involves students in group research in order to assist students with gathering information and ideas related to their topic.

The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information around the topic under study. The teacher guides students’ writing so it is organized to clearly explain the identified topic and provide multiple facts and or definitions that support this explanation with related information. Throughout the writing, students use linking words and phrases to connect ideas within a category of information. The writing includes a concluding statement or paragraph. Students may choose to include illustrations within their writing to help the reader’s understanding of the text.

Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. The teacher also conducts writing conferences with students during the drafting and revising processes to support students at third grade with writing pieces that include an identified topic with relevant facts, definitions, and details to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include “Do I identify my topic?” and “Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?” A final copy is published and shared with readers.

W.3.3 Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Third graders write narratives to unfold and share real or imagined experiences or events using effective narrative techniques, illustrative details, and a clear sequence of events.

The teacher supports the development of narrative writing by exposing students to narrative stories that use rich sensory details to describe an event. The third-grade teacher needs to model the writing process for narrative pieces in order to help students understand how to write a story that moves in sensible order and uses concrete details. This begins by helping students generate lists of events they have experienced or can imagine experiencing in order to identify topics for their narrative pieces. The teacher provides the students with graphic organizers to help them sequence story events and identify relevant details to include.

Students begin composing their drafts by creating the circumstances surrounding their chosen topics, including the narrators, and/or the characters. Students then unfold the sequence of events in a manner that is unforced. Students use dialogue and descriptions of narrator and/or character actions, thoughts, and feelings to add to the experience and events. They also show character responses to other characters and circumstances in the narrative. To signal the order of events, students use temporal words and phrases. Students end their narratives in a way provides some sense of closure.

Students then revise their writing to ensure that their narrative uses effective narrative techniques, concrete details, and a natural order of events. Students edit their writing to ensure their narrative follows writing conventions, uses correct grammar, and contains proper spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, and editing processes to support third grade students with narrative writing. During the revising and editing processes, the teacher and peers guide students to consider the task and purpose of the piece. Guiding questions for this purpose might include “Is my narrative persuasive, informative, and entertaining, or does it simply share an experience?” and “Do I use enough dialogue and description to make my narrative interesting?”

Writing Standards

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Text Types, Purposes, and Publishing		
<p>W.3.1</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>c. Provide reasons that support the opinion.</p> <p>d. Use linking words and phrases to connect opinion and reasons.</p> <p>e. Provide a concluding statement or section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>	<p>See Writing Guide</p>
<p>editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.</p> <p>linking words and phrases – words and phrases that connect one sentence, paragraph, idea, etc. to a subsequent one, allowing readers to see the connection between such elements and to progress smoothly from one idea to the next (e.g., first, next, last; furthermore; on the other hand; etc.)</p> <p>point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p> <p>revision/revising – the process of rereading something that has been produced and making</p>		

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			<p>changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p>strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p> <p>task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, and details.</p>	See Writing Guide	<p>editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.</p> <p>illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</p>

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<p>d. Use linking words and phrases to connect ideas within categories of information.</p> <p>e. Provide a concluding statement or section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>		<p>linking words and phrases – words and phrases that connect one sentence, paragraph, idea, etc. to a subsequent one, allowing readers to see the connection between such elements and to progress smoothly from one idea to the next (e.g., first, next, last; furthermore; on the other hand; etc.)</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p>strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p> <p>task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>

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STANDARD	CLARIFICATION	GLOSSARY
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Establish a situation and introduce a narrator, and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>d. Use temporal transition words and phrases to signal event order.</p> <p>e. Provide a sense of closure.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>	<p>See Writing Guide</p>	<p>closure – a resolution at the end of an event or literary work</p> <p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p> <p>editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p> <p>event – a thing that happens; an occurrence</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p>strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p> <p>task – (as part of the task, purpose, and audience relationship) – the specific product or type of</p>

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			<p>product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</p> <p>temporal transition words/phrases – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another where the timing of events is important (e.g., first, next, last; previously; etc.)</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
W.3.4	<p>With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p>	<p>Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers, as well as practice word processing skills. The teacher provides support and guidance.</p> <p><i>In the Classroom:</i> In small groups, students become familiar with word processing tools by typing pieces of original writing. Students practice typing, titling, saving, printing, and sharing their writing.</p> <p>The teacher guides students in creating documents in an online space and sharing them with other students. Students share their documents with other classes within the school to collaborate and interact through peer feedback.</p>	<p>digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.</p> <p>interact – to act in such a manner as to influence another</p> <p>publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available</p>

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<i>Cluster: Research</i>			
W.3.5	Conduct short research projects that build knowledge about a topic .	<p>Students investigate a specific topic and completes a short research project to build knowledge about that topic.</p> <p><i>In the Classroom:</i> After reading aloud a text, the teacher assigns a related topic for students to research further, or the teacher may allow students to select a topic to research that piqued their interest during the read-aloud. Students take notes on pieces of paper folded into four sections. Each section is labeled with a heading either determined by the teacher or added by the student. During class or computer lab time, students are given the opportunity to search for this information on their topic and add it to the graphic organizer.</p> <p>Students use kid-friendly search engines to research a topic. From the sources, students glean important information about the topic. Students take notes on graphic organizers with blank columns and headings. As pieces of information are found, students write the information in each column and determine the appropriate heading titles.</p>	topic – the subject or matter being discussed or written about in a text, speech, etc.
W.3.6	Recall information from experiences or gather information from print and digital sources ; take brief notes on sources and sort evidence into provided categories.	<p>Students think about and use personal experiences and/or information collected from print and digital resources. Students take simple notes and sort the information into categories, which are provided by the teacher.</p> <p><i>In the Classroom:</i> Students find relevant information in print sources, such as books or articles, and digital sources, such as reputable Internet websites. Students take notes by writing important information on sticky notes. Sticky</p>	<p>digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p>

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		<p>notes are then organized into teacher created categories.</p> <p>The teacher models how to read and take brief notes. He/she uses a graphic organizer to collect the notes about what he/she already knew about the topic and what he/she learned from the text. Students use the same type of graphic organizer when taking notes about a studied topic or when answering a question.</p>	

GRADE 3

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

CCR Anchor Standards for Speaking and Listening

Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Collaboration and Communication		
<p>SL.3.1</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><i>In the Classroom:</i> The teacher models and supports instruction with example conversation starters (e.g., “I agree with...because..., I’m confused by your last point, How do you justify your perception of... Could you clarify it for me?”). The teacher Includes as many higher order thinking questions/stems as possible.</p> <p>The teacher and students create anchor charts to use as reference tools showing the rules and expectations, the conversation starters, and the rubric for assessing participation during discussions.</p>	<p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>

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SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively , and orally.	<p>Students determine the main ideas from a text that is read aloud or information presented in various ways and forms such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos). Students establish which details support the main ideas.</p> <p><i>In the Classroom:</i> A chart or table is presented. The teacher models how to determine the main ideas and supporting details by highlighting words and phrases in and around the chart/table.</p> <p>The teacher projects a photograph worthy of discussion. Students work in small groups or partners to discuss what they are seeing. The teacher monitors the students’ discussions. For the next discussion, using the same photo, the teacher posts a prompt related to the photo. For example: “What does this picture reveal about....?” This provides guidance to lead students to a possible main idea. Students continue discussing the details in the photo. In shared writing, the teacher records the details under the prompt. He/she then provides a main idea statement and asks students for a supporting detail.</p>	<p>main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning</p> <p>quantitatively – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)</p> <p>supporting detail – a piece of information, data, evidence, etc. that adds support to a claim, value statement, or main idea (i.e., strengthens the argument)</p>
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<p>Students ask questions about the information a speaker has provided. They also answer questions about the information presented using details.</p> <p><i>In the Classroom:</i> The teacher models for students how to answer questions adding elaboration and details. Students then practice in pairs.</p> <p>Students listen to a speaker (audio or video). The teacher stops at particular sections for students to record their questions. Students work in partners to</p>	

STANDARD		CLARIFICATION	GLOSSARY
		answer the questions. In a whole class share out, the teacher asks students to share examples of answers that were more detailed.	
Cluster: Presentation of Knowledge and Ideas			
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details , speaking clearly in complete sentences at an understandable pace.	<p>Students present reports on a topic or a text. They tell stories about personal experiences using suitable facts and vivid details. Students use complete sentences and speak at a pace the audience can follow.</p> <p><i>In the Classroom:</i> The teacher models for students how to plan to tell a story or recount an experience using a storyboard. He/she guides students through the process of organizing their information on the storyboard, reminding them to use sequential order, facts, and descriptive details. Students practice their presentations using the 4-corner strategy. Students are divided into four groups. Each group goes to a corner of the classroom. Students in each group practice their presentations in the small groups and receive feedback to improve their presentations.</p> <p>Students select a topic. They use notecards to record facts and descriptive details about the topic. Students place the notecards in order. They record their speeches and use a rubric to self-reflect on the pace and the use of complete sentences.</p>	<p>recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</p> <p>relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<p>Students create interesting audio recordings of stories and poems that flow easily at an understandable speed. They use images to enrich specific details.</p> <p><i>In the Classroom:</i> Students record themselves reciting a poem or telling a story. They listen to the recordings and complete a self-reflection rubric that targets pace and reading smoothly. They practice and re-record. The teacher collects all of</p>	<p>fluency, fluid reading – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression</p> <p>poem – a literary work, generally composed in verse and using figurative language,</p>

Grade 3 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		<p>the recordings and provides a link/tape/CD to share with parents or classmates.</p> <p>Students practice engaging poems as a whole-class choral exercise. Students work in pairs to then recite their favorite poem together, using visuals to enhance details.</p>	<p>typically composed using a set structure (i.e., organizational rules)</p>

GRADE 3

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

CCR Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. 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.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

K-5 Language Continuums Guide

What are the Language Continuums?

