



**School District
of the City of St.
Charles**

K-6 Communication Arts Curriculum: Grade 3

Approved by the Board of Education
May 9, 2013



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Monroe Elementary
Coverdell Elementary
Lincoln Elementary
Null Elementary
Harris Elementary
Blackhurst Elementary
Monroe Elementary
Blackhurst Elementary
Monroe Elementary
Coverdell Elementary
Lincoln Elementary
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Blackhurst Elementary
Lincoln Elementary
Harris Elementary
Null Elementary
Coverdell Elementary
Monroe Elementary
Jefferson Intermediate
St. Charles R-6 School District
St. Charles R-6 School District

Kindergarten
Kindergarten
1st Grade
1st Grade
1st Grade
2nd Grade
2nd Grade
3rd Grade
3rd Grade
Reading Specialist
4th Grade
4th Grade
5th Grade
5th Grade
5th Grade
6th Grade
6th Grade
Reading Specialist
ELL Teacher
Special Education
Instructional Coach
Instructional Coach
Instructional Coach
Instructional Coach
Principal
Principal
Asst. Super., Human Resources
Assoc. Super., Curriculum & Instruction

Grade 3 Communication Arts

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The District's Mission, Vision, Values, and Goals

OVERVIEW

The City of Saint Charles School District community works continuously to improve the education for all students through the quality of our schools and program offerings.

The Comprehensive School Improvement Plan (CSIP) serves as a long range, strategic planning document which directs the overall improvement of our educational programs and services (MSIP 8.2).

Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

Value Statements

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

K-6 Communication Arts Curriculum Committee: Mission Statement

The Mission of the K-6 Communication Arts Program in the City of St. Charles School District is to establish a foundation for life-long learning through reading, writing, spelling, listening, speaking, and informational literacy, using a comprehensive balanced literacy approach.

The program will instill in students a strong background in reading and writing, understanding that these areas affect all aspects of future learning. This program will provide students an opportunity to make connections to the world beyond the classroom. We will empower students to become life-long learners by challenging them to be critical thinkers who can apply classroom skills to real life situations.

Communication Arts Curriculum Committee Rationale

The rationale for Communication Arts in the City of St. Charles School District is to provide a solid foundation for all students in the areas of reading, writing, spelling, listening, and speaking. By exposing students to a balanced literacy approach, students will become critical thinkers and will be able to apply their skills within and beyond the classroom. Differentiating instruction enhances the student's learning by broadening their experiences through guided, shared, and modeled instruction. Teachers are equipped with the necessary resources to assess and expand this balanced approach. Because we live in a global society, the City of St. Charles School District believes we must provide all students with a balanced program of integrated study that includes emphasis on the understanding and appreciation of diverse cultures, gender equity, and handicapped conditions.

K-6 Communication Arts Curriculum Committee: Vision

What do we want our students to look like after they graduate from the City of St. Charles School District?

The students in the City of St. Charles School District will have an enriching experience at each grade level and will grow as citizens in academic and moral standards. Throughout the elementary process students will receive constant support, feedback, and a strong academic foundation for future years facilitated with high expectations. In the middle school years students will gain more responsibility for their learning while still being guided and attention given to social, emotional, and academic challenges of this ages group, facilitated with high expectations. During students' final years in the City of St. Charles School District, application of the characteristics socially, emotionally, and academically will manifest, producing life-long learners that have been guided with high expectations.

Essential Understandings

Reading

The third grade student will:

- Read level P text independently, primarily in three or four word groupings. The majority of phrasing seems appropriate and preserves the syntax of the author. Expressive interpretation is present, but may be inconsistent across the reading of the text. Accuracy falls at or above 96%. Rate falls at 90-125 wpm.
- Compare/contrast fiction text (themes, settings, plots) written by the same author, about the same or similar characters, on a Level P text.
- Compare/contrast the most important points and key details in two different nonfiction texts on the same topic.
- Construct a summary (orally and/or written) in a sequential order of a level P text, while identifying character traits and character change, setting, problem and solution, and theme of the text.
- On a level P fiction text, ask and answer questions to demonstrate understanding of the main idea and supporting details of a text (how the details support the main idea), referring explicitly to the text as the basis for the answers and explain how the central message, lesson or moral (of fables, folktales, and myths from diverse cultures) is conveyed through key details in the text.
- On a level P nonfiction text, ask and answer questions to demonstrate understanding of the main idea and supporting details of a text (how the details support the main idea), referring explicitly to the text as the basis for the answers.
- On a Level P fiction and nonfiction text, distinguish their own point of view from that of the narrator or those of the character.
- Analyze a level P text by inferring the big ideas or themes of the text, inferring cause of problems or outcomes, inferring story elements and providing evidence about the text to support their claims.
- On a Level P nonfiction text, locate and interpret key information using text features and search tools (illustrations, headings, charts, etc.). Use information gained from illustrations (maps and photographs) and the words in a text (where, when, why, and how key events occur) to demonstrate understanding of the text.
- On a Level P text, describe the relationship between a series of events or concepts using language that pertains to cause (why) and effect (what).
- On a level P text, summarize in sequential order all key events from the beginning, middle, and end. Answer literal and inferential comprehension questions from the text. Determine the meaning of unknown and multiple-meaning words and phrases on level P text and subject areas.

Writing

The third grade student will:

- Compose text using simple, compound and complex sentences with correct punctuation and capitalization. When using dialogue, demonstrate correct use of commas and quotation marks.
- In narrative writing, compose well developed text with an effective lead, middle, and strong ending with multiple paragraphs focused on time and place. Compose text with a logical sequence of events. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- In narrative writing, compose text using temporal words and phrases, precise words and phrases.
- In opinion writing, compose text introducing the topic and stating their opinion in an organized structure. Provide reasons that support their opinion. Include a concluding statement or section.
- In opinion writing, compose text using linking words and phrases to connect opinions and reasons (because, therefore, since, for example).
- In informational writing, compose text introducing a topic and grouping related information together. Develop the topic with facts, information, and details. Include a concluding statement or section.
- In informational writing, compose text using linking words and phrases to connect ideas within categories of information (also, another, and, more, but). Uses domain specific vocabulary and precise language.

Language

The third grade student will:

- Compose text using conventional spelling for high frequency words.
- Compose text using spelling patterns and generalizations in writing words (word families, prefixes, suffixes, syllable patterns). Consult reference materials, including dictionaries, as needed to check and correct spelling.
- Compose text using subject-verb and pronoun antecedent agreement, effective conjunctions, correct regular and irregular pronouns, abstract nouns, regular and irregular verbs, simple verb tenses, and comparative and superlative adjectives and adverbs.

Speaking/Listening

The third grade student will:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 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.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.
- 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.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

City of Saint Charles School District
Communication Arts Scope and Sequence Grades K-6

Reading Standards for Literature: Key Ideas and Details						
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text • With prompting and support, retell familiar stories, including key details • With prompting and support, identify characters, settings, and major events in a story 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Retell stories, including key details, and demonstrate understanding of their central message or lesson • Describe characters, settings, and major events in a story using key details 	<ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text • Recount stories, including fables & folktales from diverse cultures, and determine their central message, lesson, or moral • Describe how characters in a story respond to major events or changes 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers • 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 • Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events 	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Determine a theme of a story, drama, or poem from details in the text; summarize the text • Describe in depth a character, setting, or event in a story, drawing specific details of the text (character's thoughts, words, or actions) 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (how characters interact) 	<ul style="list-style-type: none"> • Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments • Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Reading Standards for Literature: Craft and Structure

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text • Recognize common types of texts (storybooks, poems) • With prompting and support, name the author and illustrator and define the role of each in telling the story 	<ul style="list-style-type: none"> • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types • Identify who is telling the story at various points in a text 	<ul style="list-style-type: none"> • Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action • Acknowledges differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language • 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 • Distinguish their own point of view from that of the narrator or those of the characters 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Herculean) • Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text • Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes • Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem • Describe how a narrator’s or speaker’s point of view influences how events are described 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot • Explain how an author develops the point of view of the narrator or speaker in a text

Reading Standards for Literature: Integration of Knowledge and Ideas

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts) • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories 	<ul style="list-style-type: none"> • Use the illustrations and details in a story to describe its characters, setting, or events • Compare and contrast the adventures and experiences of characters in stories 	<ul style="list-style-type: none"> • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot • Compare and contrast two or more versions of the same story (Cinderella stories) by different authors or from different cultures 	<ul style="list-style-type: none"> • Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting) • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (in books from a series) 	<ul style="list-style-type: none"> • Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text • Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures 	<ul style="list-style-type: none"> • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (graphic novel, multimedia presentation of fiction, folktale, myth, poem) • Compare and contrast stories in the same genre (mysteries, and adventure stories) on their approaches to similar themes and topics 	<ul style="list-style-type: none"> • Compare and contrast the experience of reading a story, drama, or poem listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch • Compare and contrast texts in different forms or genres (stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics

Reading Standards for Literature: Range of Reading and Level of Text Complexity

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding 	<ul style="list-style-type: none"> With prompting and support, read prose and poetry of appropriate complexity for grade 1 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range

Reading Standards for Informational: Key Ideas and Details

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, ask, and answer questions about key details in text • With prompting and support, identify the main topic and retell key details of a text • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Identify the main topic and retell key details of a text • Describe the connection between two individuals, events, ideas, or pieces of information in a text 	<ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text • Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers • Determine the main idea of a text; recount the key details and explain how they support the main idea • 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 	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Determine the main idea of a text and explain how it is supported by key details; summarize the text • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information from the text 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text • Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text 	<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (through examples anecdotes)

Reading Standards for Informational: Craft and Structure

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about unknown words in a text • Identify the front cover, back cover, and title page of a book • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text 	<ul style="list-style-type: none"> • Ask and answer questions to help determine or clarify meaning of words and phrases in a text • Know and use various text features (headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area • Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently • Identify the main purpose of a text, including what the author wants to answer, explain, or describe 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area • Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently • Distinguish their own point of view from that of the author of a text 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic of subject area • Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic of subject area • Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative language, connotative, and technical meanings • Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas • Determine author’s point of view or purpose in a text and explain how it is conveyed in the text

Reading Standards for Informational: Integration of Knowledge and Ideas

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the text in which they appear (what person, place, thing, or idea in the text an illustration depicts) • With prompting and support, identify the reasons an author gives to support points in a text • With prompting and support, identify basic similarities and differences between two texts on the same topic (illustrations, descriptions, or procedures) 	<ul style="list-style-type: none"> • Use illustrations and details in a text to describe its key details • Identify the reasons an author gives to support points in a text • Identify basic similarities and differences between two texts on the same topic (in illustrations, descriptions, or procedures) 	<ul style="list-style-type: none"> • Explain how specific images (a diagram showing how a machine works) contributes to and clarify a text • Describe how reasons support specific points the author makes in a text • Compare and contrast the most important points presented by two texts on the same topic 	<ul style="list-style-type: none"> • Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when why, ad how key events occur) • Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence) • Compare and contrast the most important points and key details presented in two texts on the same topic 	<ul style="list-style-type: none"> • Interpret information presented visually, orally, or quantitatively (in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears • Explain how an author uses reasons and evidence to support particular points in a text • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> • Integrate information presented in different media or formats (visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not • Compare and contrast one author's presentation of events with that of another (memoir written by and a biography on the same person)

Reading Standards for Informational: Range of Reading and Level of Text Complexity						
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding 	<ul style="list-style-type: none"> With prompting and support, read informational texts appropriately for complex for grade 1 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 6-8 band proficiently, with scaffolding as needed at the high end of the range

Reading Standards for Foundational Skills: Print Concepts

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print • Follow words from left to right, top to bottom, and page by page • Recognize that spoken words are represented in written language by specific sequences of letters • Understand that words are separated by spaces in print • Recognize and name all upper- and lowercase letters of the alphabet 	<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print • Recognize the distinguishing features of a sentence (e.g.-first word, capitalization, ending punctuation) 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable

Reading Standards for Foundational Skills: Phonological Awareness

Kindergarten	1st Grade	2nd Grade	3rd Grade	Kindergarten	1st Grade	2nd Grade
<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Recognize and produce rhyming words • Count, pronounce, blend and segment syllables in spoken words • Blend and segment onsets and rimes of single-syllable spoken words • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words (This does not include CVC's ending with /l/, /r/, or /x/) • Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Distinguish long from short vowel sounds in spoken single-syllable words • Orally produce single-syllable words by blending sounds (phonemes) including consonant blends • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Recognize and produce rhyming words • Count, pronounce, blend and segment syllables in spoken words • Blend and segment onsets and rimes of single-syllable spoken words • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words (This does not include CVC's ending with /l/, /r/, or /x/) • Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Distinguish long from short vowel sounds in spoken single-syllable words • Orally produce single-syllable words by blending sounds (phonemes) including consonant blends • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) 	<ul style="list-style-type: none"> • Not Applicable

Reading Standards for Foundational Skills: Fluency

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level text orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level text orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Not Applicable

Writing Standards K-6 – Text Types and Purposes

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader they the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...) • Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened , use temporal words to signal event order, and provide some sense of closure 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and , also) to connect opinion and reasons, and provide a concluding statement or section • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases to connect opinion and reasons. Provide a concluding statement or section. • Write information/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases. Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections: include 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses. Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and 	<ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. Introduce claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,

<p>the order in which they occurred, and provided a reaction to what happened</p>			<p>to connect ideas within categories of information. Provide a concluding statement or section.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and 	<p>focus, and group related information logically: include formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event 	<p>organization, and analyses of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the</p>
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				<p>introducing a narrator and/or characters: organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>information or explanation presented.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive
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						details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
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Writing Standards K-6 – Production and Distribution of Writing

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing • With guidance and support from adults, use technology to produce and publish writing using keyboard skills as well as to interact and collaborate with others 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying new approach. • With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Writing Standards K-6 – Range of Writing

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none">• Begins in grade 3	<ul style="list-style-type: none">• Begins in grade 3	<ul style="list-style-type: none">• Begins in grade 3	<ul style="list-style-type: none">• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	<ul style="list-style-type: none">• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	<ul style="list-style-type: none">• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	<ul style="list-style-type: none">• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening Standards: Comprehension and Collaboration

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Continue a conversation through multiple exchanges • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • Ask and answer questions in order to seek help, get information, or clarify 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Build on other’s talk in conversations by linking their comments to the remarks of others • Ask for clarification and further explanation as needed about the topics and texts under discussion. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and 	<ul style="list-style-type: none"> • 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. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions. • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • Explain their own ideas and understanding in light of the 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics and texts, building on others’ ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comment that contribute to the topic, text, or issue

<p>something that is not understood.</p>		<p>answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>discussion.</p> <ul style="list-style-type: none"> • 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. • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 	<ul style="list-style-type: none"> • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Identify the reasons and evidence a speaker provides to support particular points. 	<ul style="list-style-type: none"> • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 	<p>under discussion.</p> <ul style="list-style-type: none"> • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. • Delineate a speaker's argument and specific claims that are supported by reasons and evidence from claims that are not.
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Speaking and Listening Standards: Presentation of Knowledge and Ideas

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Describe familiar people, places, things, and events, with prompting and support, provide additional detail. • Add drawings or other visual displays to descriptions as desired to provide additional details. • Speak audibly and express thoughts, feelings, and ideas clearly 	<ul style="list-style-type: none"> • Describe familiar people, places, things, and events, with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings • Produce complete sentences when appropriate to task and situation. 	<ul style="list-style-type: none"> • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. • 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. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> • Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace • Include multimedia component and visual displays in presentations when appropriate to enhance the development of main ideas or themes. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clean pronunciation. • Include multimedia components and visual displays in presentations to clarify information. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards: Conventions of Standard English

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	Kindergarten
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. <ul style="list-style-type: none"> -Print many upper and lower case letters. -Use frequently occurring nouns and verbs. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words. -Use the most frequent occurring prepositions. -Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing. <ul style="list-style-type: none"> -Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds. 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> -Print all upper- and lowercase letters. -Use common, proper, and possessive nouns. -Use singular and plural nouns with matching verbs in basic sentences. -Use personal, possessive, and indefinite pronouns. -Use verbs to convey a sense of past, present, and future. -Use frequently occurring adjectives. - Use frequently occurring conjunctions. - Use determiners. - Use frequently occurring prepositions. -Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Use collective nouns. - Form and use frequently occurring irregular plural nouns. -Use reflexive pronouns. -Form and use the past tense of frequently occurring irregular verbs. -Use adjectives and adverbs, and choose between them depending on what is to be modified. -Produce, expand, and rearrange complete simple and compound sentences. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> -Capitalize holidays, product names, and 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. - Form and use regular and irregular plural nouns. - Use abstract nouns. - Form and use regular and irregular verbs. - Form and use the simple verb tenses. - Ensure subject-verb and pronoun-antecedent agreement. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences. • Demonstrate command of the 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Use relative pronouns and relative adverbs. - Form and use the progressive verb tenses. - Use modal auxiliaries to convey various conditions. - Order adjectives within sentences according to conventional patterns. - Form and use prepositional phrases. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. - Correctly use frequently confused words. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> - Use correct capitalization. - Use commas and 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. - Form and use the perfect verb tenses. - Use verb tense to convey various times, sequences, states, and conditions. - Recognize and correct inappropriate shifts in verb tense. - Use correlative conjunctions. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> - Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds. 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. <ul style="list-style-type: none"> -Print many upper and lower case letters. -Use frequently occurring nouns and verbs. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words. -Use the most frequent occurring prepositions. -Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing. <ul style="list-style-type: none"> -Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds. -Spell simple words

<p>-Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>to prompts.</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>-Capitalize dates and names of people.</p> <p>- Use end punctuation for sentences.</p> <p>- Use commas in dates and to separate single words in a series.</p> <p>- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>geographic names.</p> <ul style="list-style-type: none"> - Use commas in greetings and closings of letters. -Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> - Capitalize appropriate words in titles. - Use commas in addresses. - Use commas and quotation marks in dialogue. - Form and use possessives. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. - Use spelling patterns and generalizations in writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>quotation marks to mark direct speech and quotations from a text.</p> <ul style="list-style-type: none"> - Use a comma before a coordinating conjunction in a compound sentence. - Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> - Use a comma to set off the words <i>yes</i> and <i>no</i> to set off a tag question from the rest of the sentence, and to indicate direct address. - Use underlining, quotation marks, or italics to indicate titles of works. - Spell grade-appropriate words correctly, consulting references as needed. 	<p>phonetically, drawing on knowledge of sound-letter relationships.</p>
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Language Standards: Knowledge of Language

<p>Begins in grade 2</p>	<p>Begins in grade 2</p>	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. - Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone.
<p>Begins in grade 2</p>	<p>Begins in grade 2</p>	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. - Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone.