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by grade to allow for multiple years of practice, differentiation, and scaffolding as needed. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade(s) of the band, students are applying the skill to more complex text as they work toward mastery. Some skills, such as subject-verb agreement, may require continued attention each year.

How do I read them?

The Language Continuums, when read horizontally, show the progression of the grade level bands in grammar and conventions. When read vertically, they show the skills taught in the specific grade band. The supporting clarifications include suggestions for how to introduce, model, build, and recognize mastery for each skill.

What does instruction look like in the classroom?

The skills are arranged by grade band to allow for two years of practice and eventual mastery.

- The use of formative assessment allows teachers to determine how well students have acquired learning and where they fall in the continuum.
- Teachers provide scaffolding based on formative assessments to meet students' needs within the continuum. In the lower grade of the band, the teacher introduces and models new skills allowing students to practice with teacher guidance. In the higher grade(s) of the band, the teacher provides students with opportunities to independently practice these skills, use the skills with increasingly complex text, and apply the skills to their writing and speaking.

How do I know where my students fall within the grade band?

Pre-assessments and formative assessments throughout the year can be helpful in determining where students fall within the band. One type of assessment might be a writing sample completed without assistance.

Formative assessments should provide teachers with an understanding of students' prior knowledge on a given skill. Teachers may build on this prior knowledge rather than reintroducing the skill each year. Teachers may find they do not need to begin with the suggestions in the "How to Introduce and Model" column of the continuum clarification document.

Grade 3 ELA Standards, Clarifications and Glossary

How do I talk about the Language Continuums with colleagues?

Teacher communication and discussion within each grade level and among the grade levels is a vital component for ensuring student success. Through PLC work, teachers should develop a shared understanding of the skills and how the continuums and support documents can be used to support instruction.

Grade level PLCs

- Discuss and develop pre-assessments for each skill, or group of skills, to determine student readiness. Consider using flexible grouping after reviewing pre-assessment results.
- Revisit the continuum clarification document for suggested teaching strategies. Consider possible mentor texts.
- Discuss providing feedback to students about specific skill use within their writing. Consider developing a standards-based rubric.
- Reflect on student work to plan for next steps. Consider students who need scaffolding as well as those who need enrichment.

Vertical PLCs

- Discuss how each grade level can build on the previous grade level's instruction.
- Discuss the mentor texts and the strategies used to introduce and build skills.
- Look at the previous grade band in the Language Continuums to determine which skills have been introduced.
- Look at the previous grade band in the Language Continuums to determine which skills are being introduced for the first time.

L1 – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences 	<ul style="list-style-type: none"> Ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Nouns	<ul style="list-style-type: none"> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) Use common, proper, and possessive nouns 	<ul style="list-style-type: none"> Explain the function of nouns Use collective nouns (such as <i>group</i>) Form and use frequently occurring regular and irregular plural nouns 	<ul style="list-style-type: none"> Use abstract nouns (such as <i>courage</i>) Continue to use regular and irregular plural nouns 		
Verbs	<ul style="list-style-type: none"> Form frequently occurring verbs Convey sense of time 	<ul style="list-style-type: none"> Explain the function of verbs Form and use past tense of frequently occurring irregular verbs Form and use regular and irregular verbs Form and use simple verb tenses Form and use the perfect verb tenses Convey sense of various times, sequences Recognize inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Form and use progressive verb tenses Use modal auxiliaries (such as <i>may</i> or <i>must</i>) Continue to form and use the perfect verb tenses Convey sense of various times, sequences, states, and conditions Recognize and correct inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>) Form and use verbs in active & passive voice Form and use indicative, imperative, interrogative, conditional moods Recognize and correct inappropriate shifts in voice and mood Form and use transitive/intransitive verbs 	
Adjectives	<ul style="list-style-type: none"> Use frequently occurring adjectives 	<ul style="list-style-type: none"> Explain the function of adjectives Accurately choose which to use – adjective or adverb 	<ul style="list-style-type: none"> Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb Order adjectives within sentences according to conventional patterns 	<ul style="list-style-type: none"> Form and use compound adjectives 	

Grade 3 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
Conjunctions	<ul style="list-style-type: none"> Use frequently occurring conjunctions 	<ul style="list-style-type: none"> Explain the function of conjunctions Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> Continue to use coordinating and subordinating conjunctions Use correlative conjunctions (such as <i>either/or</i>) 		<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Adverbs		<ul style="list-style-type: none"> Accurately choose which to use – adjective or adverb Explain the function of adverbs Form and use comparative adverbs 	<ul style="list-style-type: none"> Form and use comparative and superlative adverbs Use relative adverbs 	<ul style="list-style-type: none"> Use adverbs that modify adjectives Use adverbs that modify adverbs 	
Sentences	<ul style="list-style-type: none"> Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences Understand and use question words 	<ul style="list-style-type: none"> Produce, expand, and rearrange simple and compound sentences 	<ul style="list-style-type: none"> Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Produce, expand, and rearrange simple, compound, and complex sentences 	<ul style="list-style-type: none"> Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas 	
Prepositions	<ul style="list-style-type: none"> Use frequently occurring prepositions 	<ul style="list-style-type: none"> Explain the function of prepositions 	<ul style="list-style-type: none"> Form and use prepositional phrases 		
Pronouns	<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns 	<ul style="list-style-type: none"> Explain the function of pronouns Continue to use personal, possessive, and indefinite pronouns Use reflexive pronouns 	<ul style="list-style-type: none"> Ensure pronoun-antecedent agreement Use relative pronouns 	<ul style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive) Use intensive pronouns Recognize and correct inappropriate shifts in pronoun number and person 	

Grade 3 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
				<ul style="list-style-type: none"> Recognize and correct vague pronouns Continue to ensure pronoun-antecedent agreement Recognize and apply the nominative case and objective case 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Determiners	<ul style="list-style-type: none"> Use determiners 	<ul style="list-style-type: none"> Correctly use a, an, and the 			
Commonly Confused Words		<ul style="list-style-type: none"> Correctly use common homophones 	<ul style="list-style-type: none"> Correctly use frequently confused words (such as to, two, too) 	<ul style="list-style-type: none"> Continue to correctly use frequently confused words 	
Interjections		<ul style="list-style-type: none"> Explain the function of and use interjections 	<ul style="list-style-type: none"> Continue to use interjections 		
Phrases and Clauses			<ul style="list-style-type: none"> Explain the function of phrases and clauses Recognize independent and dependent phrases and clauses 	<ul style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers Form and use indirect/direct objects 	
Usage				<ul style="list-style-type: none"> Recognize variations from standard English in their own and others' writing and speaking Identify and use strategies to improve expression in conventional language 	

CLARIFICATIONS

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **2-3 grammar continuum**.

Mastery: Teachers recognize and assess student mastery of the skills in the L.1 Continuum through student writing and speaking. Students’ writing and speaking are assessed by the student, peers, and the teacher.