Language Standards: Vocabulary Acquisition and Use

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. - Identify new meanings for familiar words and apply them accurately. -Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. • With guidance and support from adults, explore word relationships and nuances in word meanings. - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. -Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. - Use frequently occurring affixes as a clue to the meaning of a word. - Identify frequently occurring root words and their inflectional forms. • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. -Define words by category and by one or more key attributes. - Identify real-life 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known prefix is added to a known word. -Use a known root word as a clue to the meaning of an unknown word with the same root. -Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). - Use glossaries and 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known affix is added to a known word. - Use a known root word as a clue to the meaning of an unknown word with the same root. - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships and nuances in word meanings. - Distinguish the literal and nonliteral meanings of words and phrases in 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. - Consult reference, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Explain the meaning of simple similes and metaphors in context. - Recognize and explain the meaning of common idioms, 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. - Use context as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figurative language, including similes and metaphors, in context. - Recognize and explain the meaning of common idioms, adages, and proverbs. 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. - Use context as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. - Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. - Verify the preliminary determination of the meaning of a word or phrase. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech (e.g., personification) in context.

<p>- Identify real-life connections between words and their use. -Distinguish shades of meaning among verbs describing the same general action.</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	<p>connections between words and their use. - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. 	<p>beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <ul style="list-style-type: none"> • Demonstrate understanding of word relationships and nuances in word meanings. -Identify real-life connections between words and their use. -Distinguish shades of meaning among closely related verbs and closely related adjectives. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 	<p>context.</p> <ul style="list-style-type: none"> - Identify real-life connections between words and their use. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. • Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. 	<p>adages, and proverbs.</p> <ul style="list-style-type: none"> - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being. 	<ul style="list-style-type: none"> - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. 	<ul style="list-style-type: none"> - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. - Distinguish among the connotations (associations) of words with similar denotations (definitions). • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Reads Fluently Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> ● Reads Level P INDEPENDENTLY ● Reads primarily in three or four word groupings. The majority of phrasing seems appropriate and preserves the syntax of the author. ● Expressive interpretation is present, but may be inconsistent across the reading of the text. ● Accuracy falls at or above 96% ● Rate falls at 90-125 wpm <p>The student exhibits no major errors or omissions.</p>	<p>-Teachers College Benchmarks (Fluency Rubric)</p> <p>-AIMSweb R-CBM passages</p> <p>-Running Records</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>The student:</p> <ul style="list-style-type: none"> ● Reads Level M,N,O INDEPENDENTLY ● Reads primarily in two word phrases with some three or four word groupings. Word groupings may seem awkward and unrelated to larger context of the passage. ● Beginning expressive interpretation. ● Accuracy falls at or above 96% ● Rate falls at 65-79 wpm <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-Teachers College Benchmarks (Fluency Rubric)</p> <p>-AIMSweb R-CBM passages</p> <p>-Running Records</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Compare and Contrasts (Fiction) Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> ● Compares/Contrasts fiction text written by the same author about the same or similar characters on a Level P: <ul style="list-style-type: none"> ○ themes ○ settings ○ plots <p>The student exhibits no major errors or omissions.</p>	<p>-Venn Diagram -T Chart -Stop and Jots -Using picture books / interactive read aloud / shared reading / book clubs, ask questions such as:</p> <ul style="list-style-type: none"> ● What images from the text helped you create a mental image of the setting? What words or phrases helped you understand the problem? Do you agree with the lessons the author is teaching you?
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Identifies or recognizes similarities and differences between texts (fiction) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-Venn Diagrams -Selected response</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Compare and Contrasts (Nonfiction) Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	The student: <ul style="list-style-type: none"> • Compare/Contrasts in nonfiction text the most important points and key details in two texts on the same topic The student exhibits no major errors or omissions.	-Venn Diagram -T Chart -Stop and Jots
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Identifies or recognizes key points on the same topic (nonfiction) However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-Venn Diagrams -Selected response
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Summarizes Text with Story Elements Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> ● Construct a summary (orally and/or written) in a sequential order at a level P while identifying: <ul style="list-style-type: none"> ○ character traits and character change ○ setting ○ problem and solution ○ theme of the text <p>The student exhibits no major errors or omissions.</p>	<p>-TC Benchmarks -Conferring -Write or orally construct a summary after reading a level P text.</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recalls or identifies story elements in text during an oral or written summary <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-Summarize using story map. -Write a short summary using details from the beginning, middle, and end.</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Main Idea and Supporting Details (Fiction and Poetry) Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> ● On a level P text will: <ul style="list-style-type: none"> ○ ask and answer questions to demonstrate understanding of the main idea and supporting details of a text (how the details support the main idea), referring explicitly to the text as the basis for the answers ○ explain how the central message, lesson or moral (of fables, folktales, and myths from diverse cultures) is conveyed through key details in the text <p>The student exhibits no major errors or omissions.</p>	<p>-Select the sentence that best fits into the passage by inferring the main idea.</p> <p>-Select which of the details listed below does not support the main idea? Explain why.</p> <p>-Boxes and bullets</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizing or recalling the central message, lesson, or moral of stories, including folktales and myths ● recognizes or recalls the main ideas and supporting details <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-Identify best title of the story.</p> <p>-Identify the main idea of the passage.</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Main Idea and Supporting Details (Non-Fiction) Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> ● On a level P text will: <ul style="list-style-type: none"> ○ ask and answer questions to demonstrate understanding of the main idea and supporting details of a text (how the details support the main idea), referring explicitly to the text as the basis for the answers <p>The student exhibits no major errors or omissions.</p>	<p>-Select the sentence that best sentence that fits into the passage by inferring the main idea.</p> <p>-Select which of the details listed below does not support the main idea? Explain why.</p> <p>-Boxes and bullets</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls the main ideas and supporting details <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-Identify best title of the story.</p> <p>-Identify the main idea of the passage.</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Point of View (Fiction) Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	The student: On a Level P text will: <ul style="list-style-type: none"> Distinguish their own point of view (perspective) from that of the narrator or those of the character (fiction) The student exhibits no major errors or omissions.	-Using 2 details from the story, explain why the author wrote this passage. -Turn and Talk -Stop and Jot
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	The student: <ul style="list-style-type: none"> Acknowledge different points of view (perspectives) of characters However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-Identify the author's purpose from selected response. -Describe a key part of the story that tells you the author's purpose.
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Point of View (Non-Fiction) Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> Identify and explain the author's purpose using text evidence <p>The student exhibits no major errors or omissions.</p>	<p>-Using 2 details from the story, explain why the author wrote this passage.</p> <p>-Turn and Talk</p> <p>-Stop and Jot</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>The student:</p> <ul style="list-style-type: none"> Identify the author's purpose <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-Identify the author's purpose.</p> <p>-Describe a key part of the story that tells you the author's purpose.</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Analyze Text (Fiction) Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> ● Analyzes text by providing evidence about the text on a level P by: <ul style="list-style-type: none"> ○ Inferring the big ideas or themes of the text ○ Inferring cause of problems or outcomes ○ Inferring story elements <p>The student exhibits no major errors or omissions.</p>	-TC Benchmarks -Stop and Jots -Explain the big idea or theme with evidence from the text.
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>The student:</p> <ul style="list-style-type: none"> ● Identify story elements ● Identify theme or central message ● Identify problems or outcomes <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	-TC Benchmarks -Selected Response of story elements, theme, or problems -Story Maps
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Text Features (Nonfiction) Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student: On a Level P text:</p> <ul style="list-style-type: none"> • Locate and interpret key information using text features and search tools (illustrations, headings, charts, etc.) • Use information gained from illustrations (maps and photographs) and the words in a text (where, when, why, and how key events occur) to demonstrate understanding of the text <p>The student exhibits no major errors or omissions.</p>	-Conferring notes -Stop and Jot -Explain usage of text features in constructed response questions.
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes and identifies nonfiction text features <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	-Conferring notes -Stop and Jot -Common Assessments with selected response of nonfiction features. -Label text features
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Cause and Effect (Nonfiction) Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> ● On a Level P: <ul style="list-style-type: none"> ○ Describe the relationship between a series of events or concepts using language that pertains to cause (why) and effect (what) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> -Conferring -Stop and Jot -Graphic Organizers -When a cause is given provide the effect. -When an effect is given provide the cause.
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recalls or identifies the cause (why) and the effect (what) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	-Multiple choice questions
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Reading Essential Standard: Reads and Comprehends End of Year Text Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> ● On a level P text will: <ul style="list-style-type: none"> ○ Summarizes text in sequential order with all key events from the beginning, middle, and end ○ Answer literal comprehension questions from the text ○ Answer inferential questions from the text <p>The student exhibits no major errors or omissions.</p>	<p>-TC Benchmarks -Running Records</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recalls events from the story ● Identifies answers to literal questions from the text <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-TC Benchmarks -Running Records</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

	Grade Level: 3	Reading Essential Standard: Develops Vocabulary Through Text	<small>Revised 6/4/12</small>
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> ● Determine the meaning of unknown and multiple-meaning words and phrases on third grade level text and subject areas. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> -Teacher College Benchmarks -Anecdotal Records from conferring -Vocabulary Tests -Fill in the blank questions, define words -Explain strategy used (context clues, word parts, affixes, root words, glossary, dictionary)
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Identify the meaning of unknown and multiple-meaning words and phrases. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> -Teacher College Benchmarks -Anecdotal Records from conferring -Vocabulary Tests: When word is provided choose the correct meaning. -Multiple choice questions
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd		Narrative Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • the important part, bit by bit, taking out unimportant parts; words and phrases that mark time such as <i>just then</i>, <i>suddenly</i>, <i>after a while</i>, <i>a little later</i>; an ending that connects to the beginning or middle of the story; action, dialogue, or feeling that brings the story to a close; paragraphs 	
3	The writer: <ul style="list-style-type: none"> • told the story bit by bit • wrote a beginning in which he/she helped readers know who the characters were and what the setting was in the story • told the story in order by using phrases such as, <i>a little later</i> and <i>after that</i> • chose the action, talk The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • wrote about one time when he/she did something • thought about how to write a good beginning and chose a way to start his/her story using action, talk, or setting • told the story in order by using words such as <i>when</i>, <i>then</i>, and <i>after</i> • chose the action, talk or feeling that would make a good ending • wrote lots of lines on a page and wrote across lots of pages However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> • writes about when he/she did something • tried to make a beginning for his/her story • puts his/her pages in order and used words such as <i>and</i>, <i>then</i>, <i>so</i> • found a way to end his/her story 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	

The City of St. Charles R-VI School District Proficiency Scales

	<ul style="list-style-type: none"> writes across 3 or more pages 	
Grade Level: 3rd	Narrative Writing: Development (Elaboration & Craft) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> action, dialogue, thoughts and feelings that add to the heart of the story; character thinking to help explain why characters did what they did; some parts of the story quickly and some slowly; precise and sensory details; figurative language; story telling voice to convey emotion or tone of story through description, phrases, dialogue and thoughts
3	The writer: <ul style="list-style-type: none"> worked to show what was happening to (and in) his/her characters not only told his/her story, but also wrote it in ways that got readers to picture what was happening and that brought the story to life The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> tried to bring his/her characters to life with details, talk, and actions chose strong words that help readers picture his/her story However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> put the picture from his/her mind onto the page and had details and pictures and words used labels and words to give details 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd		Narrative Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • using word families and spelling rules, word walls and dictionaries; commas to make long, complex sentences clear and correct 	
3	The writer: <ul style="list-style-type: none"> • used what he/she knew about spelling patterns to help spell and edit before final draft • got help from others to check the spelling and punctuation before final draft • punctuated dialogue correctly with commas and quotation marks • used punctuation at the end of every sentence • wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some in some sort of voice and some in another The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • used what he/she knew about spelling patterns (tion, er, ly, etc.) • spelled all of the word wall words correctly and used the word wall to figure out how to spell other words • used quotation marks to show what characters said • used words an apostrophe in such words as can't and don't However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> • used all he/she knew about words and chunks of words (at, op, it. etc.) to help him/her spell • spelled all the word wall words right and used the word wall to help him/her spell other words • ended sentences with punctuation • used a capital letter for names • used commas in dates and lists 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd		Opinion Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • a beginning to hook readers: asking a question, explaining why the topic matters, giving background information or telling a surprising fact; words and phrases such as <i>for example, one time, for instance</i>; an ending that includes restating or reflecting on the claim, perhaps suggesting an action or response; paragraphs
3	The writer: <ul style="list-style-type: none"> • told readers his/her opinions and ideas on a text or topic and helped them understand his/her reasons • wrote a beginning in which he/she not only set readers up to expect that this would be an opinion piece of writing, but also tried to hook them into caring about his/her opinion • connected his/her ideas and reasons with examples using words such as, <i>for example & because</i>. Connecting one reason or example using words such as <i>also & another</i>. • worked on an ending, perhaps a thought or comment related to the opinion • wrote several reasons or examples why readers should agree with the opinion and wrote at least several sentences about each reason • organized information so that each part of the writing was about one thing The student exhibits no major errors or omissions	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • wrote his/her opinion of likes and dislikes and gave reasons for his/her opinion • wrote a beginning in which he/she not only gave his opinion, but also set readers up to expect that his/her writing would try to convince them of it • connected parts of his/her piece using words such as <i>also, another, and because</i> • wrote an ending in which he reminded readers of his/her opinion • had different parts in his/her piece and wrote a lot of lines for each part However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> • wrote his/her opinion, likes and/or dislikes and said why • wrote a beginning that got the readers' attention, named the topic of text that he/she was writing about and gave an opinion • said more about his/her opinion and used words such as <i>and & because</i> 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