2-3 Skill	How to Introduce and Model	How to Build
Subject/Verb Agreement		
Ensure subject/verb agreement	<p>The teacher introduces subject/verb agreement by reading a mentor text with example sentences. The teacher reads sentences and explains that the subject is who or what the sentence is about and the verb explains the action. The teacher demonstrates that the subject must agree with the verb in a sentence. For example, the verb must match the singular or plural noun. <i>The girls run down the street. The girl runs down the street.</i> The teacher presents a sentence with a subject and a verb that are not in agreement. He/she explains why it is incorrect and how to resolve the issue.</p> <p>The teacher and students write a student friendly subject/verb agreement explanation.</p>	<p>The students review subject/verb agreement with a practice sheet of singular and plural nouns, along with various verb choices. The students choose the correct combination and write the sentences, ensuring subject/verb agreement.</p> <p>The teacher gives students additional opportunities to practice sentence writing with subject/verb pairs.</p> <p>The students read paragraphs and annotate text to identify subject/verb agreement.</p>
Nouns		
Explain the function of nouns	<p>The teacher introduces the function of nouns by reading a mentor text. The teacher reviews nouns as naming persons, places, and things. As the teacher reads the mentor text, he/she selects sample sentences and identifies nouns in the subject and the nouns in the predicate of each sentence. He/she explains the function or meaning of the noun and how it contributes to the meaning of the sentence.</p>	<p>The students highlight subject nouns and predicate nouns in sentences. They use different colors to distinguish between them. The students add speech bubble explanations to each sentence, explaining the function of the nouns. The set of sentences and explanations may be placed in a language center as a matching activity.</p>

2-3 Skill	How to Introduce and Model	How to Build
	<p>The teacher and students read sentences. With teacher guidance, students identify the nouns, then explain the function or meaning of the nouns. Students explain how the nouns contributes to the meaning of the sentences.</p>	<p>Students work with partners to continue the practice of identifying the function of nouns in sentences. The students read and annotate text to identify the nouns in the subject and the nouns in the predicate.</p>
<p>Use collective nouns (such as <i>group</i>)</p>	<p>The teacher introduces collective nouns by sharing examples of single words that make up more than one person, place, thing, animal, group, or idea (e.g., family, group, set, herd, crowd, or council). The teacher uses several of the examples in sentences to help students understand how these words are used to describe specific collections.</p> <p>The teacher provides students the opportunity to read texts that contain collective nouns. The teacher creates an anchor chart to record collective nouns the students identify in the texts. The students use the collective nouns in sentences to show their meaning.</p>	<p>The students build understanding of collective nouns by annotating evidence of collective nouns as they read with partners and/or independently.</p> <p>The students work in small groups to create graphic organizers to gather collective nouns from the text.</p> <p>The students practice using collective nouns in authentic writing assignments. Students read and peer edit each other’s writing, checking for the use of collective nouns.</p>
<p>Form and use frequently occurring regular and irregular plural nouns</p>	<p>The teacher introduces plural nouns to the students by reading mentor text. The teacher shares examples of sentences from the text that reflect regular plural nouns (made plural by adding –s) and irregular plural nouns (made plural in many ways).</p> <p>The teacher introduces determining the correct plural of common irregular nouns (e.g., children, deer, feet, mice, teeth) to the students.</p> <p>The teacher and class create an anchor chart of nouns labeled <i>Plural Regular or Plural Irregular</i>. They categorize nouns from the text by writing the nouns under the appropriate label. The teacher and students write sentences, using nouns from the anchor chart.</p>	<p>Students work in pairs to match noun word cards to the plural forms.</p> <p>The students practice forming regular and irregular plurals by reading and annotating text, choosing singular nouns, and making them plural. The students use sticky notes to add these plural nouns to the anchor chart in the correct location.</p> <p>Students write sentences using nouns from the anchor chart. Students work in pairs, matching nouns to the plural forms.</p>
<p>Verbs</p>		

2-3 Skill	How to Introduce and Model	How to Build								
<p>Explain the function of verbs</p>	<p>The teacher introduces the function of verbs by reading a mentor text. The teacher shares examples of sentences from the text that highlight verbs. The teacher explains that verbs can be action verbs or linking verbs. He/she elaborates on the function and role of the verbs in the sentences. The teacher models thinking aloud about the verbs and their contribution to the meaning of the sentences.</p> <p>The teacher and class create an anchor chart labeled Verbs ~ Action or Linking and record verbs they identify in the text. They add side notes to explain the function of the verbs.</p>	<p>The students add to the class created anchor chart as they read verbs in their independent and partner reading. They add explanations of the function of the verbs in the sentences.</p> <p>Students annotate evidence of verbs as they read with partners and/or independently.</p> <p>The students practice using verbs in authentic writing assignments. Students read and peer edit each other’s writing, checking for the correct use of verbs.</p>								
<p>Form and use past tense of frequently occurring irregular verbs</p>	<p>The teacher introduces the past tense of frequently occurring irregular verbs to the students by listing examples from a previously read text. He/she lists verbs and compares each to the appropriate past tense usage.</p> <p>The teacher and students create an anchor chart labeled Frequently Occurring Irregular Verbs. The teacher shares several frequently occurring irregular verbs with the students (e.g. begin, bit, hid, sat, told). The teacher and class categorize the irregular verbs on the anchor chart similar to the example below.</p> <table border="1" data-bbox="695 1032 972 1300"> <thead> <tr> <th colspan="2">Frequently Occurring Irregular Verbs</th> </tr> <tr> <th>Verb</th> <th>Past Tense</th> </tr> </thead> <tbody> <tr> <td>break</td> <td>broke</td> </tr> <tr> <td>fly</td> <td>flew</td> </tr> </tbody> </table>	Frequently Occurring Irregular Verbs		Verb	Past Tense	break	broke	fly	flew	<p>The students practice forming frequently occurring past tense verbs while reading and annotating text. They work in pairs or independently, writing irregular verbs, and then forming the past tense of each.</p> <p>The students use the class generated list of frequently occurring irregular verbs and write sentences or short paragraphs forming and using the past tense.</p>
Frequently Occurring Irregular Verbs										
Verb	Past Tense									
break	broke									
fly	flew									

2-3 Skill	How to Introduce and Model	How to Build																				
<p>Form and use regular and irregular verbs</p>	<p>The teacher introduces regular and irregular verbs to the students. The teacher shares examples of sentences from a mentor text.</p> <p>The teacher creates an anchor chart labeled Verbs~ Regular or Irregular. The teacher and students categorize verbs from the text, adding each under the proper label on the anchor chart.</p> <p>The teacher introduces forming regular and irregular verbs by reading a mentor text to students. The teacher models past tense verbs selected from the text and adds them to an anchor chart similar to the one below.</p> <table border="1" data-bbox="569 690 1121 1027"> <thead> <tr> <th colspan="4">Forming and Using Verbs</th> </tr> <tr> <th colspan="2">Regular end in vowel add <i>-d</i> end in consonant add <i>-ed</i></th> <th colspan="2">Irregular no pattern must learn them</th> </tr> <tr> <th>Present</th> <th>Past</th> <th>Present</th> <th>Past</th> </tr> </thead> <tbody> <tr> <td>bake</td> <td>baked</td> <td>drive</td> <td>drove</td> </tr> <tr> <td>start</td> <td>started</td> <td>pay</td> <td>paid</td> </tr> </tbody> </table> <p>The students work in pairs making verbs from the text show past tense. The students use past tense verbs in sentences and authentic writing to continue practice of forming and using regular and irregular verbs.</p>	Forming and Using Verbs				Regular end in vowel add <i>-d</i> end in consonant add <i>-ed</i>		Irregular no pattern must learn them		Present	Past	Present	Past	bake	baked	drive	drove	start	started	pay	paid	<p>The teacher builds understanding of forming and using regular and irregular verbs by having the students annotate evidence of regular and irregular verbs as they read with partners and/or independently.</p> <p>The students are given the opportunity to complete a cloze activity, reading sentences and deciding if the verb form used should be regular or irregular. For example: <i>Savion _____ his lunch outside yesterday. (eat, ate, eaten)</i></p>
Forming and Using Verbs																						
Regular end in vowel add <i>-d</i> end in consonant add <i>-ed</i>		Irregular no pattern must learn them																				
Present	Past	Present	Past																			
bake	baked	drive	drove																			
start	started	pay	paid																			
<p>Form and use simple verb tenses</p>	<p>The teacher introduces simple verb tense by naming a common class activity. He/she refers to something the students did in the past, something they are doing in the present, and something they will do in the future. The teacher explains that present tense</p>	<p>The students use graphic organizers to record simple verb tenses they encounter while they read independently or in pairs. They refer to the list as they write sentences.</p>																				

2-3 Skill	How to Introduce and Model	How to Build						
	<p>verbs show an action that is happening now. The verb is written in its original form. He/she contrasts this with past tense verbs, which show action that has already happened. Past tense verbs have a few patterns, the most common is adding -ed to the verb. Future tense verbs show action that will happen. The verb is accompanied with the word will or shall. The teacher and students create an anchor chart similar to the one below.</p> <table border="1" data-bbox="579 544 1092 711" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Verb Tenses</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><u>Present</u> walk</td> <td style="text-align: center;"><u>Past</u> walked</td> <td style="text-align: center;"><u>Future</u> will walk</td> </tr> </tbody> </table> <p>The teacher shares several verb phrases on sticky notes with the students. The students work in small groups to decide if the verb phrases are present, past, or future tense and post their sticky notes correctly on the anchor chart.</p>	Verb Tenses			<u>Present</u> walk	<u>Past</u> walked	<u>Future</u> will walk	<p>The students complete a cloze activity, reading sentences and choosing the correct simple verb to complete the sentence. For example: <i>The dog (sits, sat, will sit) on the porch tomorrow.</i></p>
Verb Tenses								
<u>Present</u> walk	<u>Past</u> walked	<u>Future</u> will walk						
<p>Forma and use the perfect verb tenses</p>	<p>The teacher explains that perfect verb tenses show action that has been completed. The teacher shares examples of sentences from a text (e.g., I have walked, I had walked, I will have walked).</p> <p>The teacher creates an anchor chart labeled <i>Perfect Verb Tenses</i>. The teacher and students read a mentor text and add examples of perfect verb tenses to the anchor chart. The teacher models writing a sentence using one of the perfect verb tenses. He/she provides a think aloud of the process. The students generate an explanation of how to form and use the perfect verb tenses.</p>	<p>The students read and annotate text in pairs or small groups, adding examples of perfect verb tenses to the class generated anchor chart.</p> <p>The students practice writing sentences with perfect tense verbs by selecting from a verb box. The students work in pairs and/or independently, forming and using the correct form of the perfect verb tenses.</p> <p>The students form and use perfect verb tense in their daily writing. While editing with partners, they highlight perfect verb tense in their writing.</p>						

2-3 Skill	How to Introduce and Model	How to Build
<p>Convey sense of various times, sequences</p>	<p>The teacher selects a mentor text that clearly conveys a sense of various times and sequences. The teacher reads and highlights precise verb examples that contribute to an understanding of the sense of time. The teacher lists verbs relating to actions in the past, present, and future. The teacher thinks aloud about his/her understanding of the text based on the tense of verb used.</p> <p>The teacher models comprehension of a sentence connected with phrases indicating the order of events. For example, in the sentence, <i>Carl calls home because he left his lunch</i>, the verb “calls” is in the present tense, telling the reader Carl is calling now. The earlier action, “he left his lunch” happened in the past. The two events are not happening at the same time. The verb tense conveys that information.</p>	<p>The teacher provides students with multiple phrase cards. The students combine the phrases and write sentence sequences that connect in meaning (e.g., <i>The students believe they have elected the right candidate</i>). Student demonstrate an understanding of the sequence of events by placing a number 1 under the first event and number 2 under the second event.</p> <p>Students use key word cards and write short stories with a sense of progression through time.</p>
<p>Recognize inappropriate shifts in verb tense</p>	<p>The teacher introduces how to recognize inappropriate shifts in verb tense through a mentor text. During the second reading of the text, the teacher spotlights a variety of sentences. He/she contrasts appropriate shifts in verb tenses with an inappropriate example. <i>Emma ate her food and drank water from the bowl</i>, is correct because the verbs are both in the past tense. However, the sentence, <i>Emma ate her food and drinks water from the bowl</i>, conveys a different meaning because the verbs are in different tenses.</p> <p>The teacher provides additional examples. The teacher and class identify the verb tense and determine tenses that are not the same. The teacher explains how the shift in tense changes the meaning. Students generate their explanations of an inappropriate verb tense shift in a sentence.</p>	<p>The students use graphic organizers labeled Appropriate Shifts / Inappropriate Shifts and sort the verb phrases in the correct location.</p> <p>Students identify inappropriate shifts in verb tenses in sample sentences. They highlight each verb and write an explanation of why the tense change makes it inappropriate.</p>

2-3 Skill	How to Introduce and Model	How to Build				
Adjectives						
<p>Explain the function of adjectives</p>	<p>The teacher introduces the function of adjectives by reading a mentor text with many sample adjectives. He/she highlights the use of adjectives to modify or describe a noun or pronoun. The teacher names a noun and asks students to visualize that item. Next, he/she adds an adjective and directs students to compare this description with their original thoughts. Adjectives provide specific information and tell us more about nouns. The teacher and class develop a T-chart of simple nouns compared with adjectives describing the same nouns. The students draw illustrations of the latter, demonstrating the clarity adjectives offer.</p>	<p>Students annotate evidence of adjectives as they read with partners and/or independently. They record examples and contrast with simple nouns.</p> <p>Students work with partners and/or independently to use adjectives to write descriptive paragraphs. The students highlight the adjectives. In a side note, students explain the role or function of the adjectives. They describe how adjectives enhance understanding.</p>				
<p>Accurately choose which to use – adjective or adverbs</p>	<p>The teacher explains the purpose of adjectives as describing or modifying nouns and pronouns. Adjectives provide more information about the signified object.</p> <p>The teacher explains the purpose of adverbs as describing or modifying verbs, adverbs, or adjectives. Adverbs tell how, when, where, and to what extent. Many adverbs end in –ly.</p> <p>The teacher and class locate examples of adjectives and adverbs in a mentor text.</p> <p>During shared writing, the teacher models describing and modifying nouns using adjectives.</p> <table border="1" data-bbox="525 1214 1144 1325"> <thead> <tr> <th data-bbox="525 1214 844 1252">Original Sentence</th> <th data-bbox="844 1214 1144 1252">Revised Sentence</th> </tr> </thead> <tbody> <tr> <td data-bbox="525 1252 844 1325">Shaunda ate an apple.</td> <td data-bbox="844 1252 1144 1325">Shaunda ate a juicy, red apple.</td> </tr> </tbody> </table>	Original Sentence	Revised Sentence	Shaunda ate an apple.	Shaunda ate a juicy, red apple.	<p>Students complete a sorting activity by accurately choosing an adverb or adjective for a sample sentence.</p> <p>The students write in a variety of settings where they select which to use—adjective or adverb. For example, using a picture or photograph, students write descriptive paragraphs. For example: A picture of a girl walking a dog is followed by:</p> <p><i>Casey is a frisky dog! Sarah, his patient owner, walks him every day. During their walk, Casey suddenly runs across the yard. Sarah repeatedly commands him to stop, but Casey continues to forcefully drag Sarah behind him.</i></p>
Original Sentence	Revised Sentence					
Shaunda ate an apple.	Shaunda ate a juicy, red apple.					

2-3 Skill	How to Introduce and Model	How to Build				
	<p>The teacher also models how to describe and modify verbs and adjectives using adverbs.</p> <table border="1" data-bbox="527 370 1142 477"> <thead> <tr> <th data-bbox="527 370 846 407">Original Sentence</th> <th data-bbox="846 370 1142 407">Revised Sentence</th> </tr> </thead> <tbody> <tr> <td data-bbox="527 407 846 477">Shaunda ate the red, juicy apple.</td> <td data-bbox="846 407 1142 477">Shaunda quickly ate the red, juicy apple.</td> </tr> </tbody> </table> <p>The class creates adjective and adverb word bank anchor charts for students to access when writing.</p>	Original Sentence	Revised Sentence	Shaunda ate the red, juicy apple.	Shaunda quickly ate the red, juicy apple.	
Original Sentence	Revised Sentence					
Shaunda ate the red, juicy apple.	Shaunda quickly ate the red, juicy apple.					
Conjunctions						
Explain the function of conjunctions	<p>The teacher introduces the function of conjunctions (e.g., and, but, for, so, if, after, although). He/she explains that conjunctions are words and phrases that connect or join words and/or phrases to establish a relationship. Using mentor texts and samples of writing, the teacher shows students how authors use conjunctions. The teacher models a think aloud regarding sample sentences without conjunctions that do not make sense. He/she corrects the sentences using conjunctions. The teacher and students create a student friendly definition of the function of conjunctions and post it on an anchor chart.</p>	<p>Using a mentor text and sample writing, students work in pairs to identify examples of conjunctions. They explain the function of the conjunction and how it impacts meaning.</p> <p>Students write sentences using conjunctions. They trade sentences with partners who identify the conjunctions and explain their functions or roles in the sentences.</p>				
Use coordinating and subordinating conjunctions	<p>The teacher explains coordinating and subordinating conjunctions. Coordinating conjunctions join words or phrases. These conjunctions are placed between words, not at the beginning or end of a sentence (e.g., and, for, nor, so, but). Subordinating conjunctions link clauses together and describe a relationship between the two clauses (e.g., after, although, as, as if, before, rather, which).</p>	<p>Students locate coordinating and subordinating conjunctions in text. They write the examples and add to the class generated word bank.</p> <p>Students revise their writing to create compound sentences using coordinating conjunctions. Students revise their writing, adding details to their sentences using subordinating conjunctions.</p>				

2-3 Skill	How to Introduce and Model	How to Build				
	<p>The teacher provides examples of coordinating and subordinating conjunctions. The teacher and class create a word bank of coordinating conjunctions (e.g., for, and, nor, but, or, yet, so) and subordinating conjunctions (e.g. because, although, before, while, until).</p> <p>The teacher models how to use coordinating and subordinating conjunctions when writing. He/she provides a think aloud of the process. The teacher and students create and write sentences using coordinating and subordinating conjunctions.</p>					
Adverbs						
<p>Accurately choose which to use – adjective or adverb</p>	<p>The teacher explains the purpose of adjectives as describing or modifying nouns and pronouns. Adjectives provide more information about the signified object.</p> <p>The teacher explains the purpose of adverbs as describing or modifying verbs, adverbs, or adjectives. Adverbs tell how, when, where, and to what extent. Many adverbs end in –ly.</p> <p>The teacher and class locate examples of adjectives and adverbs in a mentor text.</p> <p>During shared writing, the teacher models describing and modifying nouns using adjectives.</p> <table border="1" data-bbox="525 1159 1142 1268"> <thead> <tr> <th data-bbox="525 1159 844 1198">Original Sentence</th> <th data-bbox="844 1159 1142 1198">Revised Sentence</th> </tr> </thead> <tbody> <tr> <td data-bbox="525 1198 844 1268">Shaunda ate an apple.</td> <td data-bbox="844 1198 1142 1268">Shaunda ate a juicy, red apple.</td> </tr> </tbody> </table> <p>The teacher also models how to describe and modify verbs and adjectives using adverbs.</p>	Original Sentence	Revised Sentence	Shaunda ate an apple.	Shaunda ate a juicy, red apple.	<p>Students complete a sorting activity by accurately choosing an adverb or adjective for sample sentences.</p> <p>The students write in a variety of settings where they select which to use—adjective or adverb. For example, using a picture or photograph, students write descriptive paragraphs. For example: A picture of a girl walking a dog is followed by:</p> <p><i>Casey is a frisky dog! Sarah, his patient owner, walks him every day. During their walk, Casey suddenly runs across the yard. Sarah repeatedly commands him to stop, but Casey continues to forcefully drag Sarah behind him.</i></p>
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Shaunda ate an apple.	Shaunda ate a juicy, red apple.					