	<ul style="list-style-type: none"> wrote an ending for his/her piece 	
Grade Level: 3rd	Opinion Writing: Development (Elaboration & Craft) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> included examples and information to support his/her reasons, perhaps from a text, knowledge, or life; deliberate word choices to convince readers; precise details and facts to help make points and used figurative language to draw readers into his/her line of thought; a convincing tone
3	The writer: <ul style="list-style-type: none"> not only named the reasons to support the opinion, but also wrote more about each one not only told readers to believe him/her, but also wrote in ways to get them thinking/feeling in certain ways The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> wrote at least two reasons and wrote at least a few sentences about each one chose words that would make readers agree with his/her opinion However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> wrote at least one reason for his opinion used labels and words to give details 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd		Opinion Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • using word families and spelling rules, word walls and dictionaries; commas to make long, complex sentences clear and correct
3	The writer: <ul style="list-style-type: none"> • used what he/she knew about word families and spelling rules to help him/her spell and edit • got help from others to check spelling and punctuation before writing the final draft • punctuated dialogue correctly with commas and quotation marks • put punctuation at the end of every sentence • wrote in ways to help readers read with expression, some parts quickly, some parts slowly, some parts in one sort of voice and some in another The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • used what he/she knew about spelling patterns (tion, er, ly, etc.) • spelled all of the word wall words correctly and used the word wall to figure out how to spell other words • used quotation marks to show what characters said • used words an apostrophe in such words as can't and don't However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> • used all he/she knew about words and chunks of words (at, op, it. etc.) to help him/her spell • spelled all the word wall words right and used the word wall to help him/her spell other words • ended sentences with punctuation • used a capital letter for names • used commas in dates and lists • 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd		Information Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • facts, quotes, and ideas into each part of the writing; hooked readers; word choice that connects information; an ending that may include thoughts, feelings or questions, sections, paragraphs or chapters; headings and subheadings
3	The writer: <ul style="list-style-type: none"> • taught readers information about a subject, put in ideas observations and questions • wrote a beginning in which he/she got readers ready to learn a lot of information about the subject • used words to show sequence such as, <i>before, after, then, and later</i> also used words to show what did not fit, such as <i>however and but</i> • wrote an ending that drew conclusions, asked questions or suggested ways readers might respond • grouped information into parts, each part mostly about one thing that connected to the topic The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • taught readers some important points about a subject • wrote a beginning in which he/she named a subject and tried to interest readers • used words such as <i>,and & also</i> to show he/she had more to say • wrote some sentences or a section at the end to wrap up the piece • had different parts to his/her writing with each part telling different information about the topic However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> • taught readers about a topic • named his topic in the beginning and got the readers' attention • told different parts about his/her topic on different pages • wrote an ending • told about her topic part by part 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd		Information Writing: Development (Elaboration & Craft) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> different things about the subject using subtopics; facts and details such as numbers, names and examples; compare/contrast, bold headings, cause/effect, pro/con, charts, definition boxes; interesting comparisons and figurative language; used a teaching tone using phrases such as <i>let me explain...</i>, <i>that means...what that really means...</i>
3	The writer: <ul style="list-style-type: none"> wrote facts, definitions, details and observations about the topic and explained some of them chose experts words to teach readers about the subject; taught information in a way to interest readers possibly using drawings, captions or diagrams The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> used different kinds of information in his/her writing such as facts, definitions, details, steps, and tips tried to include the words that showed he/she was an expert on the subject However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> put facts in his/her writing to teach about his/her topic used labels and words to give facts 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd		Information Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • using word families and spelling rules, word walls and dictionaries; commas to make long, complex sentences clear and correct
3	The writer: <ul style="list-style-type: none"> • used what he/she knew about spelling patterns to help spell and edit before writing the final draft • got help from others to check spelling and punctuation before writing the final draft • punctuated dialogue correctly with commas and quotation marks • put punctuation at the end of every sentence • wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • used what he/she knew about spelling patterns (tion, er, ly, etc.) • spelled all of the word wall words correctly and used the word wall to figure out how to spell other words • used quotation marks to show what characters said • used words an apostrophe in such words as can't and don't However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> • used all he/she knew about words and chunks of words (at, op, it. etc.) to help him/her spell • spelled all the word wall words right and used the word wall to help him/her spell other words • ended sentences with punctuation • used a capital letter for names • used commas in dates and lists 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 3rd	Writing Essential Standard: Applies Grammar Skills to Written Work Revised 6/4/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student will compose text:</p> <ul style="list-style-type: none"> ● ensuring subject-verb and pronoun antecedent agreement. ● using conjunctions effectively. ● form and use regular and irregular pronouns. ● use abstract nouns. ● form and use regular and irregular verbs. ● form and use the simple verb tenses. ● form and use comparative and superlative adjectives and adverbs. <p>The student exhibits no major errors or omissions.</p>	-Cold write
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student inconsistently demonstrates:</p> <ul style="list-style-type: none"> ● ensuring subject-verb and pronoun antecedent agreement. ● using conjunctions effectively. ● form and use regular and irregular pronouns. ● use abstract nouns. ● form and use regular and irregular verbs. ● form and use the simple verb tenses. ● form and use comparative and superlative adjectives and adverbs. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	-Cold write
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

<p>Reader’s Workshop Big Ideas: Building a Reading Life</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Establish Reading Workshop routines (reading logs, jotting, reading notebooks) ● Choose just right books ● Build reading stamina ● Establish reading partnerships ● Retell story events <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Talk off jots and try to elaborate to have conversations ● Whole class conversations <p>Thinking Strategy: Monitoring</p> <p>Comprehension Strategy: Retelling, building vocabulary using context clues</p>	<p>Writer’s Workshop Big Ideas: Launching the Writer’s Workshop</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Establish Writing Workshop routines (writer’s notebook) ● Build writing stamina ● Establish writing partners ● Utilize several strategies to generate ideas ● Establish routine for conferencing ● Utilize a plan for drafting ● Use plan to develop story sequence ● Be in charge of their own writing life ● Develop leads and endings ● Revise and edit their work ● Publish personal narrative <p>Grammar:</p> <ul style="list-style-type: none"> ● Use subject and verb agreement
<p>Common Language: Stamina; stop and jots; turn and talk; fluency; book shopping; reading logs; conference; just right books; reading partner; reader’s notebooks</p>	<p>Common Language: Small moment (watermelon vs. seed ideas); leads and endings; revise; edit; publish; mentor text; generate ideas</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● TC Benchmarks ● Running Records ● Stop and Jots ● Conferring ● Informal Reading Assessments <p>Report Card Standards:</p> <ul style="list-style-type: none"> ● Reads Fluently ● Summarizes Text with Story Elements 	<p>Assessment/ Report Card Standards: (cold write)</p> <ul style="list-style-type: none"> ● Conventions ● Narrative Text Standards
<p>Resources:</p>	<p>Resources:</p>

<ul style="list-style-type: none">● Lucy Calkins Units of Study - Launching Book and Alternate Units of Study● Curricular Calendar	<ul style="list-style-type: none">● Lucy Calkins Units of Study - Book 1● Curricular Calendar
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<p>Word Work: The student will:</p> <ul style="list-style-type: none">● Decode multi-syllable words● Some constant letters represent several different sounds● Using context clues to determine meaning of unknown words <p>Resources: Read Aloud Books</p>	<p>Assessment:</p> <ul style="list-style-type: none">● Spelling inventory● Informal spelling assessments● Cold write <p>Report Card Standards:</p> <ul style="list-style-type: none">● All Conventions
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<p>Reader’s Workshop Big Ideas: Character Unit</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Infer to develop character theory ● Make predictions ● Envision characters and setting ● Determine problem and solution ● Determine point of view ● Compare and contrast characters <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Develop and discuss character theory with partners ● Whole class conversations <p>Thinking Strategy: Visualize</p> <p>Comprehension Strategy: Predict, Envision, Retelling</p>	<p>Writer’s Workshop Big Ideas: Personal Narrative</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Utilize several strategies to generate ideas ● Utilize a plan for drafting ● Use plan to develop story sequence ● Be in charge of their own writing life ● Develop leads and endings ● Develop the internal story (inner thinking, feelings) ● Use dialogue and descriptions of actions, thoughts and feeling <p>Grammar</p> <ul style="list-style-type: none"> ● Write uninterrupted dialogue in conventional structure ● Use nouns and pronouns that are in agreement
<p>Common Language: Character theory; envision; prediction; infer; evidence</p>	<p>Common Language: Dialogue</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● TC Benchmarks ● Running Records ● Stop and Jots ● Conferring ● Informal Reading Assessments <p>Report Card Standards:</p> <ul style="list-style-type: none"> ● Summarizes Text with Story Elements ● Point of View ● Compare/Contrast 	<p>Assessment/ Report Card Standards: (cold write)</p> <ul style="list-style-type: none"> ● Conventions ● Narrative Text Standards

Resources:

- Units of Study - Character and Alternate Units of Study
- Curricular Calendar

Resources:

- Units of Study - Raising the Quality of Narrative Writing
- Curricular Calendar

Word Work:

The student will:

- Understand longer descriptive words by jotting the unknown word and meaning
- Discuss the meaning of unknown words
- Use reader's tools (text features) to gather information
- Recognize and use letters that represent the wide variety of vowel sounds (long, short)

Resources: The Continuum of Literacy Learning

Assessment:

- Spelling inventory
- Informal spelling assessments
- Cold write

Report Card Standards:

- All Conventions

<p>Reader’s Workshop Big Ideas: Non-Fiction Reading Expository Text</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Navigate the structure of nonfiction text (format of the 2 page spread and text features) ● Create boxes and bullets (main idea and supporting details) ● Become experts on a topic and teach others about that topic <p>Interactive Read Aloud</p> <ul style="list-style-type: none"> ● Use text to grow ideas ● Begin read aloud book club (group of 4 talking about the read aloud book) <p>Thinking Strategy: Determining Importance</p> <p>Comprehension Strategy: Main idea, building background knowledge, compare and contrast, building vocabulary</p>	<p>Writer’s Workshop Big Ideas: Informational Writing</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Become an expert on a topic ● Create an expository text on their topic which includes table of contents, headings, glossary, index, pictures and captions, pictures with labels ● Note taking (boxes and bullets) ● Organize work in a logical order <p>Grammar</p> <ul style="list-style-type: none"> ● Write both simple and compound sentences ● Use prepositional phrases, adjectives and adverbs appropriately
<p>Common Language: Boxes and bullets; text features; headings; subheadings; captions; pictures; table of contents, glossary</p>	<p>Common Language: Boxes and bullets; text features; headings; subheadings; captions; pictures; table of contents, glossary</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● TC Benchmarks ● Running Records ● Stop and Jots ● Conferring ● Informal Reading Assessments 	<p>Assessment/ Report Card Standards: (cold writes)</p> <ul style="list-style-type: none"> ● Informational Text Standards ● Conventions

<p>Report Card Standards:</p> <ul style="list-style-type: none"> ● Main Idea and Supporting Details ● Text Features ● Cause and Effect ● Point of View ● Compare/Contrast 	
<ul style="list-style-type: none"> ● Resources: ● Lucy Calkins Units of Study - Nonfiction Book 1 ● Curricular Calendar 	<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar

<p>Word Work:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Apply problem solving strategies to technical words or proper nouns that are challenging ● Jot down unknown word and meaning and discuss how meaning was gathered ● Use text features to show meaning of unknown word ● Concepts of plural and plural forms (y to i add es) <p>Resources:</p> <ul style="list-style-type: none"> ● The Continuum of Literacy Learning 	<p>Assessment:</p> <ul style="list-style-type: none"> ● Spelling inventory ● Informal spelling assessments ● Cold write <p>Report Card Standards:</p> <ul style="list-style-type: none"> ● All Conventions
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<p>Reader’s Workshop Big Ideas: Series Book Clubs</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Establish book club routines (team name, constitution, set a schedule for reading and discussing, set goals) ● Developing character theory on main character and secondary characters ● Compare and contrast different characters and themes <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Continue read aloud book clubs and whole class conversation ● Teach how to disagree respectfully <p>Thinking Strategy: Schema</p> <p>Comprehension Strategy: compare/contrast, envisionment, predictions</p>	<p>Writer’s Workshop Big Ideas: Opinion Writing</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write reviews about books, restaurants, tv shows, movies, etc. ● State an opinion and support it with reasons ● Write persuasive letters and know the 5 parts of the friendly letter ● Be aware of audience <p>Grammar:</p> <ul style="list-style-type: none"> ● Sentences types (declarative, interrogative, exclamatory, imperative) ● Linking words and phrases
<p>Common Language: Book club, character theory, compare and contrast, secondary character(s)</p>	<p>Common Language: Opinion review, persuade, heading, greeting, body, closing, signature</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● TC Benchmarks ● Running Records ● Stop and Jots ● Conferring ● Informal Reading Assessments <p>Report Card Standards:</p>	<p>Assessment/Report Card Standards: (cold write)</p> <ul style="list-style-type: none"> ● Composes Text with Introduction, Opinion, Reasons/Relevant Facts and Closure ● Composes Text Using Appropriate Word Choice

<ul style="list-style-type: none"> ● Compare and Contrast ● Analyze Text 	
<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar 	<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar

<p>Word Work: The student will:</p> <ul style="list-style-type: none"> ● Connect words that mean the same or almost the same to help in understanding a text and acquiring a new vocabulary ● Use the context of a sentence, paragraph, or whole text to determine the meaning of a word ● Work flexibly with base words, prefixes, and suffixes <p>Resources: The Continuum of Literacy Learning</p>	<p>Assessment:</p> <ul style="list-style-type: none"> ● Spelling inventory ● Informal spelling assessments ● Cold write <p>Report Card Standards:</p> <ul style="list-style-type: none"> ● All Conventions
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<p>Reader’s Workshop Big Ideas: Mystery Unit</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identifying problem and solution ● Using clues to make predictions ● Revising predictions based on new clues from the text ● Continue book clubs using mystery series books ● Mystery readers learn life lessons from their own books <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Continue to model all the previous taught strategies <p>Thinking Strategy: Inferring</p> <p>Comprehension Strategy: main idea, predictions</p>	<p>Writer’s Workshop Big Ideas: Realistic Fiction</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Collect ideas for fictional stories ● Develop main characters with internal and external traits ● Create a draft using the story mountains(rising action, climax, falling action, problem, and solution) ● Use dialogue ● Revise, edit, and publish <p>Grammar:</p> <ul style="list-style-type: none"> ● Write in past, present, and future tense
<p>Common Language: Problem/solution, mystery, detective clues,</p>	<p>Common Language: Story mountain, internal character traits, external character traits, dialogue, revise, edit, publish</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● TC Benchmarks ● Running Records ● Stop and Jots ● Conferring ● Informal Reading Assessments <p>Report Card Standards:</p> <ul style="list-style-type: none"> ● Summarizes Text with Story Elements ● Main Idea and Supporting Details ● Analyzes Text 	<p>Assessment/ Report Card Standards: (cold write)</p> <ul style="list-style-type: none"> ● Composes Text with Introduction, Sequenced Events, and Closure ● Composes Text Using Appropriate Word Choice ● All Conventions

Resources: <ul style="list-style-type: none"> ● Curricular Calendar ● Lucy Calkin's Alternative Units of Study 	Resources: <ul style="list-style-type: none"> ● Curricular Calendar - Realistic Fiction

Word Work: <ul style="list-style-type: none"> ● Understand words when used figuratively ● Identify words with multiple meanings ● Recognize various tenses by adding endings (verbs and -er, -est, etc) Resources: <ul style="list-style-type: none"> ● Continuum of Literacy Learning 	Assessment: <ul style="list-style-type: none"> ● Spelling inventory ● Informal spelling assessments ● Cold write Report Card Standards: <ul style="list-style-type: none"> ● All Conventions
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<p>Reader’s Workshop Big Ideas: Informational Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Review previously taught strategies for reading non-fiction ● Investigate a topic of interest using multiple resources (books, internet, etc.) ● Form questions that lead to gaining more knowledge (see page 139 curriculum calendar) ● Work in collaborative groups based on topic <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Read both expository and narrative non-fiction ● Building schema and making connections between what they have learned and what they already knew ● Partner conversations ● Class conversations <p>Thinking Strategy: Determining Importance</p> <p>Comprehension Strategy: Cause and effect, main idea and supporting details</p>	<p>Writer’s Workshop Big Ideas: Informational Writing - Reading, Research and Writing in the Content Areas</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Choose the best structure to teach the information they are teaching ● May work in collaborative groups to compose a book based on a common topic ● Compile facts, definitions, and details ● Use resources, such as mentor texts and charts ● Become an expert on a topic ● Create an expository text on their topic which includes table of contents, headings, glossary, index, pictures and captions, pictures with labels ● Note taking (boxes and bullets) ● Organize work in a logical order <p>Grammar</p> <ul style="list-style-type: none"> ● Use subject and verb agreement
<p>Common Language: Expert, research</p>	<p>Common Language: Boxes and bullets; text features; headings; subheadings; captions; pictures; table of contents, glossary</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● TC Benchmarks ● Running Records ● Stop and Jots ● Conferring ● Informal Reading Assessments 	<p>Assessment/ Report Card Standards: (cold write)</p> <ul style="list-style-type: none"> ● Composes Text with Introduction of Topic, Facts, and Closure ● Composes Text Using Appropriate Word Choice ● All Conventions