2-3 Skill	How to Introduce and Model	How to Build				
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Original Sentence	Revised Sentence					
Shaunda ate the red, juicy apple.	Shaunda quickly ate the red, juicy apple.					
<p data-bbox="201 521 428 581">Explain the function of adverbs</p>	<p data-bbox="474 521 1167 586">The teacher explains the function of adverbs. Adverbs modify or describe verbs, other adverbs, or adjectives.</p> <p data-bbox="474 610 1188 781">Using sentences from a mentor text, the teacher identifies adverbs and explains how adverbs enhance the piece of writing. The teacher and students contrast a sentence with adverbs and one without. The teacher guides the students to see how adverbs provide a clearer understanding.</p> <p data-bbox="474 805 621 837">For example:</p> <table border="1" data-bbox="527 854 1142 963"> <thead> <tr> <th data-bbox="527 854 846 889">Original Sentence</th> <th data-bbox="846 854 1142 889">Revised Sentence</th> </tr> </thead> <tbody> <tr> <td data-bbox="527 889 846 963">Jackson whispered to the librarian.</td> <td data-bbox="846 889 1142 963">Jackson whispered quietly to the librarian.</td> </tr> </tbody> </table>	Original Sentence	Revised Sentence	Jackson whispered to the librarian.	Jackson whispered quietly to the librarian.	<p data-bbox="1213 521 2018 724">Students identify and explain how the authors of previously read text use adverbs. The students create a T-chart with the adverbs on one side and the modified words on the other. The T-chart is placed in a writing center. Students write sentences using the adverbs. Other students read the created sentences and add explanations of the functions of the adverbs. They provide information about the additional meaning adverbs provide.</p> <p data-bbox="1213 748 1955 846">Students use adverbs in their writing. While conducting writing conferences, the teacher asks students to explain how and why they used adverbs in their writing.</p>
Original Sentence	Revised Sentence					
Jackson whispered to the librarian.	Jackson whispered quietly to the librarian.					
<p data-bbox="201 997 438 1057">Form and use comparative adverbs</p>	<p data-bbox="474 997 1188 1167">The teacher contrasts a regular and a comparative adverb. Comparative adverbs compare two people, places, or things. For example, the sentence, <i>He speaks loudly</i>, has a regular adverb. By contrast, <i>He speaks louder than me</i>, is comparing two people, so the word, <i>louder</i>, is a comparative adverb.</p> <p data-bbox="474 1192 1188 1398">The teacher reads text, highlighting examples where the author uses comparative adverbs. The teacher and class create an anchor chart listing the comparative adverbs and original adverbs. The teacher models forming and using comparative adverbs in sentences. The students brainstorm a situation. The class, along with the teacher, writes sentences about the situation, using</p>	<p data-bbox="1213 997 1955 1094">In a writing center, the students refer to a list of regular adverbs and create a comparative adverb for each. The adverb cards and student created comparative adverbs become a matching language game.</p> <p data-bbox="1213 1118 1997 1183">Students form and use comparative adverbs as they write informational texts comparing two items, places, or people.</p> <p data-bbox="1213 1208 1986 1273">Students use comparative adverbs as they write opinion pieces about a preferred toy or game.</p>				

2-3 Skill	How to Introduce and Model	How to Build												
	<p>comparative adverbs. The teacher thinks aloud the process. The class generates a description of the process, which is recorded and added to the anchor chart.</p>													
Sentences														
<p>Produce, expand, and rearrange simple and compound sentences</p>	<p>The teacher reviews the definition of a simple sentence. He/she selects a simple sentence from a previously read text. He/she alters the sentence by expanding or rearranging it. The teacher thinks aloud about the comprehension of each sentence, highlighting how meaning may or may not change as the sentence is altered. The teacher repeats the same process with a sample compound sentence from the text.</p> <p>During shared writing, the teacher and students create simple sentences by joining subjects and predicates.</p> <table border="1" data-bbox="493 816 1173 924"> <thead> <tr> <th>Subject</th> <th>Predicate</th> <th>Simple Sentence</th> </tr> </thead> <tbody> <tr> <td>The kids</td> <td>swim in the pool</td> <td>The kids swim in the pool.</td> </tr> </tbody> </table> <p>During shared writing, the teacher and students create compound sentences.</p> <table border="1" data-bbox="493 1040 1173 1219"> <thead> <tr> <th>Simple Sentence</th> <th>Simple Sentence</th> <th>Compound Sentence</th> </tr> </thead> <tbody> <tr> <td>Paul pulled weeds in the garden.</td> <td>Paul planted tomatoes in the garden.</td> <td>Paul pulled weeds and planted tomatoes in the garden.</td> </tr> </tbody> </table>	Subject	Predicate	Simple Sentence	The kids	swim in the pool	The kids swim in the pool.	Simple Sentence	Simple Sentence	Compound Sentence	Paul pulled weeds in the garden.	Paul planted tomatoes in the garden.	Paul pulled weeds and planted tomatoes in the garden.	<p>In a writing and/or language center, students use cards with subjects and predicates. They arrange these cards to write simple sentences and record them in their writing journals.</p> <p>The students' simple sentences become a second writing exercise as they combine simple sentences to write compound sentences.</p> <p>Students write in a variety of settings, producing simple and compound sentences. When they revise their writing, students expand and rearrange simple and compound sentences. As students write in daily activities, expanded and rearranged sentences become more common.</p>
Subject	Predicate	Simple Sentence												
The kids	swim in the pool	The kids swim in the pool.												
Simple Sentence	Simple Sentence	Compound Sentence												
Paul pulled weeds in the garden.	Paul planted tomatoes in the garden.	Paul pulled weeds and planted tomatoes in the garden.												
Prepositions														
<p>Explain the function of prepositions</p>	<p>The teacher explains that prepositions are words that link nouns, pronouns, and phrases to other words in a sentence. Prepositions</p>	<p>The teacher provides students with excerpts of text including prepositions. Students annotate the text, highlighting the prepositions</p>												

2-3 Skill	How to Introduce and Model	How to Build								
	<p>are used to connect information in sentences as well as to describe situations.</p> <p>The teacher and students create a chart of the most commonly used prepositions (e.g., about, across, with, of, at, to, in, for, on, by, for, from).</p> <p>The teacher selects and reads text, specifically about prepositions. (e.g., <u>Behind the Mask: A Book about Prepositions</u> by Ruth Heller). The class discusses the explanation from the text and creates a class definition of a preposition.</p> <p>During shared writing, the teacher models how to use prepositions. He/she emphasizes the function of prepositions as it impacts meaning.</p>	<p>found in the text. In the margins, students explain the function of the prepositions.</p> <p>Students self-edit their writing, ensuring prepositions add to the meaning of the sentence.</p>								
Pronouns										
<p>Explain the function of pronouns</p>	<p>The teacher explains the function of pronouns. Pronouns are words that can replace or substitute for a noun. (e.g., I, he, she, and they) The teacher demonstrates the usefulness of pronouns by displaying a paragraph with no pronouns. The repeated use of a person’s name becomes tedious.</p> <p>The teacher and students create a chart of pronouns and the nouns they can replace. The students generate an explanation of the function of the pronouns, which is added as a side note to the chart.</p>	<p>Students complete a language activity, matching the pronoun with the correct noun.</p> <table border="1" data-bbox="1293 987 1938 1230" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="1293 987 1650 1045">Noun</th> <th data-bbox="1650 987 1938 1045">Pronoun</th> </tr> </thead> <tbody> <tr> <td data-bbox="1293 1045 1650 1109">Jonathan</td> <td data-bbox="1650 1045 1938 1109">He</td> </tr> <tr> <td data-bbox="1293 1109 1650 1172">Rachael, Jerome, Tony</td> <td data-bbox="1650 1109 1938 1172">They</td> </tr> <tr> <td data-bbox="1293 1172 1650 1230">Ashley</td> <td data-bbox="1650 1172 1938 1230">She</td> </tr> </tbody> </table> <p>Students vary their writing, inserting pronouns when appropriate.</p> <p>Students write several sentences on sentence strips. They underline the nouns that can be replaced with pronouns (e.g., Jonathan’s dad is on the way. Nate and Terri love to play soccer.). Students use pronoun cards to</p>	Noun	Pronoun	Jonathan	He	Rachael, Jerome, Tony	They	Ashley	She
Noun	Pronoun									
Jonathan	He									
Rachael, Jerome, Tony	They									
Ashley	She									