<p>Report Card Standards:</p> <ul style="list-style-type: none"> ● Main Idea and Supporting Details ● Text Features ● Cause and Effect ● Compare and Contrast 	
<p>Resources:</p> <ul style="list-style-type: none"> ● Curriculum Calendar- Unit 8 	<p>Resources:</p> <ul style="list-style-type: none"> ● Curriculum Calendar
<p>Word Work:</p> <ul style="list-style-type: none"> ● Break words into syllables ● Recognize base words (including Latin roots and meanings) and remove prefixes and suffixes ● Spell most possessives correctly <p>Resources:</p> <ul style="list-style-type: none"> ● Continuum of Literacy Learning 	<p>Assessment:</p> <ul style="list-style-type: none"> ● Spelling inventory ● Informal spelling assessments ● Cold write <p>Report Card Standards:</p> <ul style="list-style-type: none"> ● All Conventions

<p>Reader’s Workshop Big Ideas: Test Taking Strategies</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Become familiar with text structure ● Use strategies for answering multiple choice questions and constructed response questions ● Practice using the strategies in partnerships and independently ● Recognizing genre and predictable questions ● Learn test taking vocabulary (main idea - mostly about, best title, etc.) <p>Interactive Read Aloud</p> <ul style="list-style-type: none"> ● Start with high interest short text ● At the end move to previous year’s released items ● Read mostly narratives ● Continue to model all the previous taught strategies <p>Thinking Strategy: Synthesizing</p> <p>Comprehension Strategy: Main idea and supporting details, setting, author’s purpose, cause and effect, problem and solution, sequencing, etc.</p>	<p>Writer’s Workshop Big Ideas: Test Taking Strategies/Letter Writing/Personal Narrative Review</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Write a letter using the five parts of a friendly letter ● Select correct usage of capital letters, punctuation, commas, etc. ● Create a plan for developing/generating a personal narrative ● Generate a personal narrative with a well developed lead, detailed middle, and ending ● Revise and edit their personal narrative ● Publish a narrative piece <p>Grammar:</p> <ul style="list-style-type: none"> ● Write sentences that are grammatically correct ● Use correct capitalization and punctuation ● Know and write the four type of sentences
<p>Common Language: constructed response, multiple choice</p>	<p>Common Language: Heading, greeting, body, closure, signature</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● TC Benchmarks ● Running Records 	<p>Assessment/ Report Card Standards: (cold write)</p> <ul style="list-style-type: none"> ● All Conventions

<ul style="list-style-type: none"> ● Stop and Jots ● Conferring ● Informal Reading Assessments <p>Report Card Standards:</p> <ul style="list-style-type: none"> ● Compare/Contrast (fiction and non-fiction) ● Summarize ● Main Idea and Supporting Details (fiction and non-fiction) ● Point of View (fiction and non-fiction) ● Analyzes Text ● Text Features ● Cause and Effect 	
<p>Resources: Released items including fiction, non-fiction, poetry</p>	<p>Resources: Released items</p>

<p>Word Work:</p> <ul style="list-style-type: none"> ● Review all previous skills taught <p>Resources:</p> <ul style="list-style-type: none"> ● The Continuum of Literacy Learning 	<p>Assessment:</p> <ul style="list-style-type: none"> ● Spelling inventory ● Informal spelling assessments ● Cold write <p>Report Card Standards:</p> <ul style="list-style-type: none"> ● All Conventions
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<p>Reader’s Workshop Big Ideas: Biography Book Clubs</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Develop character theory of the main character ● Identify character’s problem and solution ● Identify the setting by paying close attention to details ● Learn a life lesson ● Will also read narrative non-fiction texts <ul style="list-style-type: none"> ○ identify main character ○ purpose of the text ○ identify the theme <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Continue to model all the previous taught strategies ● Encourage students to engage in deeper peer conversation <p>Thinking Strategy: Review of Thinking Strategies</p> <p>Comprehension Strategy: main idea and supporting details, setting, problem and solution, cause and effect</p>	<p>Writer’s Workshop Big Ideas: Poetry</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Immerse themselves in poetry ● Collect entries through observations ● Create poems with line breaks, rhythm ● Revise, edit, publish <p>Grammar:</p> <ul style="list-style-type: none"> ● Write both simple and compound sentences ● Use prepositional phrases, adjectives and adverbs appropriately
<p>Common Language: Biography, theme, life lesson</p>	<p>Common Language: Line breaks, rhythm, poetry</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● TC Benchmarks ● Running Records ● Stop and Jots ● Conferring ● Informal Reading Assessments 	<p>Assessment/ Report Card Standards:(cold write)</p> <ul style="list-style-type: none"> ● All Conventions

<p>Report Card Standards:</p> <ul style="list-style-type: none"> • Main Idea and Supporting Details • Cause and Effect • Summarizing 	
<p>Resources: Curriculum Calendar - Unit 6 Biography</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Curriculum Calendar • Lucy Calkins book for 2nd grade writers
<p>Word Work:</p> <ul style="list-style-type: none"> • Review all previous skills taught <p>Resources:</p> <ul style="list-style-type: none"> • The Continuum of Literacy Learning 	<p>Assessment:</p> <ul style="list-style-type: none"> • Spelling inventory • Informal spelling assessments • Cold write <p>Report Card Standards:</p> <ul style="list-style-type: none"> • All Conventions

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READING	Grade: 3	Unit of Study: Building a Reading Life	Timeline: August/September
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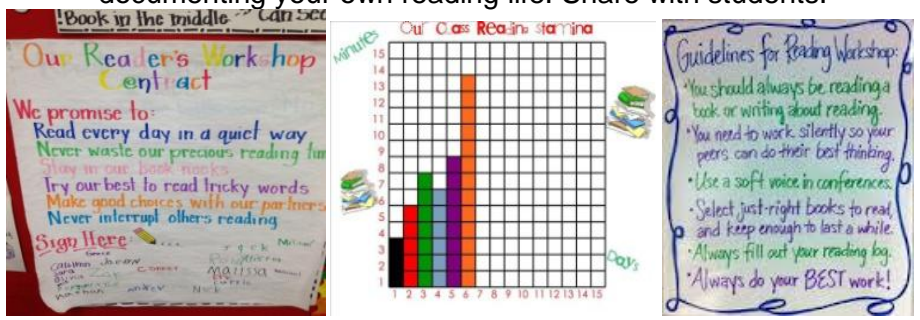
Big Idea: Readers establish routines in order to be active participants in the Reading Workshop

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Understand and utilize a reading log to record their reading life● Use a reader's notebook and jots to write about their reading● Choose just right books● Establish reading partners● Follow established classroom routines during the workshop time such as:<ul style="list-style-type: none">○ coming to the carpet○ completing the reading log○ reading at home○ respecting others' time and space	<p>Learning Activities:</p> <ul style="list-style-type: none">● Teach children to gather quickly and efficiently for whole class instruction emphasizing the importance of listening during the mini-lesson. Teach children that during the mini-lesson they will learn a strategy to help them build a reading life. Teach children that they will be learning many skills and strategies that we will build upon for their tool box so they can become better readers.● Teach children about logs and the importance of recording their reading as a way to analyze their reading data. Show them how to determine how many pages that they should be reading a day based on their WPM. Teach children about reading long and strong to increase the volume of books that they read.● Teach children to continue reading and logging their reading at home. Chart ways children can find quiet places to read at home and problem solve ways to find time to read at home every day.● Teach children how to work with a partner.● For ELL students-Beginning language learners will benefit from a chart detailing procedures such as recording independent reading, and reading long and strong. Point to the picture when giving this instruction for the first month. Use the same phrase like "record your reading" when asking students to follow that instruction while pointing to the picture. Avoid using synonyms until the routine is well established.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led). 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> Check reading logs for volume and stamina TC Benchmark Engagement survey Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Some students may need help with stamina and fluency at this point. You may need to confer with small groups on engagement, stamina, and using logs. If a child is not engaged, confer on book interest, feelings about reading, and reading life at home. Struggling readers may need to read with a partner to act as a model or encourage stamina and fluency. Peer readers could assist struggling readers in recording information on logs. These ideas will work great with ELL students too. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Students who are reading above grade level may be able to begin jotting about their reading in a reader's notebook.
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<p>Resources: Lucy Calkins Unit of Study for Teaching Reading grades 3-6 Unit 1: Building a Reading Life Sessions: 1,2,3,4,11,15</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> Use anchor charts to document expectations and continue to practice until expectations become routines. Consider using a whole class stamina graph. Model the usage of a reading log and reader's notebook by documenting your own reading life. Share with students.  <p>The image shows three anchor charts. The first is a 'Contract' with promises like 'Read every day in a quiet way' and 'Never waste our precious reading time'. The second is a bar graph titled 'Our Class Reading Stamina' showing minutes read per day for 15 days. The third is a list of 'Guidelines for Reading Workshop' such as 'You should always be reading a book or writing about reading'.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	G2.2	R1D.3.a-b LS1B.3	RL.3. 10 SL3. 1.a-d

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READING	Grade: 3	Unit of Study: Building a Reading Life	Timeline: August/September
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Big Idea: Retelling/Summarize story events

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Construct a summary (orally and/or written) in sequential order while identifying: <ul style="list-style-type: none"> ○ character traits and character change ○ setting ○ problem and solution ○ theme of the text 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children to immerse themselves into their story. Help children to envision the characters and setting of the story. Explain to children that they will be traveling into the world of the books they are reading. ● Teach children how to make a mental movie by reading aloud a scene from your read aloud book and then telling children what you see and imagine in your mind. Remind children that they can make and roll movies in their minds every time they read, so that the images in their minds become more detailed and one image flows into another, like in a movie. ● Teach children the phrase “previously on” to recall what they just read. Explain that readers sometimes pause in their reading to recap the main characters and events. Students envision the mental movie to recall exactly what is happening as the story unfolds.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Recount a story with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Students write a retelling/summary of their just right book (not for grade on report card, but to form strategy groups) ● TC Benchmark ● Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Some students may need additional help with retelling/summarizing. You may need to confer with strategy groups or one-on-one to provide additional practice. You may want to utilize a story map for these students. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students who are reading above grade level may be able to identify multiple character traits and infer the theme.
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- **For ELL students-** You may want to provide sentence stems within the story map for students to use when retelling and summarizing.

Resources:
 Lucy Calkins Unit of Study for Teaching Reading grades 3-6
 Unit 1: Building a Reading Life
 Sessions: 13,14
 Lucy Calkins Constructing Curriculum - Alternate Units of Study
 Launching the Reading Workshop with Young Readers - Part 2
 Sessions: 6,7,8,9

Teacher Notes:

- Create an anchor chart for constructing a summary

Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2	G2.1	LS2A.3 R1H.2.d R2C.3.h	SL 3.4 RL 3.2-3

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READ ALOUD	Grade: 3	Interactive Read Aloud	Timeline: August/September
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Big Idea: Establishing routines for read aloud

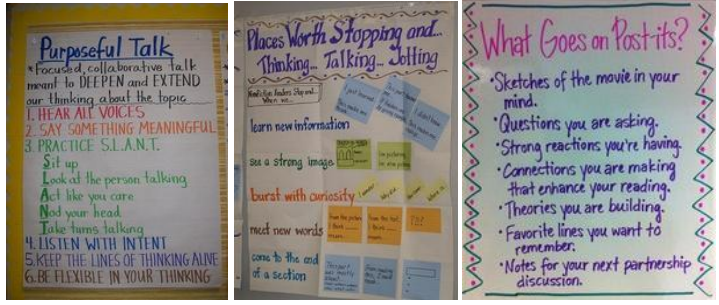
<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Turn and talk with a partner about their thinking• Stop and jot about their thinking• Use jots to elicit partner and whole class conversations	<p>Learning Activities:</p> <ul style="list-style-type: none">• Teach children how to come to the carpet for interactive read aloud. Seat them next to reading partners. Explain listening expectations and teach children how to understand what is being read to them (make a mental movie). Model making a mental movie while reading aloud and have the children try with partners.• Teach children the importance of turning and talking to their reading partner. Talking helps readers think about their reading and think about their thinking. Practice sample turning and talking activities. Model turning and talking about the book with a student while modeling deeper thinking. Have children practice turning and talking about the book with partners.• Teach children how to participate in a whole class conversation. Students should be facing most of the readers, use a good volume when speaking, take turns talking (when no one else is talking, it is your turn to talk), use good manners to other readers when trying to talk and when listening. Practice a whole class conversation without the interactive read aloud. After expectations and routines are established, try a whole class conversation about the text being read aloud.• Teach children the importance of whole class conversations and practice growing on reader's ideas. (Popcorn into a popcorn ball)• For ELL students-Beginning language learners may work best in triads which allow them the chance to participate in conversation by observation first. They may choose to share
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	<p>their input through gestures or pointing. Intermediate students may need help preparing and practicing their responses for whole group before presenting their ideas to the group.</p>
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. Ask and answer questions from a speaker offering appropriate elaboration and details. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> TC Benchmarks Conferring notes Stop and jots/jot lot Observation (listen in on partner conversations)
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Pull partners and/or groups to model turn and talks and then have partnerships practice. For ELL students- Consider using sentence stems for stop and jots. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Have partnerships share their thinking out loud with class to provide a good model for others.
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<p>Resources:</p> <ul style="list-style-type: none"> Continuum of Literacy Learning A Curricular Plan for the Reading Workshop - Grade 3 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> Anchor chart “Be A Good Listener and Help your Partner Grow Ideas” (page 193 Building a Reading Life) 
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 2 CA 6	G 1.8 G 2.2 G 2.3 G 3.3	LS1B.3 R1H.3.d LS2A.1	SL 3.3

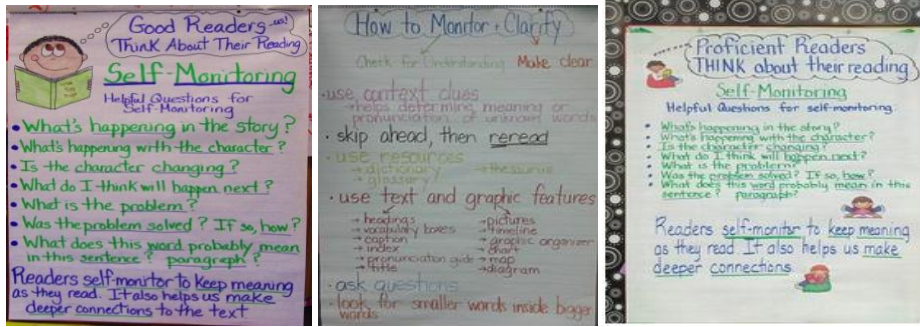
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THINKING STRATEGY	Grade: 3	Unit of Study: Building a Reading Life	Timeline: August/September
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Big Idea: Monitoring

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Listen to their inner voices as they read● Make ongoing connections and adjustments● Become aware of how meaning evolves● Repair reading when meaning breaks down	<p>Learning Activities:</p> <ul style="list-style-type: none">● Teach children to learn to listen to the voice inside their heads as they read. This allows them to construct meaning. Model what you are thinking as you are reading aloud. Stop often to tell the children exactly what is going on inside your head.● Teach children to know when the text they are reading makes sense and when it doesn't. Model reading aloud and not understanding the text. Show children how to make it make sense by using strategies to help repair meaning and thinking aloud.● Teach and model to children the following fix-up strategies:<ul style="list-style-type: none">○ Rereading○ Reading ahead○ Making Predictions○ Raising new questions○ Figuring out unknown words○ Seeking help from outside sources● Teach children that readers sometimes pause when we become confused in the text we're reading. We'll be reading along and then the text turns a corner and we're not quite sure what's going on. It's as if the film breaks in the movie we're making. When that happens, readers say "Huh?" and we continue reading asking, "What's going on?" The details sometimes help, and sometimes we need to reread.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Speak in complete sentences in order to provide requested detail or clarifications. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • TC Benchmarks • Conferring notes
<p>Re-teaching:</p> <ul style="list-style-type: none"> • Have a student read aloud in a one-on-one conference and ask questions often to ensure meaning is happening. When meaning has broken down, work with student on repairing by Re-teaching and reusing the fix up strategies. • For ELL students- Create a simple visual for what is going on in your head as you read to go along with the narration of your inner voice. Also consider using a simple chart with the fix up strategies and a small picture for each step. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Have student write long and strong based on their monitoring while reading.
<p>Resources:</p> <ul style="list-style-type: none"> • Mosaic of Thought • Strategies that Work • A Curriculum Plan for the Reading Workshop - Grade 3 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Create an anchor chart for this thinking strategy with fix up strategies listed. Take a photo of the anchor chart and have student glue it into their reader's notebooks. 