2-3 Skill	How to Introduce and Model	How to Build
		cover, or replace, the underlined nouns and provide explanations of the function of the pronouns.
<p>Continue to use personal, possessive, and indefinite pronouns</p>	<p>The teacher explains that personal pronouns refer to people, places, things, and ideas. He/she gives examples of personal pronouns (e.g., I, we, you, he, she, it, they, me, us, you, him, her, it, and them) and the class creates a chart of personal pronouns students can use when speaking and writing.</p> <p>The teacher explains that possessive pronouns show ownership. He/she gives examples of possessive pronouns (my, our, your, his, her, its, their). The class creates a chart of possessive pronouns students can use when speaking and writing.</p> <p>The teacher explains that indefinite pronouns do not refer to specific nouns. He/she gives examples of indefinite pronouns (anybody, everybody, somebody, neither, someone, and something) and the class creates a chart of indefinite pronouns students can use when speaking and writing. The teacher and students write sentences using personal, possessive, and indefinite pronouns from the lists in their writing.</p>	<p>Students analyze prewritten sentences and rewrite the sentences using personal, possessive, and indefinite pronouns, as appropriate.</p> <p>Students use pronouns in their daily writing. Using class generated charts as needed, they use personal pronouns to replace names of people.</p>
<p>Use reflexive pronouns</p>	<p>The teacher explains that reflexive pronouns are used to refer back to the subject of the sentence (e.g., The teacher laughed at herself). He/she reads aloud a mentor text, marking the pronouns with sticky notes.</p> <p>The class creates an anchor chart including reflexive pronouns (myself, herself, himself, yourself, itself, ourselves, yourselves, and themselves).</p> <p>The teacher models using reflexive pronouns during shared writing experiences. The students provide input on the pronoun</p>	<p>Students complete a correct/incorrect reflexive pronoun sort. Students read each sentence and decide if the reflexive pronoun is used correctly or incorrectly. Students place sentences in the correct categories.</p> <p>Students use reflexive pronouns as they write about a conflict in a story or describe a reaction to a happy event. Students highlight reflexive pronouns in their writing. With partners, they discuss where they used them and why.</p>

2-3 Skill	How to Introduce and Model	How to Build
	<p>choices needed. Together, the teacher and class generate sample sentences, highlighting reflexive pronouns.</p>	
Determiners		
<p>Correctly use <i>a</i>, <i>an</i>, and <i>the</i></p>	<p>The teacher explains that we use the words, <i>a</i> or <i>an</i>, to clarify non-specific singular nouns (e.g., I need a pencil. I ate an apple). We use the word <i>a</i> before words that begin with consonants and the word <i>an</i> before words that begin with vowels.</p> <p>The teacher explains that the word <i>the</i> is used to clarify singular and plural specific nouns (e.g., I need the sharpened pencil. I ate the green apple.).</p> <p>The teacher and class create an anchor chart including examples of when to use the words <i>a</i>, <i>an</i>, and <i>the</i>. Students generate an explanation which is added to the anchor chart.</p>	<p>Students complete a word sort matching <i>a</i> or <i>an</i> to the correct noun.</p> <p>Students use picture cards and write descriptions. They correctly use <i>a</i>, <i>an</i>, and <i>the</i> in their writing.</p>
Commonly Confused Words		
<p>Correctly use common homophones</p>	<p>The teacher introduces homophones with labeled picture cards. He/she says a sentence using a homophone and asks students to provide an explanation of the meaning. He/she displays the picture cards to highlight the multiple meanings and spellings. The teacher explains that homophones are words that sound the same, but have different spellings and different meanings (e.g., to/two/too).</p> <p>The teacher reads books that contain homophones. The class charts the words and their definitions from the book. They contrast the words with their homophone pairs and definitions.</p>	<p>Students create pictures cards of homophones to show the difference in meaning of the homophone pair. The cards are used in a writing center. Students select a homophone and write sentences demonstrating an understanding of the correct definition.</p> <p>Students use homophones in their personal writing. They annotate their own writing to identify and explain homophones.</p>
Interjections		

Grade 3 ELA Standards, Clarifications and Glossary

2-3 Skill	How to Introduce and Model	How to Build
Explain the function of and use interjections	The teacher explains that interjections are words used to express strong feelings or sudden emotion. He/she reads books that contain interjections. The class discusses why the author made that choice and how it impacts meaning. The teacher and students create an anchor chart with a student generated definition of interjections along with a sample list. (e.g., Yes! Yuck! Hooray!)	The students work in pairs to match situations in graphic novels and comic strips with appropriate interjections. Partners take turns explaining the function of the interjections and the meanings associated with their use. Students write comic strips or short stories independently, using interjections appropriately

L2 – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun “I” • Capitalize dates and names of people 	<ul style="list-style-type: none"> • Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization 	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Continue to use correct capitalization 		<p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Punctuation	<ul style="list-style-type: none"> • Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates 	<ul style="list-style-type: none"> • Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue 	<ul style="list-style-type: none"> • Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works 	<ul style="list-style-type: none"> • Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply hyphen conventions 	

Grade 3 ELA Standards, Clarifications and Glossary

Skill	K-1	2-3	4-5	6-8	9-12
Spelling	<ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words 	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words 	<ul style="list-style-type: none"> • Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly 	<ul style="list-style-type: none"> • Consistently apply conventional rules to spell words correctly 	<p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
References		<ul style="list-style-type: none"> • Consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings 	

CLARIFICATIONS

L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **2-3 conventions continuum**.

***Mastery:** Teachers recognize and assess student mastery of the skills in the L.2 Continuum through student writing and speaking. Students’ writing and speaking are assessed by the student, peers, and the teacher.*

2-3 Skill	How to Introduce and Model	How to Build
Capitalization		
Capitalize holidays	The teacher introduces capitalizing holidays through use of high quality text. The teacher underlines or highlights the capitalized holidays in the text for students to see. He/she identifies holidays as specific days. For example, Halloween is not just any day. It is a proper noun, the name of a particular day, different from other days. The name of a holiday is capitalized. The teacher and students make a list of holidays from the text, writing the first letter in a contrasting color to signify the capitalization.	Students write explanations of holiday traditions, capitalizing holidays in the writing. The students complete the writing in pairs or individually, as the teacher circulates to support as needed. The teacher provides opportunities for students to practice capitalizing holidays. Writing activities may include writing about the origin of holidays or listing the holidays in a specific month or season.
Capitalize project names	The teacher uses environmental text to introduce product names as proper nouns which are capitalized. He/she presents store flyers, consumer reports, or magazine ads. Students locate the product names. The teacher contrasts general terms, or common nouns such as potato chips, with a specific product name, or proper noun, such as Lays. The product name is a proper noun because it is the name of a specific item, a Lays potato chip, not any other potato chip. The class generates a list of products (proper names) which the teacher records, capitalizing the first letter. The teacher circles the capitalized letter to highlight its significance. Students circle the capitalized letter in product names in the environmental text.	The teacher and class write a grocery list together. The teacher engages students to determine if the item is a general term/common noun. This is contrasted with specific product names/proper nouns, which are capitalized. For example, Dial is capitalized but soap is not. The students continue writing the list, using a grocery store flyer as a reference. The teacher circulates and supports the capitalization in the writing. The teacher provides additional opportunities for students to practice capitalizing product names. This may include writing a story with product names of birthday gifts or completing a practice sheet of common nouns and product names to determine which is capitalized.