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA6	G 1.8 G 2.2 G 2.3 G 3.3	R1E.3.a-e R2B.3	RL.3.4 SL 6

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WRITING	Grade: 3	Unit of Study: Launching the Writing Workshop	Timeline: August/September
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Big Idea: Establishing routines

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Establish writing workshop routines ● Build writing stamina ● Establish writing partners ● Establish routines for conferring 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Teach procedures for writing workshop (meeting area, writing spots, writer’s notebooks, and writing materials). ● Utilize the mid workshop teaching point in lesson 1 to encourage students to continue writing. (When you think you’re done, you’ve only just begun!) ● Use share time to establish partnerships (group students to best fit your class’s needs). ● Teach students their job in a conference (see lesson 4).
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring and observation ● Review writing notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● When students are struggling with generating ideas, have students story tell with a partner before writing, bring in pictures from home about different things they have done. ● For ELL students- Consider using the above strategy. Beginning language learners and some intermediate language learners may need to acquire the necessary oral language to tell their story. Working in a small group help students tell the story aloud or use sentence stems to tell the story. You may have to provide words for the vocabulary the students haven’t learned yet. Have the student retell the same story to a friend before beginning to write. Some students may tell stories that are very 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use notebooks to model generating ideas for students who are struggling.
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similar to stories other students have shared. This is a necessary step for many students in acquiring the language they need.

<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar for Writing ● Lucy Calkins Units of Study for Teaching Writing Book 1 - Establishing the Writing Workshop <ul style="list-style-type: none"> ○ Lessons 1, 2, 4 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Anchor chart “Strategies for Generating Personal Narrative Writing”.
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 4	G 2.1	W2A.3.a-b LS1b.3 R1H.3.D LS2A.1	W 3.4 SL3.1.a-d

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WRITING	Grade: 3	Unit of Study: Establishing the Writing Workshop	Timeline: August/September
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Big Idea: Generating ideas, drafting, develop a story, and writers will be in charge of their writing life

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Generate writing ideas ● Utilize a plan for drafting ● Use a plan to develop story sequence ● Be in charge of their own writing life 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students strategies for generating ideas (a person, place or thing that matters to you). ● Teach students to draft in a sequential order (timeline). ● Teach students to solve their own problems before asking for help.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring and observation ● Review writing notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Consider using story maps and other graphic organizers to help students plan out their writing ● For ELL students- For beginning and some intermediate students, consider having students make a quick sketch of their idea and help them create a list of vocabulary they might need as they write about this topic. This could also be a partner activity. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have student add details and dialogue to their stories. ● Have them write a many moments story or make their story longer.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar for Writing ● Lucy Calkins Units of Study for Teaching Writing Book 1 - Establishing the Writing Workshop lessons 1,2, 5, 11, 12 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Anchor chart “Strategies for Generating Personal Narrative Writing” ● Anchor chart “Qualities of Good Personal Narrative Writing”
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 4	G 2.1	LS1b.3 LS2A.1 W3A.3a W2A.3.a-b W2C.3.a W2D.3	SL3.1.a-d W.3.3.a-d W.3.4 W.3.5

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WRITING	Grade: 3	Unit of Study: Establishing the Writing Workshop	Timeline: August/September
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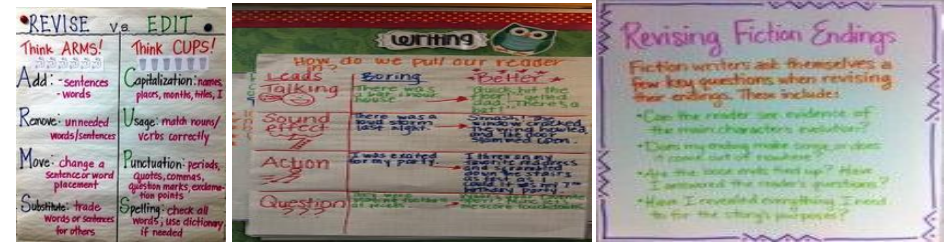
Big Idea: Leads and endings, revise and edit, publish

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Develop leads and endings ● Revise and edit their work ● Publish personal narrative stories <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write fluently in both manuscript and cursive handwriting with appropriate spacing 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Use mentor text to teach developing leads and endings (specific action, dialogue, short reminders). ● Teach students to use a checklist to revise and edit their own work and work of their partner. ● Teach student to create a finished published piece and share their piece during a celebration. <p>Handwriting Skills:</p> <ul style="list-style-type: none"> ● Teacher will model Handwriting Objectives embedded in Writing Workshop ● Explicitly teach skills listed in Weeks 1-4 in Handwriting Without Tears Teaching Guide <ul style="list-style-type: none"> ○ Review under/over stroke, up/straight down stroke, up/loop down, descending loop ○ Cursive letters a, d, g
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Cold write ● Conferring ● Review writing notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Pull strategies groups to provide additional modeling and practice for generating leads and endings. You can also look at other mentor texts. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students can be spell checkers for students who are struggling.
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar for Writing • Lucy Calkins Units of Study for Teaching Writing Book 1 - Establishing the Writing Workshop 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Anchor chart “Qualities of Good Personal Narrative Writing” • Revising and editing checklist 
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 4	G 2.1	LS1b.3 LS2A.1 W3A.3a W2A.3.a-b W2C.3.a W2D.3	SL3.1.a-d W.3.3.a-d W.3.4 W.3.5 W3.10

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GRAMMAR	Grade: 3	Unit of Study: Establishing the Writing Workshop	Timeline: August/September
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Big Idea: Using appropriate grammar in written work

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write complete sentences with a noun and a verb ● Write simple and compound sentences ● Use nouns and pronouns that are in agreement 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children the importance of writing complete sentences. Model complete sentences vs. incomplete sentences. Have students turn incomplete sentences into complete sentences. ● Teach students the two parts of a complete sentence, the subject and the predicate, and how to implement complete sentences into their everyday writing. ● Teach children the meaning of nouns, pronouns and verbs. Model how to use these types of words in sentences. ● Create a game to help teach students the differences between a noun, pronoun and verb.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions: come prepared and follow agreed upon rules. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Cold writes ● Conferencing
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Use worksheets to teach skills in isolation until concepts are grasped; then this should be transferred to their writing. ● For ELL students- Beginning language learners might benefit from a smaller bank of nouns and verbs with illustrations. Introduce these words during a small group or whole group time until students can point to or repeat the word you reference. These could be displayed on a chart somewhere in the room and worked into whole class activities or students could use a 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students can peer teach/conference with students who are still grasping the concept.
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<p>personal list. Reference the chart if students are confused.</p> <ul style="list-style-type: none"> ● For ELL students- Consider using a graphic organizer for sentence parts of subject and predicate. Begin with simple sentences and progress towards more complicated sentences. Use the same graphic organizer consistently. 	
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<p>Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Unit of Study: Launching the Writing Workshop ● A Curricular Plan for The Writing Workshop-Grade 3 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Create fun games/chants to assist in determining differences between the types of words.
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	x	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA4	G2.1 G2.2	W2E.1.d W2E.3.d	SL1a.b

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WORD WORK	Grade: 3	Unit of Study: Review Long and Short Vowels	Timeline: August/September
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Big Idea: Determine student spelling level and word work groups (begin sorting activities)

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Be assessed using an Elementary Spelling Inventory to determine their spelling level ● Be placed into appropriate spelling/word work groups based on individual needs ● Establish spelling notebook and folder organization and routines ● Practice and become familiar with sorting ● Work in word work groups and create sorts with partners ● Meet with teacher in word work groups to learn and understand word work sort ● Compare and contrast words with short and long vowels using CVC and CVCe patterns ● Compare and contrast common long vowel patterns including: CVCe, CVVC (ai, oa, ee, ea) ● Compare and contrast words with less common long vowel patterns and open syllables including: (ay, ow, ew, ue, igh, -y,) 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children the routines of word work/spelling time. Once children have been assessed and placed into word work groups, establish group relationships and routines. Teach children proper manners when working in groups. ● Teach children how to begin completing sorts. Start with whole class sorting to ensure all students understand the concept. Create basic sorts that all students can complete such as picture sorts, concept sorts and animal sorts for example. Teach different types of sorts such as pattern, concept, blind, or even have students come up with sorts on their own. Have students practice sorting until they are comfortable with the concept. ● Teach children the routines of receiving weekly words and word patterns and practicing those words and sorts within groups. Model a sample group meeting with teacher and establish what students should do while teacher is working with a group. Conduct a practice round to kick-off word work groups. ● Teach children how to create sorts based on word patterns and the importance of writing sorts into spelling notebooks.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions: come prepared and follow agreed upon rules. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> Elementary Spelling Inventory (may need to use primary depending on the level of your students).
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Review the sorting process Small group work Individual work 	<p>Enrichment:</p> <ul style="list-style-type: none"> Have students peer coach struggling learners Have students try to discover new ways of sorting the “everybody” sort
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<p>Resources:</p> <ul style="list-style-type: none"> Words Their Way: Teacher Manual Unit I-IV: Word Sorts Within Word Patterns, Words Their Way The Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> Create “everybody” sorts ahead of time to practice sorting together. Teach sorting whole class on the carpet and have students join in, this helps them master this new skill. Ask for assistance when scoring your first Elementary Spelling Inventory - they take some time!!
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA4	G2.2	R1C.3	SL1a-b

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READING	Grade: 3	Unit of Study: Following Characters into Meaning	Timeline: October
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Big Idea: Envisionment, Predictions and Inferences

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Develop mental movies while reading (visualization)• Understand the importance of getting to know characters• Use text to revise images of characters and settings• Create and revise (detail) predictions• Identify with characters	<p>Learning Activities:</p> <ul style="list-style-type: none">• Teach children the importance of understanding a book. Reading is not just decoding words, it is making meaning while we read the words. The best way to understand and remember a book is by creating a mental movie while reading by using our background knowledge and schema. To do this we must visualize our text - envisionment. Teach children how to visualize and create a mental movie when reading a text during a read aloud and during independent reading.• Teach children to become their main characters as they are reading. Being the main characters helps stories come to life and puts us in the middle of the story. Teach children that when we are the main character, we must act like it is all happening, and that it's ok to act it out if we need to.• Teach children that as we read, our mental movies sometimes change. Teach children how to revise their mental movies to change what we are thinking.• Teach children the importance of empathizing with the main character of the book. When we can feel for our characters, it makes it easy for us to figure out and predict what our main character will do next.• Teach children the importance of not only predicting what will happen next, but how it will happen. Teach children how to infer when we're not always sure of what will happen and how it will happen. Teach children that inferring causes us to use what we know in our schema and what we know from our text to come up with a new idea. We anticipate how things will happen by
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	remembering what we already know of our characters.
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Speaking/Listening Objectives: <ul style="list-style-type: none"> Determine the main ideas and supporting details of a text read aloud in diverse media or formats. 	Assessment for Learning: <ul style="list-style-type: none"> Stop and jots Conferring notes
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Re-teaching: <ul style="list-style-type: none"> During a one-on-one conference or strategy group, model envisioning, predicting and inferring by thinking aloud. Provide a tool for students to practice this skill such as a post it with a stem written on it or a bookmark with visual cues. For ELL students- When you are modeling or during mini-lessons, consider providing visuals for what you are picturing in your head. In small groups for students who are struggling, consider having them use a storyboard with drawings showing what they visualize. With a partner, have students return to the text and underline phrases that helped them create the visual. Have students discuss in small groups or pairs how those phrases helped them to produce a visual. 	Enrichment: <ul style="list-style-type: none"> Students will be able to build on their thinking and expand it. They will make predictions and tell why they think that will happen. Students will stop and confirm their predictions or revise their predictions based on evidence in the story.
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Resources: <ul style="list-style-type: none"> Curricular calendar for the reading workshop - Unit 2 Following Characters into Meaning Lucy Calkins Units of Study - Following Characters into Meaning Alternative Units of Study - Bringing Characters to life and developing essential reading skills 	Teacher Notes: <ul style="list-style-type: none"> Read aloud will support the thinking strategy of visualizing.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA5	G1.5 G2.3 G3.3 G3.4 G3.6	R1H.3.a-d,f-i R2C.3.h R1H.2.d R1H.3.b R1I.3.a	RL.3.1 RL.3.3 RL.3.2 RL.3.9 SL2

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READING	Grade: 3	Unit of Study: Following a Character into Meaning	Timeline: October
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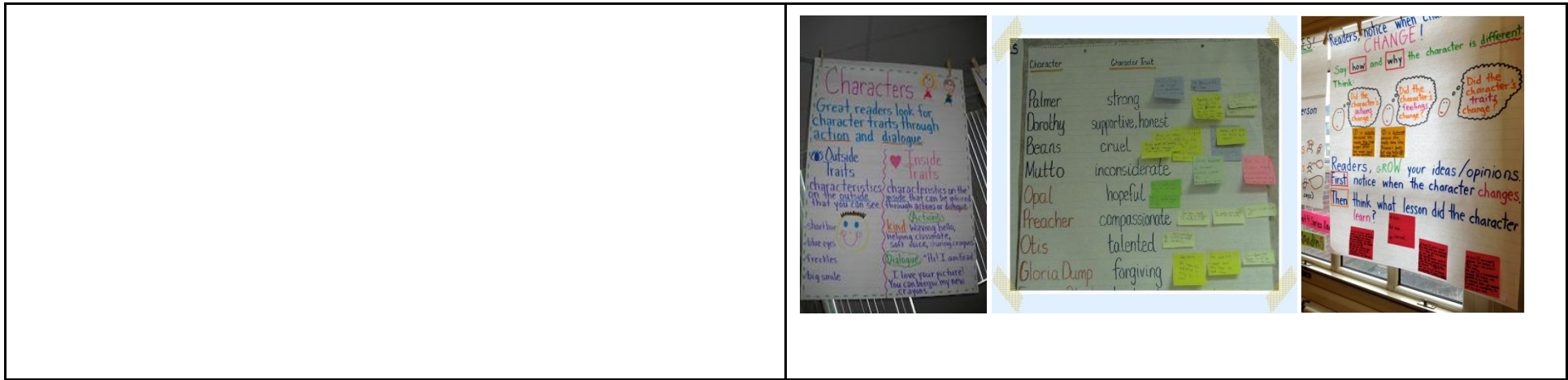
Big Idea: Building Theories and Gathering Evidence

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Talk about their characters to grow theories● Notice complications in characters● Grow ideas about what kind of person the character is● Notice when characters change● Use precise language to describe characters and their actions	<p>Learning Activities:</p> <ul style="list-style-type: none">● Teach children the importance of growing ideas about characters. Teach children to talk smart about their books and the things they've just read. Talking about books should be just like our everyday lives. For example: Why'd he do that? I bet it's because... Or maybe... Teach children to gossip about books and the importance of talking about books just like we talk in our everyday lives.● Teach children the importance of understanding our characters. Teach children that it is important to remember that actions can be windows to the person (our characters). Use character actions to understand the character.● Teach children that characters are complicated. Just like us, characters have moments when they act differently. Teach children times that we've acted out of character. Talk about why we acted out of character (ie: I was crabby because I wasn't feeling well). Teach children to notice when their characters are acting "out of character" and determine why that may be happening.● Teach children the importance of paying attention to objects that characters keep near and dear. This is one way to grow ideas about what kind of person that character is. Use the objects to further create theories about our characters.● Teach children to sharpen ideas about characters by using precise language to describe them and their actions. Teach students to self-monitor for vague language and then to rewind and try again.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Determine the main idea and supporting details of a text read aloud in diverse media or formats.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Stop and jots● Conferring notes
<p>Re-teaching:</p> <ul style="list-style-type: none">● Have students create character trait maps in their readers' notebooks.● For ELL students- Provide ELL students with a place to record key vocabulary along with definitions and visuals for words like characters, setting, objects, and actions. Add to the list any other words that are not explicitly taught in the lesson but that are required background for understanding the conversation. Words that describe characters precisely will likely be new for some ELL students but are important for them to learn (words like cranky, anxious, gullible, etc.) If you cannot directly teach these words, have a student work with a language proficient partner. Make sure to check the students' work through conversation to clear up any misconceptions. Beginning language learners may work best in triads which allow them the chance to participate in conversation by observation at first. They may choose to share their input through gestures or pointing.	<p>Enrichment:</p> <ul style="list-style-type: none">● Students can compare and contrast characters of different books they have read. Have students categorize these characters and provide evidence of how they are similar and/or different.
<p>Resources:</p> <ul style="list-style-type: none">● Curricular calendar for the reading workshop - Unit 2 Following Characters into Meaning● Lucy Calkins Units of Study - Following Characters into Meaning● Alternative Units of Study - Bringing Characters to life and developing essential reading skills.	<p>Teacher Notes:</p> <ul style="list-style-type: none">● Make the connection for students that building theories about characters involves inferring and schema.

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Marzano Strategies:

Equity/Workplace Readiness

Homework and Practice	Nonlinguistic Representation	Cooperative Learning	Equity	Research
Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	Cues, Questions, and Advance Organizers	Technology	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA5	G1.5 G2.3 G3.3 G3.4 G3.6	R1H.3.a-d,f-i R2C.3.h R1H.2.d R1H.3.b R1I.3.a	RL.3.1 RL.3.3 RL.3.2 RL.3.9 SL2

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READING	Grade: 3	Unit of Study: Following Characters into Meaning	Timeline: October
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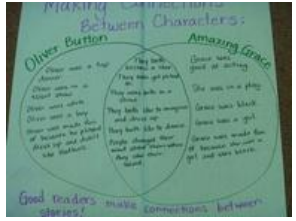
Big Idea: Compare and contrast characters in a story

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Determine similarities and differences between characters in their book(s) ● Compare/contrast themselves to the main character in their book ● Determine their own point of view versus that of the narrator or characters 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children to compare and contrast the characters in their story by using a Venn diagram or t-chart. ● Teach children, through read aloud, who is telling the story. For example: Is it a character telling the story or is it an outside person? ● Teach children to compare and contrast themselves to the main character by using Venn diagrams or t-charts. ● Teach children to stop and jot about similarities and differences that they have in common with the main character.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. ● Determine the main ideas and supporting details in a text read aloud. ● Ask and answer questions from a speaker offering appropriate elaboration and details. ● Speak in complete sentences to provide details and clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Venn diagrams ● T-charts ● Stop and jots ● Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- Be sure to teach directly phrases that students will need for comparing and contrasting. Consider using sentence stems like, “I am similar to _____ because _____” for students who do not have the language needed to create their own sentences. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students can compare and contrast characters from other stories that they have read.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular calendar for the reading workshop - Unit 2 Following Characters into Meaning ● Lucy Calkins Units of Study - Following Characters into Meaning ● Alternative Units of Study - Bringing Characters to life and developing essential reading skills 	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning		Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA6	G1.5 G1.6 G1.8 G2.3 G4.1	R11.3.a R2C.7.b R11.3.b R3C.3.g	SL 1 a-d SL 2 SL 3 SL 6 RL3.9 RL3.6

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READ ALOUD	Grade: 3	Unit of Study: Following Character into Meaning	Timeline: October
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Interactive Read Aloud

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Develop and discuss character theory with partners• Have whole class conversations	<p>Learning Activities:</p> <ul style="list-style-type: none">• Teach children how to have whole class conversations. Teach them to gather in a circle and start by talking off of one of your teacher jots that you think the students will have opinions about. Then gradually have students talk about their jots and share their opinions.• Create a list of possible character traits as a class. Then have partnerships choose a trait from the list that describes their character and discuss why.• Teach children to envision by drawing the picture that they see in their minds. Then expand on this by having students write about what they see, not just what it said in the story.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas.• Determine the main ideas and supporting details in a text read aloud.• Ask and answer questions from a speaker offering appropriate elaboration and details.• Speak in complete sentences to provide details and clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Teacher observation• Stop and jots
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Have a mini-whole class conversation with small groups, modeling developing character theories and talking off of jots. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • You may engage higher level readers/thinkers in additional questions that would push their thinking.
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular calendar for the reading workshop - Unit 2 Following Characters into Meaning • Lucy Calkins Units of Study - Following Characters into Meaning • Alternative Units of Study - Bringing Characters to life and developing essential reading skills 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Read-alouds should be engaging and provide students with the opportunity to hear challenging texts read aloud. Read-alouds can occur additionally, during many parts of the day, including reading and writing workshops and content area instruction. 
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Marzano Strategies

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA	G1.8 G3.3 G2.2 G2.3	R1H.3.a-d, f-i R2C.3.a-h R1H.2.d	SL 1 a-d SL 6 SL 3 RL.3.1 RL.3.3 RL.3.2 SL 2

**City of St. Charles School District Communication Arts Curriculum
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WRITING	Grade: 3	Unit of Study: Raising the Quality of Narrative Writing	Timeline: October
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The Big Idea: Generating Ideas

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> Utilize several different strategies to generate ideas Utilize a plan for drafting Use a plan to develop story sequence 	<p>Learning Activities:</p> <ul style="list-style-type: none"> Teach children to hold on to the strategies they have already learned. Review chart from past unit about generating ideas. Teach children to study the writing of authors they admire using mentor texts. Teach children to use strong feelings or emotions to generate ideas. Teach children to find turning points in their life to generate ideas such as first times, last times, or times when they realized something was important. Teach children to use various strategies to plan out their draft. For example, timeline, fold and sketch, etc.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> Report on a topic, tell a story, or recount an experience with appropriate facts and relevant details. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> Conferring notes Strategy groups Observation of writing/checklist
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<p>Re-teaching:</p> <ul style="list-style-type: none"> For ELL students- Consider having students who are struggling make a timeline from their life. Help them talk through the different parts of their life that might make an interesting small moment or many moment narrative story. Help students acquire the vocabulary necessary to tell these stories orally before they begin writing. 	<p>Enrichment:</p> <ul style="list-style-type: none"> You may find that some writers are able to write well developed, focused “many moment” stories. Just be cautious that they do not turn into watermelon stories. You may also see that some writers are ready for instruction in paragraphing.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar - Unit 2 Raising the Quality of Narrative Writing ● Lucy Calkins Units of Study - Book 2 Raising the Quality of Narrative Writing 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Engagement is key not only to readers, but to writers. Some ways to work on this are noticing when students are not engaged, using academic games, managing response rates, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm and providing opportunities for students to talk about themselves. ● The specific teaching of the unit will be adapted to align to the needs of the class as a whole. Individual and small group teaching will also be informed by this data-in-hand (cold writes).
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 4 CA 5	G 1.8 G 2.1-2 G 3.1	W.1A.3.a-e W.3A.3a W.2A.3a-b W.2C.3.a W.2D.3	SL 4 W.3.3.a-d W.3.4

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WRITING	Grade: 3	Unit of Study: Raising the Quality of Narrative Writing	Timeline: October
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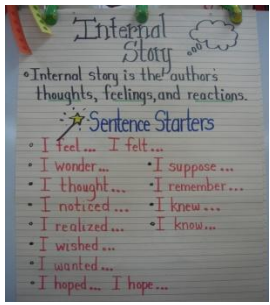
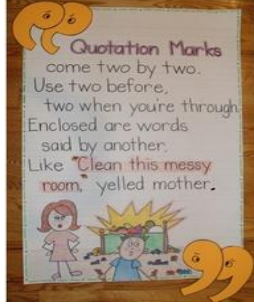
Big Idea: Creating a Draft

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Develop leads and endings ● Develop the internal story (inner thinking, feelings) ● Use dialogue and descriptions of actions, thoughts and feelings 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children to write not only what happens, but also their response to what happens. So much of the story will be the internal story and not just the external story. ● Teach children to choose a draft they wish to revise and develop the heart of that story. ● Teach children to revise to show the aspects of the story they may have left out. This may include thoughts, actions and dialogue. (Show don't tell). ● Teach children that leads and endings are important. Students should know that leads get their reader hooked and wanting to read on. Endings should resolve our problems, change our feelings and teach us lessons.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Report on a topic, tell a story, or recount an experience with appropriate facts and relevant details. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Cold write ● Strategy groups ● Observations
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- When teaching leads and endings, provide several examples of good leads and good endings. In partners or with you, have students look for and underline words used in the lead and ending that are powerful. Teach students that all writers can borrow individual words or short phrases from other writers. Help students to use these words or phrases to create their own leads if appropriate. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students that are strong writers can also be “mentor text” for the class.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar - Unit 2 Raising the Quality of Narrative Writing ● Lucy Calkins Units of Study - Book 2 Raising the Quality of Narrative Writing 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Mentor Text: Those Shoes by Boelts, Peter's Chair by Keats <div style="display: flex; justify-content: space-around;">   </div>
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 4 CA 5	G 1.8 G 2.1-2 G 3.1	W.1.3.a-e W.3A.3.a W.2A.3.a-b W.2C.3.a W.2D.3	SL 4 W.3.3.a-d W.3.4

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WRITING	Grade: 3	Unit of Study: Raising the Quality of Narrative Writing	Timeline: October
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Big Idea: Editing and Publishing Narrative Writing

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Revise their writing ● Edit their writing ● Publish their writing <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write fluently in both manuscript and cursive handwriting with appropriate spacing 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children to look at their work through many different lenses focusing on one convention. For example, punctuation, capitalization, complete sentences, use of commas, etc. ● Teach children to edit their own work and peer edit each other's work using a checklist. ● Teach children to create a published piece and celebrate their accomplishments. <p>Handwriting Skills:</p> <ul style="list-style-type: none"> ● Teacher will model Handwriting Objectives embedded in Writing Workshop ● Explicitly teach skills listed in Weeks 5-8 in Handwriting Without Tears Teaching Guide <ul style="list-style-type: none"> ○ Review and mastery cursive to cursive, print to cursive ○ Cursive letters h, t, p, e, l, f, u
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Report on a topic, tell a story, or recount an experience with appropriate facts and relevant details. ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Cold write ● Strategy groups ● Observations
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar - Unit 2 Raising the Quality of Narrative Writing • Lucy Calkins Units of Study - Book 2 Raising the Quality of Narrative Writing 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Revision is an essential part of writing. Significant revisions can't just be added into an existing draft through inserted lines. They require a new draft of at least that section of the story, if not of the whole story, written with new resolve and new clarity.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 4 CA 5	G 1.8 G 2.2-2 G 3.1	W1A.3.a-e W3A.3a W2A.3.a-b W2C.3.a W2D.3 W2E.1.d W2E.3.d W2E.1.d	SL.3.1b-d L.3.1.a-i

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GRAMMAR	Grade: 3	Unit of Study: Raising the Quality of Narrative Writing	Timeline: October
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Big Idea: Dialogue, Nouns and Pronouns

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Write uninterrupted dialogue in conventional structure • Use nouns and pronouns that are in agreement 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Teach children to use dialogue by looking at mentor texts. Then pick out sections of their own writing where they used dialogue and have them correct it. • Teach children to notice matching nouns and pronouns and utilize them in their writing.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Conferring notes • Cold write • Strategy groups • Observations
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<p>Re-teaching: For ELL/Sped Students- Consider selecting a few nouns and their matching pronouns if students are having difficulties. Provide illustrations of the nouns and show that the noun and the pronoun match in number and gender because they refer to the same thing. Label pictures with both the nouns and their corresponding pronoun.</p>	<p>Enrichment:</p> <ul style="list-style-type: none"> • Have students work toward adding several dialogued sentence for each character in their story.
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<p>Resources:</p> <ul style="list-style-type: none"> • The Continuum of Literacy Learning 	<p>Teacher Notes:</p> 
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 4 CA 5	G 1.8 G 2.1-2 G 3.1	W1A.3.a-e W3A.3a W2A.3.a-b W2C.3.a W2D.3 W2E.1.d W2E.3.d W2E.1.d	SL.3.1b-d L.3.1.a-i L.3.2.a-g

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WORD WORK	Grade: 3	Unit of Study: Word Work	Timeline: October
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Big Idea: Finding the Meaning of Unknown Words

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Understand longer descriptive words by jotting the unknown word and meaning ● Discuss the meaning of unknown words ● Use text features to gather information ● Recognize and use letters that represent the wide variety of vowel sounds (long, short) ● Use R- influences vowel patterns appropriately including: ar, are, air, er, ear, eer, ir, ire, ier, or, ore, oar, ur, ure, ur-e 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children to use dictionary. com, index, glossary, etc to find the meaning of unknown words. ● Model during read aloud how to use the context clues from the story to determine the meaning of unknown words. ● Teach children to perform word sorts where they sort the words into groups based on the vowel sounds (long and short)
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Spelling inventory ● Weekly spell checks ● Dictation sentences ● Cold writes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Students who experience difficulty could be placed in their own sorting group based on their instructional spelling level. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Allow students who are succeeding to use resources independently to find meaning of unknown words. (Examples: dictionary.com, internet, etc.)
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<p>Resources:</p> <ul style="list-style-type: none"> ● The Continuum of Literacy Learning ● Unit V: Word Sorts Within Word Patterns, Words Their Way 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Instruction will be data driven based off the spelling inventory assessment.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	X	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 5 CA 6	G 1.4 G 1.5 G 2.7	W2E.3.f R1E.3.a-e	L.3.2.a-g L.3.4.a-d

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THINKING STRATEGY	Grade: 3	Unit of Study: Visualizing	Timeline: October
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Big Idea: Visualizing

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Create mental images to draw conclusions and recall details from the text • Adapt their images as they continue to read and in response to shared images of other readers • Allow themselves to be engaged more deeply by making the text more memorable 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach children words that can describe the five senses and build vocabulary of descriptive language. • Make a sensory wheel by dividing a circle into 6 wedges and complete it with the following: I hear, I see, I feel, I taste, I touch... (emotionally I feel) • Give strips of paper with symbols of the senses. Students read with partners to find sections of text where they could visualize using one of the senses.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Stop and jots • Reader's notebook review • Strategy groups
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<p>Re-teaching: For ELL/Sped Students- Students may have difficulty understanding visualizing without you providing a picture of what is going on in your mind as you work. When your mental image changes, show this by changing the image you presented them with to start.</p>	<p>Enrichment:</p> <ul style="list-style-type: none"> • Have students illustrate the movie in their mind from an interactive read aloud. Have them turn and talk about their created image. Then have them go back and revise their image based on their conversations.
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<p>Resources:</p> <ul style="list-style-type: none"> • Mosaic of Thought 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • This would be great to teach during interactive read aloud. • Be sure to review previous month's strategy - monitoring
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 5 CA 7	G 1.5 G 1.6 G 2.4 G 3.5	R1H.3.a-d,f-i R2A.2 R3C.3.a-j	RI.3.1 RL.3.7

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READING	Grade: 3	Unit of Study: Navigating Nonfiction	Timeline: November
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Big Idea: Navigate the structure of nonfiction expository text