Grade 3 ELA Standards, Clarifications and Glossary

2-3 Skill	How to Introduce and Model	How to Build
<p>Capitalize geographic names</p>	<p>The teacher introduces capitalization of geographic names through text such as maps, globes, and travel brochures. The teacher reminds students that the name of a specific place is a proper noun and therefore is capitalized. He/she contrasts a proper name, such as Appalachian Mountains, with river or hill which are common nouns. The teacher and students identify geographic names and highlight the capital letter.</p> <p>The teacher and students generate a T-chart of words with proper names listed and capitalized on one side and common nouns on the other. The teacher and class use text and geographic name(s) to write a sentence, capitalizing geographic names.</p>	<p>Students work in small groups or pairs, highlighting and underlining capitalized geographic names in texts such as maps, text with maps or labeled geographic locations, and brochures. Students work independently, using the text to write sentences. They include the use of capitalized geographic names in the writing. Students continue to capitalize geographic names as they occur in writing activities such as explanations of social studies events.</p>
<p>Capitalize appropriate words in titles</p>	<p>The teacher introduces capitalization of appropriate words in titles by showing students the titles of books, magazines, and newspapers.</p> <p>The teacher instructs the students to analyze the titles and determine the words that are capitalized. The teacher and students identify all the words are capitalized except short words, including: a, an, and, but, for, the, on, at, the, or, from, that, in. This rule does not apply if they are the first word in the title. Students write titles of the exemplar texts on index cards, capitalizing appropriate words in the titles.</p> <p>The teacher and class create an anchor chart with index cards. Capitalized letters are highlighted. Words that are exceptions are also noted. The teacher and students generate explanations.</p>	<p>The class creates a chart of books they read throughout the year, capitalizing appropriate words in each title. Individual students record books read on reading logs, writing the titles with correct capitalization and referencing the anchor chart, as needed.</p> <p>The teacher provides students with opportunities to write about books they have read. When students reference titles in book recommendations, summaries, or comparison of books, they capitalize appropriate words in the titles.</p>
<p>Use correct capitalization</p>	<p>The teacher provides direct instruction on correct capitalization, following the conventions of the English language. He/she provides exposure to a mentor text, identifies correct capitalization, and models transferring the skill to personal writing. The teacher creates an anchor chart with the class to reinforce correct</p>	<p>The students use correct capitalization as they write in a variety of settings. Students write in response to questions about a text. They write non-fiction paragraphs about a science topic. They write narrative stories about family experiences. In all of these situations, students use</p>

2-3 Skill	How to Introduce and Model	How to Build
	<p>capitalization. The anchor chart includes samples and student generated explanations. The anchor chart is then posted as a reference for student use.</p>	<p>correct capitalization. Anchor charts and student generated explanations are used as references, if needed.</p>
Punctuation		
<p>Use commas to separate single words in a series</p>	<p>Using a mentor text, the teacher provides direct instruction on the use of commas to separate single words in a series.</p> <p>He/she explains the use of commas in a series impacts meaning. The teacher presents a sentence such as, “I had pizza, salad, bread, and tea for dinner.” He/she contrasts it with the same sentence without commas: “I had pizza salad bread and tea for dinner.” The former indicates four separate items, while the latter refers to two items, since there is no comma. The teacher and class write sentences including single words in a series. Commas are inserted to separate the items in the series. Students highlight the commas to call attention to their significance. The teacher and students create an anchor chart with sample sentences, using commas to separate single words in a series, along with an explanation of the proper usage.</p>	<p>During a writing mini-lesson, the teacher provides three or four simple sentences, such as the following: “Mr. Jackson is a third-grade teacher. Mrs. Watson is a third-grade teacher. Ms. White is a third-grade teacher. Mrs. Little is a third-grade teacher.” The students rewrite the information into one sentence, using commas to separate the names in a series. (e.g., Mr. Jackson, Mrs. Watson, Ms. White, and Mrs. Little are third grade teachers.)</p> <p>The students write in a variety of settings. They write about school activities with friends, list items needed for a science experiment, or detail characteristics of a favorite book character. In each situation, students write using commas to separate single words in a series.</p>
<p>Use commas in greetings and closings of letters</p>	<p>The teacher provides direct instruction on the use of commas in the greetings and closings of letters. He/she displays a letter and identifies the parts of the letter, with specific attention to the greeting and closing. The teacher highlights the use of commas at the end of a greeting (e.g. Dear Mother,) and closing (e.g. Sincerely,).</p> <p>The teacher and class create an anchor chart of a letter format, emphasizing the use of commas in the greeting and closing. The class generates an explanation of comma usage, which is added to the anchor chart as a side note.</p>	<p>Students work in pairs or individually to write letters to classmates or book characters, using commas in greetings and closings. The teacher provides additional opportunities for students to write letters to favorite authors, local companies, or the school’s principal. In each letter, students use commas in greetings and closings, referring to the created anchor chart, as needed.</p>

2-3 Skill	How to Introduce and Model	How to Build
<p>Use an apostrophe to form contractions</p>	<p>The teacher refers to contractions found in a previously read text. He/she creates a list and explains the use of an apostrophe to form these contractions. The teacher provides an explanation such as, “Contractions are formed by shortening a word or combining two words. The apostrophe replaces the missing letters. “The teacher and students create a T-chart of words and the contractions formed from the word(s). The apostrophe is highlighted to signify its usage. The class generates sentences using contractions. The teacher models as the students write the sentences using apostrophes to form contractions.</p>	<p>Students create cards with word(s) and their corresponding contractions. Students use apostrophes to form contractions. The card sets are used in a center for matching or to prompt writing sentences with the contractions, using the apostrophe appropriately.</p> <p>Students use apostrophes to form contractions in their daily writing.</p>
<p>Use an apostrophe to form frequently occurring possessives</p>	<p>The teacher locates examples of possessives in a previously read text. He/she makes a list of phrases and engages students to determine a common feature. With teacher prompting, as needed, students note the use of the apostrophe to form the sample possessives. The teacher explains these frequently occurring possessives are formed to show ownership.</p> <p>The class generates examples, using the students’ names to show ownership, such as Emma’s pencil or Jose’s lunchbox. Students trace over the apostrophe to highlight its usage. Students use arrows to indicate ownership. For example, an arrow from the word pencil to the name, Emma, shows ownership.</p>	<p>Students write stories about their classmates and their pets, using apostrophes to form frequently occurring possessives. The teacher provides a variety of writing opportunities for students to practice writing possessives correctly. This may include explaining the conflict or emotions of a character in a book or writing detailed descriptions of their pets.</p>
<p>Use commas in addresses</p>	<p>The teacher introduces the use of commas in addresses by displaying the school’s address. He/she points out the organization of the address and spotlights the use of a comma to separate the city and state. Commas are used to separate information for ease of understanding. Students work in small groups, locating commas in addresses on mailed envelopes. Students write their personal addresses on envelopes, using commas to separate the city and state.</p>	<p>The students write letters to family members, referencing the school address in the bodies of the letters. They also write the family members’ addresses on mailing envelopes. Students use commas in each address appropriately.</p> <p>The teacher provides a variety of opportunities to practice using commas in addresses, including students writing specific directions to a friend’s house or writing informational paragraphs about themselves, including their addresses.</p>

2-3 Skill	How to Introduce and Model	How to Build
	<p>The teacher compares the use of commas in addresses written on an envelope and those written within the body of a text. Commas are used to separate information for ease of understanding, so a comma separates the street address and city, in addition to separating the city and state.</p>	
<p>Use commas in dialogue</p>	<p>The teacher introduces the use of commas in dialogue through high quality text with relevant examples. The teacher explains that commas are used to indicate a pause in the reading and set apart the speaker from the actual dialogue. The teacher and class analyze the examples to determine the consistent placement of commas. Examples include “he said” placement at the beginning and also at the end of the sentence. The teacher and class record steps for using commas in dialogue with examples. The teacher and students create dialogue appropriate to the text. They write the new sentence(s) using commas in dialogue. For example, Wilbur said, “I am afraid.” “Don’t worry,” said Charlotte.</p>	<p>Students are given the opportunity to write independently using commas in dialogue. In the writing center, students create fictional writing pieces with dialogue between characters. In the reading center, students retell story events including key dialogue between main characters. A math journal may include direct quotes from the teacher regarding appropriate steps for problem solving.</p>
<p>Form and use possessives</p>	<p>The teacher reviews the definition of possessives in relation to ownership.</p> <p>A previous class generated anchor chart provides examples of frequently occurring possessives. The teacher locates less common examples in read aloud text to add to the anchor chart.</p> <p>Additional examples may include a plural possessive, such as <i>girls’ games</i>. The teacher models forming the possessive by adding an apostrophe at the end of a plural noun. He/she explains this is used in reference to games that belong to more than one girl. This is contrasted with <i>girl’s games</i> which is formed with an apostrophe and “s” and is used to represent many games that belong to one girl. The teacher and class list more examples of possessives. They add side notes to explain the form and use of each example.</p>	<p>The teacher provides students with word phrases with possessives. Students work in pairs to write sentences, forming the possessives correctly. One student writes the sentence. The other student does a quick draw of a person, with a thought bubble explaining the meaning of each sentence and the use of the possessive. The partners switch roles. The sentences and illustrations are placed in a center for a matching activity.</p> <p>The teacher provides opportunities for the students to form and use possessives through daily writing.</p>