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Identify text features of an expository nonfiction text ● Demonstrate knowledge of the 2 page spread features 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to identify the differences between fiction and nonfiction text. ● Teach students how we can read nonfiction text differently than fiction text. We don't just jump right in. Just like we test the water before getting into the bathtub, we need to "test the waters" of our books by reading the title and subtitles, look at pictures, etc. We think about what this book will mostly be about. ● Teach students the many features of nonfiction texts (headings, captions, glossary, index, table of contents, bold words, photographs, etc.). Explaining that just as a fiction author uses story elements to let us know what is happening, there are specific text structures that authors of nonfiction use as well. ● Teach students to notice the sequence the nonfiction text.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Report on a topic, tell a story, or recount an experience with appropriate facts and relevant details. ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring ● Stop and jots ● Partner share
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<p>Re-teaching: In order for students to synthesize information you may want to point out the details in pictures or diagrams that highlight the text, link previous learning to new learning, and/or add</p>	<p>Enrichment: This is a great opportunity to enrich using scientific vocabulary. Students will be introduced to sophisticated new vocabulary as they study non-fiction, one way to enrich would be to have students</p>
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gestures to their explanations.	increase their vocabulary usage through writing about their vocabulary in their notebooks and teaching it to others. Encourage students to use the new vocabulary during writing.
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Resources: <ul style="list-style-type: none"> Lucy Calkin's Navigating Nonfiction Unit of Study Book 3 Volume 1 and 2 	Teacher Notes: <ul style="list-style-type: none"> Have many different texts available at each level. Be aware nonfiction text is more challenging and students may need to choose books one or two levels below their fiction level.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3 CA 5	G 1.4 G 1.5	R3A.3	RI.3.5 RI.3.7 LS1.a-d LS2 LS3 LS4 LS6

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READING	Grade: 3	Unit of Study: Navigating Nonfiction	Timeline: November
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Big Idea: Determine Main Ideas

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Create boxes and bullets in order to determine importance, main idea and supporting details from their text● Work with partners to grow ideas● Become an expert on a topic and teach others about that topic● Review reading strategies in relationship to nonfiction text● Build background knowledge and vocabulary	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students through modeling how to chunk information and hold onto it as they read. Teach them how to use the headings and subheadings to help them determine the main ideas and supporting details of a section (may be a two page spread).● Teach students how to take the “chunks of information” and organize it into a boxes and bullets format.● Teach students to use “pop out sentences” to determine main idea when no headings are present.● Remind students that they will draw on all that they already know about reading, while reading nonfiction. (Just right books, reading is thinking, we read to grow ideas, etc.)● Teach students to take little observations and grow them into big ideas. Demonstrate how to wonder, and notice, and then squeeze out your ideas and opinions to discuss or jot.● Teach students to share their topic and opinions with their partner to grow more ideas.● Teach students strategies for discovering meaning of unknown words: context clues, using glossary, definition within the text, and word structure.
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**City of St. Charles School District Communication Arts Curriculum
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Report on a topic, tell a story, or recount an experience with appropriate facts and relevant details. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. • 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>Assessment for Learning:</p> <ul style="list-style-type: none"> • Boxes and Bullets in notebooks/reading binders • Conferring
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<p>Re-teaching: For ELL/Sped Students- Consider providing a visual whenever possible and consistently using the same notation or symbols for boxes and bullets.</p>	<p>Enrichment:</p> <ul style="list-style-type: none"> • Higher level readers may need to infer the main idea more.
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<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkin’s Navigating Nonfiction Unit of Study Book 3 Volume 1 and 2 • A Curricular Plan for the Reader’s Workshop Unit 4 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Can also use the “hand strategy” to demonstrate main idea. On the palm is the main idea and the fingers represent the supporting details. • Students are often challenged to “think” about nonfiction text versus retelling only what they read. You will work hard to teach them that they are still thinking and that they will grow ideas from their text.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3 CA 5	G 1.4 G 1.5	R1H.3a-d,f-i R3C.3.a-j R1H.3.b R1H.2.d R1D.3.a-b	RI.3.1 RI.3.2 RI.3.10 LS1.a-d LS2 LS3 LS4 LS6

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WRITING	Grade: 3	Unit of Study: Informational Text	Timeline: November
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Big Idea: Researching and Creating an Expository Text
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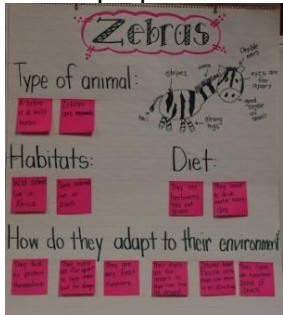
<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Become an expert on a topic by utilizing multiple systems for research: school library, classroom library, internet, etc ● Identify text features ● Use the boxes and bullets system to take notes on their topic ● Organize their work in a logical order 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students how to decide on a topic that will be interesting to them so they can stick with it for several weeks. ● Teach students the various text features they will utilize in their own writing: title, heading, caption, picture, glossary, and table of contents. ● Teach students to use boxes and bullets system to take notes from their research. ● Teach students to decide on how they will organize their work (chronological, most important first, etc.)
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● 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>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring ● Notebook Review
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<p>Re-teaching: For ELL/Sped students- Consider minimizing the number of pieces of paper the student is responsible for keeping track of and organizing.</p>	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Teach students additional less common text features to use in their writing, such as bold words, fact-box, testimonial, subheading, or diagram with close up.
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<p>Resources:</p> <ul style="list-style-type: none"> ● A Curricular Plan for the Writer's Workshop Unit 5 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Teacher will need to select a topic to do research on as a model. This does take a lot of time however the payoff will be worth it! Students need to see a finished product so they have an idea of the expectation. ● These lessons will go hand in hand with the Reader's Workshop
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	<p>lessons. Writer's Workshop can then be a review of what was learned earlier that day or week regarding text features.</p> <ul style="list-style-type: none"> • Predictable Strategy groups might be: 1. Coming up with something to write about 2. Reviewing text structures to use in your writing 3. Synthesizing information to be able to write it for a purpose. 
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3 CA 5	G 1.4 G 1.5	W3A.3.a W2A.3.a-b W2D.3 ICTL2B.3.a-c ICTL3A.3a-b ICTL4D.3.a-b W3A.3.a ICTL5A.3	W.3.2.a-c W.3.7 W.3.8 LS1.a-d LS2 LS3 LS4 LS6

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WRITING	Grade: 3	Unit of Study: Informational Text	Timeline: November
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Big Idea: Drafting an expository text

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Draft an expository text on the topic of their choice using a table of contents, headings, glossary, index, pictures with labels ● Compile completed draft in a logical order ● Use new vocabulary words learned to create a glossary 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to use the correct type of paper to compile their draft. ● Teach students to transfer notes into their draft. ● Teach students to notice important words in their research to include in their draft as the “glossary” words.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● 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>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring ● Notebook Review
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Using other graphic organizers may help to organize students ideas and facts as they collect them in order to keep the writing authentic and in their own words. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Stronger writers may have more pages to their piece. You could also challenge them to use more research and to “dig deeper” with their topics.
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<p>Resources:</p> <ul style="list-style-type: none"> ● A Curricular Plan for the Writer’s Workshop Unit 5 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● You will want to have available different types of paper to scaffold the students work (paper with box and lines for picture and caption; boxes and lines for glossary, etc.)
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3 CA 5	G 1.1 G 1.2 G 1.4 G 1.5 G 2.1 G 2.3	W3A.3.a W2A.3.a-b W2D.3 ICTL2B.3.a-c ICTL3A.3a-b ICTL4D.3.a-b W3A.3.a ICTL5A.3	W.3.2.a-c W.3.7 W.3.8 LS1.a-d LS2 LS3 LS4 LS6

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WRITING	Grade: 3	Unit of Study: Informational Text	Timeline: November
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Big Idea: Revise, Edit, Publish

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Use a checklist to revise their draft • Use a checklist to edit their draft • Rewrite the pages of their draft in an logical way <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Write fluently in both manuscript and cursive handwriting with appropriate spacing 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach students to revise their writing by rereading their work and using the checklist. • Teach students to edit their work for grammar, spelling, punctuation, etc. using a checklist. Demonstrate resources for spell checking: peer, dictionary, dictionary.com, etc. • Teach students to create a cover for their work similar to the cover of published authors. • Teach students how to rewrite their work to create a piece that makes them proud. <p>Handwriting Skills:</p> <ul style="list-style-type: none"> • Teacher will model Handwriting Objectives embedded in Writing Workshop • Explicitly teach skills listed in Weeks 9-12 in Handwriting Without Tears Teaching Guide <ul style="list-style-type: none"> ○ Review and mastery cursive to cursive, silly spelling ○ Cursive letters y, i, j, k, r, s, o, w
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Report on a topic, tell a story, or recount an experience with appropriate facts and relevant details. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Cold Write • Notebook checks • Conferring
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Use of peer editing ● Use a mentor text when conferring with strugglers ● Rehearse chapters before writing 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students who finish quicker than others may act as an editor and assist others. ● As stated earlier, students who excel at writing may want to incorporate additional pages into their published piece. ● Students could be “mentor” text to struggling writers.
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<p>Resources:</p> <ul style="list-style-type: none"> ● A Curricular Plan for the Writer’s Workshop Unit 5 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● In order to model this procedure and show an example it may be helpful to create your piece on PowerPoint. You then have the finished pages easily accessible to display and print.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3 CA 5	G 1.1 G 1.2 G 1.4 G 1.5 G 2.1 G 2.3	W3A.3.a W2A.3.a-b W2D.3 ICTL2B.3.a-c ICTL3A.3a-b ICTL4D.3.a-b W3A.3.a ICTL5A.3	W.3.2.a-c W.3.7 W.3.8 LS1.a-d LS2 LS3 LS4 LS6

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READ ALOUD	Grade: 3	Unit of Study: Non-Fiction Reading Expository Text	Timeline: November
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Big Idea: Questioning

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use text to grow ideas ● Begin read aloud book clubs ● Ask questions 	<p>Suggested Learning Activities</p> <ul style="list-style-type: none"> ● Teach children to work in small groups of 4-6 students to discuss their thinking about the read aloud book. ● Teach children how to think about non-fiction text. Model your thinking out loud and then have students talk about their thinking in book clubs. ● Teach children the importance of questioning while reading an expository text. Model how readers ask questions before, during and after reading to help them grow ideas. ● Teach children how to state their opinion and share it with a group. Also, teach them how to back up their thinking with evidence from the text.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Jots ● Conferring ● Reader Notebook Review
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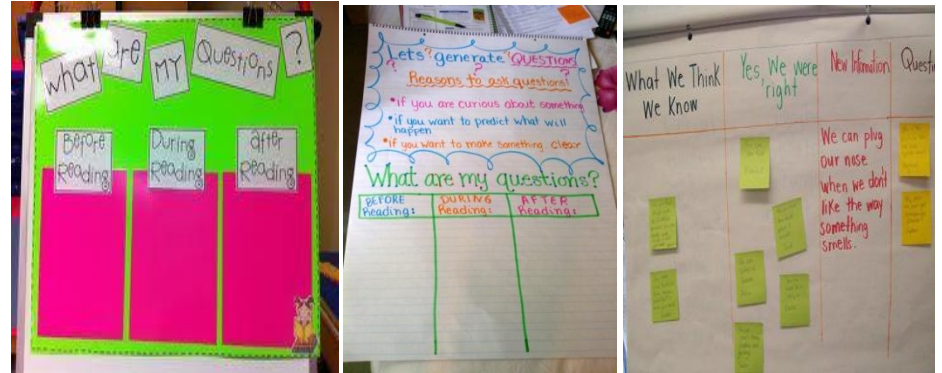
<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- Some ELL students may benefit from a graphic organizer that has question sentence stems already written. You could also consider providing them with a question sentence stem menu. Students who are struggling may also benefit from multiple examples of these sentence stems used on the graphic organizer or menu. This can help students who are unsure about how to phrase questions. For 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students could lead a whole group discussion and model for others how to think deeper about non-fiction text.
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students who are literate and more comfortable in their first language, consider allowing students to write the questions in their first language.

- Resources:**
- A Curricular Plan for Reading Unit 4
 - Lucy Calkin's Unit of Study: Navigating Non-Fiction Book 3 Volume 1

Teacher Notes:



Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3 CA 5	G 1.1 G 1.2 G 1.4 G 1.5 G 2.1 G 2.3	R1H.3a-d,f-i R3C.3.a-j R1H.3.b R1H.2.d R1D.3.a-b	RI.3.1 RI.3.2 RI.3.10 LS1.a-d LS2 LS3

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GRAMMAR	Grade: 3	Unit of Study: Grammar	Timeline: November
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Big Idea: Writing complex sentences

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Write both simple and compound sentences • Use prepositional phrases, adjectives, and adverbs appropriately 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach children the meaning of prepositional phrases, adjectives and adverbs. Model how to use these types of words in complete sentences. • Create a game to help children learn these words. • Invite students to “notice” what is good about a sentence from a familiar read aloud during the mid-workshop teaching point in writer’s workshop.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Cold writes • Conferring • Sentence writing during Word Work time • Bracketing
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Use worksheets to teach skills in isolation until concepts are grasped, then this should be transferred to their writing. • For ELL students- Provide visual support when teaching adverbs and adjectives whenever possible. Make sure that students are using these words correctly orally before attempting to teach them this skill in writing. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Students who are advanced can peer teach/conference with students who are still grasping the concept.
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<p>Resources:</p> <ul style="list-style-type: none"> • Jeff Anderson’s Everyday Editing • www.thewriteguy.net 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Create fun games and activities to assist in teaching these concepts. • Google search activities to help teach prepositional phrases, adjectives and adverbs
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3 CA 5	G 1.1 G 1.2 G 1.4 G 1.5 G 2.1 G 2.3	W3A.3.a W2A.3.a-b W2D.3 W3A.3.a	W.3.2.a-c W.3.7 W.3.8 LS1.a-d LS2 LS3 LS4 LS6

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WORD WORK	Grade: 3	Unit of Study: Making Words	Timeline: November
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Big Idea: Diphthongs and ambiguous vowels

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Take apart and make words with a variety of endings • Recognize that words have multiple meanings • Concepts of plural and plural forms (y to i add es) • Take apart and read the full range of contractions • Compare and contrast and use diphthongs and other ambiguous vowel sounds including: oi, oy, oo, aw, au, wa, al, ou, ow 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach children how to add endings to words. Some examples may include -ing, -ed, -er. Discuss how adding these change the spelling of the word and the meaning. • Teach children how to take apart and make a full range of plurals, including irregular plurals and plurals that require spelling changes. For example child becomes children and diary becomes diaries. • Teach children to recognize that some words have multiple meanings. Teach them that homographs look the same but sound different such as lead and lead. Teach them that homophones sound the same and look different such as meet and meat. • Teach children to complete various sorting activities to cover the objectives.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Observation during sorts and games • Cold writes and other writing samples • Spelling inventory • Weekly spell checks • Dictation sentences
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • For ELL students- When working on endings like “ed,” “s,” and “ing,” make sure that students understand the purpose the endings serve. Provide several examples of how the “ed” “s” and “ing” are used at the ends of words. Many students, even at high levels of proficiency, do not hear or use these ending correctly. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • For students who are performing above this level, provide them with a more difficult group of words.
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<p>Resources:</p> <ul style="list-style-type: none"> • Unit VI: Within Word Patterns , Words Their Way • Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • When introducing new games, it may be easier to introduce them to the whole group so that all students can see the game being modeled before they try it on their own. • Instruction will be data driven based off the spelling inventory assessment.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3 CA 5	G 1.1 G 1.2 G 1.4 G 1.5 G 2.1 G 2.3	W3A.3.a W2A.3.a-b W2D.3 W3A.3.a	W.3.4 W.3.5 W.3.6 LS3.1e LS3.2f LS3.3a-b LS3.4,5,6

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THINKING STRATEGY	Grade: 3	Unit of Study: Questioning	Timeline: November
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Big Idea: Questioning

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Establish a purpose for reading ● Be more focused on their reading ● Use deeper meaning to help understand the text ● Ask questions before, during and after reading ● Ask questions to make the text more clear ● Ask different types of questions (thick and thin) 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children the difference between a thick and a thin question. Have them practice asking these types of questions with a partner during reading or with you during a conference. ● Teach children the importance of asking questions. Give them an example of a little kid who asks questions all the time to try to figure out what is going on and make sense of why it is happening. Tell students they should do the same thing while they are reading. ● Teach children to use questioning strategies on their own. Have tools for them to use such as anchor charts, graphic organizers, jots, etc.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Stop and jot ● Conferring ● Informal running record ● TC Benchmark ● Reader's notebook review
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- ELL students may benefit from a graphic organizer that has question sentence stems already written. Also consider providing a question sentence stem menu. Students who are struggling may also benefit from multiple examples of these sentence stems. This can help students who are unsure about how to phrase questions. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students who grasp the concept of questioning could help teach students who are struggling with how to ask questions and the importance of asking questions.
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<p>Resources:</p> <ul style="list-style-type: none"> • Mosaic of Thought • Strategies that Work 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • It might be helpful to your students if you make an anchor chart for questioning and post somewhere in the room. On the chart be sure to include a student friendly definition of the word questioning, examples of the different types of questions to ask and maybe some stems for students to use during independent reading. • Even though questioning is taught during the non-fiction unit, it also important to teach and model for students how to use it in fiction.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 5 CA 7	G 1.5 G 1.6 G 2.4 G 3.5	R1H.3.a-d,f-i R2A.2 R3C.3.a-j	RI.3.1 RL.3.7 LS1.a-d LS2 LS3 LS4 LS6

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READING	Grade: 3	Unit of Study: Series Book Club	Timeline: December
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Big Idea: Series Book Clubs

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Learn to talk in groups about ideas in their books● Learn to grow ideas● Turn and talk and listen respectfully● Post-it or jot in reading binder to respond to a text● Learn routines and expectations of a book club● Read several books in a series in their book club	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students their role in a book club. Explain their responsibilities to the club (everyone reads, everyone shares, everyone listens).● Teach students to establish a “constitution” or set of guidelines for their club to follow.● Teach students to choose books that interest them written in a series.● Teach students how to grow ideas in a club (as modeled/practiced during read aloud).● Teach students to set reading goals so that all members are reading at the same pace and are reading to discuss the same amount.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others’ ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Teacher observation/checklists● Conferring notes
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Re-teaching:

- Some students may not be ready for book club. Try partnerships in the same book until the student is able to discuss books independently and is responsible for jotting.
- **For ELL students-** If ELL students are having difficulty sharing their ideas, help them to prepare ideas ahead of time either in writing or by talking with a partner before sharing with the group. If possible, teach the groups “wait time” as ELLs answer. When an ELL student stops to pause, students wait a few seconds before finishing the ELL’s sentence or adding on their own thinking.