2-3 Skill	How to Introduce and Model	How to Build
<p>Use quotation marks in dialogue</p>	<p>The teacher introduces quotation marks through the use of a mentor text, rich with examples of dialogue. He/she underlines the spoken words and highlights the quotation marks around the dialogue. In this way, the teacher demonstrates how quotation marks set apart what was spoken. Quotation marks clarify what is said and by whom. They use arrows and side notes to explain the proper use of quotation marks (and other punctuation learned.) This example becomes an anchor chart to be used as a reference for student writing.</p>	<p>Students work in pairs, sharing opinions about school lunches, a local election, or a favorite movie. The students have a verbal exchange and then write the conversation, using quotation marks in the dialogue appropriately.</p> <p>Students continue to use quotation marks in dialogue as they create realistic fictional stories about a classmate or a fantasy fiction story about a space alien.</p>
<p>Spelling</p>		
<p>Use conventional spelling for high frequency and other studied words and for adding suffixes to base words</p>	<p>The teacher instructs students to use conventional spelling for high frequency words and other studied words.</p> <p>The teacher models adding suffixes to base words. He/she presents a list of words on a chart. He/she thinks aloud as he/she rewrites the word, adding a suffix, written in a different color from the base word. The teacher includes examples of spelling practices, such as doubling the consonant, according to 1:1:1 (One syllable word with one vowel followed by one consonant, the consonant is doubled before adding a suffix). For each example, the teacher adds a speech bubble or side note with an explanation. (For example, drop silent e, change y to i). The teacher and students add examples to the chart, including explanations, as needed.</p>	<p>The teacher provides opportunities for students to use conventional spellings for high frequency and other studied words and for adding suffixes to base words. He/she may dictate sentences for students to write. In daily writing, as a part of independent work or in centers, students use conventional spelling for high frequency and other studied words. Students use classroom resources as needed. Students add suffixes to base words to change the tense in stories when they write about class field trips, or when they explain a scientific concept.</p>
<p>Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and</i></p>	<p>The teacher demonstrates using concepts taught and applying spelling practices in writing. He/she reviews the skill in isolation and models the transfer to writing. For example, in isolation, the teacher lists word families, calling attention to the common chunk or rime and changing the beginning sound or onset. He/she thinks aloud as he/she models application. "I know how to spell past so I can spell blast in my sentence. <i>We had a blast on our trip.</i>"</p>	<p>The students are given independent opportunities to use spelling patterns and generalizations when writing. References of previously taught spelling lessons are readily available. The teacher expectation is that students will apply the skills taught in isolation to their writing. Writing opportunities include daily student work, creating fictional</p>

2-3 Skill	How to Introduce and Model	How to Build
<p><i>meaningful word parts) when writing words</i></p>	<p>The process is repeated with other spelling generalizations. For example, the teacher and students write sentences, spelling words using ending rules appropriately. Once spelling patterns and generalizations are taught, the teacher directs students to apply the skill in their writing. For example, after the class creates an anchor chart about changing y to i before adding a suffix, a student can use that knowledge and write, <i>I tried my best in the game.</i></p>	<p>stories in a writing center, writing a book report on a class library text, explaining a math concept, or summarizing a social studies lesson.</p>
<p>Reference</p>		
<p>Consult reference materials as needed to check and correct spellings</p>	<p>The teacher models writing a short story, thinking aloud her spelling process. Some words are known and can be spelled easily. The teacher models how to spell unknown words by using reference materials such as a dictionary (printed and/or digital), word wall, or anchor chart. The teacher and class practice consulting the reference materials. The teacher provides a step by step process of identifying the first letter and then subsequent letters to narrow the search. He/she demonstrates using the guide words to target the location of the word to spell.</p>	<p>Students participate in many writing activities. They write responses to specific reading questions. They write the results of a science experiment, or they write realistic and fantasy stories. In each writing experience, students apply skills taught previously. Students consult reference materials, as needed, to check and correct spellings.</p>

Language Standards

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Conventions of Standard English			
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.	See Language Grammar Continuum	<p>conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.</p> <p>grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions</p>
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation , and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.	See Language Conventions Continuum	<p>conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>punctuation – marks (often small) that are used to separate written elements, clarify meaning,</p>

STANDARD		CLARIFICATION	GLOSSARY
			guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)
Cluster: Knowledge of Language			
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening.</p> <ul style="list-style-type: none"> • Students choose words and phrases that will have the greatest impact on the reader when writing or speaking. • Students identify the differences in written and spoken English when writing, speaking, reading, or listening. <p><i>In the Classroom:</i></p> <p>The teacher reads aloud a variety of mentor texts and identifies specific words and phrases the authors use to convey their messages to the reader. Students discuss in pairs how those choices add meaning and style to the text. Using a piece of their own writing, students highlight words and phrases they have used for effect. Students revise their words and phrases to ones that will have a greater impact.</p> <p>Students work in pairs and read a provided text in written standard English, noting specific words and complete sentences used to convey the message. In pairs, students take turns talking to each other about something they did over the weekend. Record the conversations if possible. Students note specific words used (informal or slang), the tone, and the facial expressions. Students discuss how the example of written English differs from spoken English.</p>	<p>conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language</p> <p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p>

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Vocabulary Acquisition and Use			
L.3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues , word parts, word relationships , and reference materials .	<p>Students figure out and/or confirm the meaning of grade 3 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase: Students use the words around the unknown words to determine the meaning of that word. • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat: students understand the meaning of a word when a known affix is added. • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion): Students recognize and use known root words when reading an unknown word with the same root word. • Identify real-life connections between words and their use: Students think about new words in familiar contexts. For example: describe people who are friendly or helpful. • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases: Students reference grade appropriate glossaries and dictionaries when determining or clarifying unknown words or phrases. <p><i>In the Classroom:</i> The teacher displays a text with multiple unknown words highlighted and models how to use a strategy to determine the meaning. Students then work in pairs and choose which strategy would be the most effective to clarify the meaning of two more examples provided by the teacher. Students share with the class.</p>	<p>context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it</p> <p>multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant’s trunk / car trunk)</p> <p>reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary</p> <p>word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)</p>

Grade 3 ELA Standards, Clarifications and Glossary

	STANDARD	CLARIFICATION	GLOSSARY
		<p>The teacher models how to understand the meaning of a word by analyzing its parts: prefix, root word, then suffix. The teacher provides each student with a notecard that has a root word printed on it with a prefix, suffix, or both added to the root. Students individually use what they know about the meaning of the affixes and roots to write the meaning of their words. Students exchange cards with partners to determine if the meaning is correct.</p> <p>The teacher models how to use a dictionary and/or glossary to find the meaning of unknown words in a grade 3 text. Students practice finding the meaning of additional unknown words using dictionaries or glossaries during guided practice. While reading, students apply this strategy to determine meanings of words and phrases during independent reading.</p>	
<p>L.3.5</p>	<p>Demonstrate understanding of nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p>	<p>Students show they understand the subtle differences in word meanings.</p> <ul style="list-style-type: none"> • Students determine the meaning of literal and nonliteral words and phrases from context, such as take steps. • Students recognize the subtle differences among related words that describe states of mind or degrees of certainty, such as <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>. <p><i>In the Classroom:</i> In whole group instruction, the teacher projects a text that has many literal and nonliteral examples of words and phrases. The teacher reads aloud a portion of the text and identifies a word or phrase. Then, he/she thinks aloud about the word. “What is the text saying? What is the literal meaning? What clues can I use to figure this out?” What is the context suggesting it means (nonliteral)? The teacher models highlighting words that help determine the meaning. As the teacher continues to</p>	<p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p> <p>literal language, word/phrase meanings – language (i.e., words and phrases) that is used factually (i.e., according to the actual definition) and explicitly, allowing no room for interpretation or inference (Note: See, as a contrast, idiom and figurative language)</p> <p>nonliteral language, word/phrase meanings – words and phrases that are intended to be figurative (i.e., not to be interpreted by literal, denotative meanings)</p> <p>nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)</p>

Grade 3 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		<p>read the text aloud, students work in pairs to determine the literal and nonliteral meaning of other examples.</p> <p>The teacher provides students with a text that describes a character and lists several words that describe that character’s state of mind (mood). In pairs, students discuss how the words are related.</p>	
L.3.6	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>Students learn and correctly use Tier 1, Tier 2, and Tier 3 words and phrases. They use words that indicate time (when) and space (where) relationships. (e.g., After dinner that night, we went looking for them).</p> <p><i>In the Classroom:</i> Students create “Word Journals.” They collect words from the texts they read, the conversations and discussions they have, and from multiple subject areas. They include words that signal spatial and temporal relationships.</p> <p>The teacher uses a two-column chart and asks students to brainstorm words that indicate spatial relationships (describing where an object or person is located in relation to another object or person) and words that signal temporal relationships (words indicate that there is a relationship involving time and/or logic). Students refer to the chart and revise a piece of writing to add more spatial and temporal words.</p>	<p>conversational words/phrases – words and phrases used in everyday conversation which may deviate slightly from standard conventions of English to include idiomatic expressions, slang terms, abbreviations, omissions, etc.</p> <p>domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</p> <p>general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)</p> <p>spatial relationships – the manner in which one thing relates to another with regard to location in physical space, often indicated by prepositions, such as besides, under, on, etc.</p> <p>temporal relationships – the manner in which one thing relates to another with regard to location in time; often indicated by prepositions, such as before, during, after, etc.</p>