Enrichment:

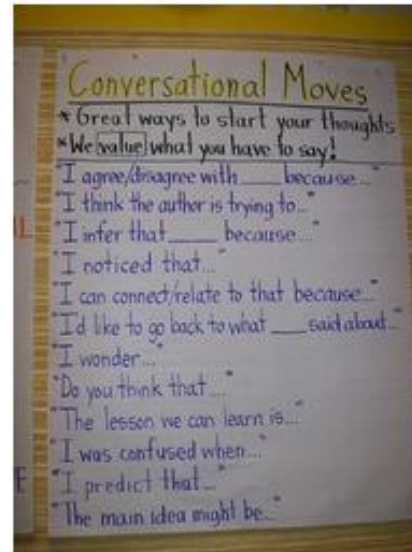
- Students will be matched to readers of similar reading levels. Students will work together to push their thinking within their clubs by learning to say things like, “Tell me more about that,” “Can you show an example of that” or “Why do you think that?”

Resources:

TC Curricular Calendar and Unit Map on Books in a Series Book Clubs that can be found on the Readingandwritingproject.com website.

Teacher Notes:

- It may be helpful to create a chart for students to record their team name, plan for how much to read, and plan for discussion (what they may want to jot about).
- You will want to “fish bowl” a book club so that students can notice what the club is doing well that they too could do in their club.



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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA5 CA6 CA7	G1.5,6,8,10 G2.3 G3.3,4,6 G4.1,5,6	R2C.3.h R2A.3.b R1I.3.a R2C.7.b R1D.3.a-b	RL.3.3 RL.3.5 RL.3.9 RL.3.10 LS1.a-d LS2 LS3 LS4 LS6

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Reader's Workshop	Grade: 3	Unit of Study: Series Book Club	Timeline: December
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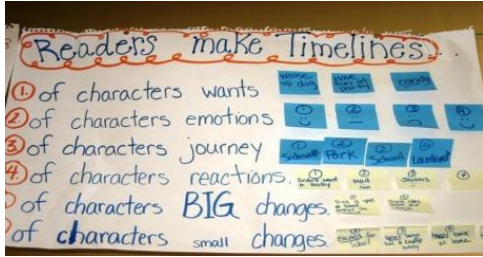
Big Idea: Develop and Grow Character Theories on Books in a Series

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Envision to study the main character and secondary characters● Pause to look between books and grow ideas● Create theories on both main and secondary characters	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that when we know a character well and notice patterns across many books, we can use this knowledge to make some predictions. We can predict how the character will react or solve a problem. We can even make larger predictions about how another book in the series might go based on previous books.● Teach students to notice what problems the character faces and how he/she deals with it.● Teach students that when a character acts in a certain way over and over again, that behavior is often there to teach the reader a lesson. Readers know that no character, or person, is just one way.● Teach students that when we have a single idea about a character, we push ourselves to think of more complex ideas. We might say, "On the one hand...but on the other hand." Or we could say, "One side of this character is... but she can also be..." In this way, we grow richer theories about characters.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Jot lot● Conferring with readers/clubs
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Using graphic organizers to organize ideas and thoughts may be necessary for students who struggle. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Challenge students to look for multiple examples of trait/theory and to look for the complex traits of the characters.
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<p>Resources: TC Curricular Calendar and Unit Map</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> Some clubs will quickly be able to run their groups independently. Allow them that freedom. The teacher takes the role of the observer. 
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Marzano Strategies				Equity/Workplace Readiness				
x	Homework and Practice	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA5 CA6 CA7	G1.5,6,8,10 G2.3 G3.3,4,6 G4.1,5,6	R2C.3.h R2A.3.b R1I.3.a R2C.7.b R1D.3.a-b	RL.3.3 RL.3.5 RL.3.9 RL.3.10 LS1.a-d LS2 LS3 LS4 LS6

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READING	Grade: 3	Unit of Study: Series Book Club	Timeline: December
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Big Idea: Compare and Contrast Different Characters and Themes

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none"> ● Compare and contrast main characters and secondary characters ● Compare and contrast themes of text of books in series ● Infer, synthesize, and interpret elements of characters and themes across various texts 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to compare how the situation or problem is similar or different in multiple books in a series. We might also compare and contrast how the main character reacts to these different problems. ● Teach students to organize/synthesize their thoughts. One way is to sort post-its and push to grow a theory and discover the theme of each book. ● Teach students to experience the text in a way that goes beyond just what is happening. Teach them to read books by taking in the deepest and most intense parts of a story.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. ● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. ● Students will report on a topic using appropriate facts. ● Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Teacher Observation/Checklists
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<p>Re-teaching: Depending on the level of your student you want to make sure he/she has books that he/she can read and comprehend. You can also provide them with talking prompts to help them in the conversation.</p>	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Encourage students to push their thinking and interpretations
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Resources: TC Curricular Calendar and Unit Map	Teacher Notes: This unit is meant to build off the Character Unit of Study (taught in October).
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
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THINKING STRATEGY	Grade: 3	Unit of Study: Schema	Timeline: December
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Big Idea: Schema

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Activate prior knowledge before starting to read a book/passage • Use schema and new learning to form new ideas about the world around them 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach students through think aloud what you do to activate what you already know before starting to read a book/passage. • Teach students to ask themselves what the passage reminds them of in their own lives and how it helps them to better understand and empathize with the characters. • Teach students how to think about books in a series and how they are related. Teach them to notice how background knowledge helps them to decide what's important to remember.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. • Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. • Students will report on a topic using appropriate facts. • Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Teacher Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • In small groups, provide students with stems to help them verbalize connections they are having to the text, such as "This part reminds me of a time when..." or "My schema tells me the character is feeling _____ because..." • For ELL students- Whenever possible, draw pictures of your schema or provide another visual cue for students struggling with schema. If students continue to struggle, consider having students make a list of words that they are likely to 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Allow students to write a book recommendation for the read aloud books, starting with reasons why readers will be able to connect to the text or what big idea they will learn about.
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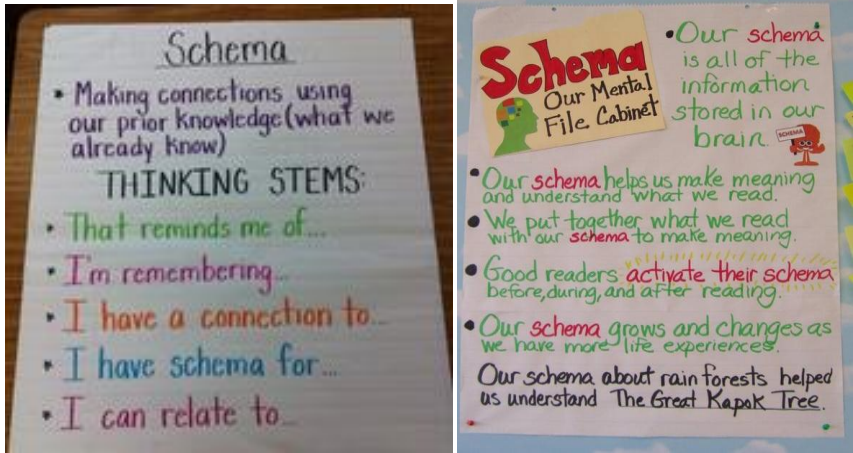
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see in the text. Show students how this list could be build into complete sentences about background knowledge.

Resources:
7 Keys to Comprehension

Teacher Notes:

- Model schema during content areas as well. Students will be building schema as they learn new material.



Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
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READ ALOUD	Grade: 3	Unit of Study: Books in a Series	Timeline: December
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Big Idea: Schema

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Continue with read aloud book clubs and whole class conversations • Learn how to disagree respectfully to grow ideas 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Continue to teach students strategies for growing thinking. • Teach students how to challenge each other respectfully. • Teach students thinking prompts to grow ideas. • Teach students how to talk about books across a series. • Teach students how to use their background knowledge to begin discussions.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Jot lot • Teacher observation
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Resources:
 TC Curricular Calendar
 7 Keys to Comprehension

Teacher Notes:

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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
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WRITING	Grade: 3	Unit of Study: Opinion Writing	Timeline: December
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Big Idea: Writing Persuasive Reviews

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Write reviews of restaurants or TV shows or movies• Be aware of audience	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students that some writers produce a type of writing called reviews. Gather several different examples of reviews and have students read them, asking themselves “What has this writer done that I could do?”• Teach students that writers who are trying to be reviewers or critics live differently because they are writing reviews. They watch TV or movies differently because they’re thinking “What is my opinion of this and is my opinion important enough to share with others?” If it is, then we collect reasons for our opinion, take notes and store them in our notebooks. Model this for students, by watching video clips or TV clips.• Teach students that after we study a certain type of writing (reviews) we say to ourselves, “So now I know how this kind of writing goes.” Then we make a plan for how to write the same way. We get started by sketching out a quick plan and then start writing.• Teach students that writers don’t just write one review and then stop, they write several. The restaurant reviewer in the newspaper publishes a different review every week. You can do this too by finishing one and starting another.• Teach students that after writing a review, we reread it and think “How can I make it more persuasive?” We can do this by rereading the reviews that others have written and noticing things they did that really worked. We try to do those things in our writing.
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Speaking/Listening Objectives:

- Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.
- Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.
- Students will report on a topic using appropriate facts.
- Students will speak in complete sentences.

Assessment for Learning:

- Cold writes
- Notebook checks
- Conferring notes

Re-teaching:

- **For ELL students-** provide a permanent space for them to grow a list of words and phrases needed for writing and talking about opinions. When you or a classmate mentions these words, help the ELL students to add these to the list.

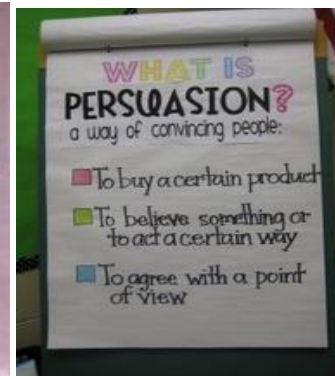
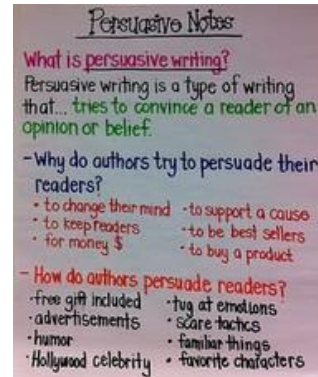
Enrichment:

- Students can create a class newspaper with several reviews.

Resources:

- Curricular Calendar for Writing - Unit 4 Opinion Writing

Teacher Notes:



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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
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WRITING	Grade: 3	Unit of Study: Opinion Writing	Timeline: December
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Big Idea: Making Reviews More Persuasive

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• State an opinion and support it with reasons• Be aware of audience	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students that there are things reviewers always do and they need to reread their reviews to make sure we do those things. One of those things is to always state an opinion and provide reasons to back up that opinion.• Teach students that review writers come in every day and have to make decisions. They ask themselves, “Will I be writing a new review or will I be writing one of my previously written reviews. Remind students that are writing new reviews to use all they know about review writing and not to wait until it’s time to revise to add their reasons why.• Teach students the importance of finding exact details that really matter. Writers do this by asking, “How can I include details that are going to persuade my readers?” Make sure you choose details that make your case and choose precise words that show strong feelings.• Teach students that reviewers keep in mind the sorts of things that are important to describe, whether they are writing a book review, movie review, or a restaurant review. This can be done by elaborating on the important parts of the subject with the persuasive language critics often use. For example, food critics don’t only talk about the food at a restaurant but also about the decor and service.• Teach students that it is really important for reviewers to think about who is going to read our reviews. Some reviews we write are for a particular kind of person. Sometimes we try to convince moms to buy things for their kids or convince kids to see a movie. When we are writing reviews need to ask ourselves, “Who might read this?” Then we think of information that reader, needs to know.• Teach students that writers persuade an audience by using sentences that make readers feel they are missing out on
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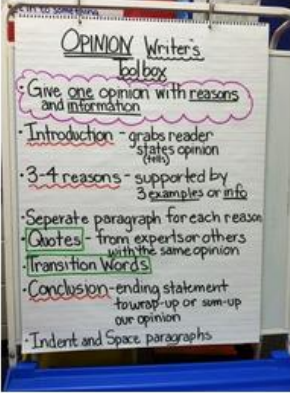

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	something really important. For example, add sentences like: “If you don’t read this book you are going to be missing out on meeting the funniest character in the world.”
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Speaking/Listening Objectives: <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others’ ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	Assessment for Learning: <ul style="list-style-type: none">● Cold writes● Notebook reviews● Conferring
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Re-teaching: <ul style="list-style-type: none">● If students are struggling with adding the reasons to back up their opinions, have them try asking themselves “Why do you think that?” Then they can add their answers to their writing.● If students are struggling to make their reviews more persuasive, teach them to give specific information. For example, instead of saying that a bakery has a lot of cupcakes, it is more persuasive to say that a bakery has thirty five kinds of cupcakes.	Enrichment: <ul style="list-style-type: none">● Teach students to add a personal anecdote to their review.
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<p>Resources:</p> <ul style="list-style-type: none"> Curricular Calendar for Writing - Unit 4 Opinion Writing 	<p>Teacher Notes:</p> <p>Make an anchor chart to help students elaborate on the important parts of the subject with persuasive language that critics often use.</p> <div style="display: flex; justify-content: space-around;">   </div>
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

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WRITING	Grade: 3	Unit of Study: Opinion Writing	Timeline: December
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Big Idea: Writers Revise and Edit for Precision and Clarity

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Revise and edit their reviews <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write fluently in both manuscript and cursive handwriting with appropriate spacing	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that when they revise their reviews they ask themselves, “Do I have any details that don’t support my idea?” We take away parts that don’t support our claim.● Teach students to use boldface type, underlining, italics, and exclamation points to show which parts are really important and we want our readers to pay special attention to. To help with this ask, “Is this a big idea?”● Teach students to revise their reviews by choosing strategies that will make their writing more persuasive. When we revise we think, “Should I add more reasons to express my opinion? Should I envision the scene to give a clearer picture? Should I add more specific details?” Then we choose a strategy to help make our review more persuasive.● Teach students to use an editing checklist to make sure their reviews are ready to share with the world. We check for correct capitalization, understanding (does it make sense), punctuation, and spelling. <p>Handwriting Skills:</p> <ul style="list-style-type: none">● Teacher will model Handwriting Objectives embedded in Writing Workshop● Explicitly teach skills listed in Weeks 13-16 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Crank up letters, tow truck letters, review and mastery○ Cursive letters b, v, m, n, x, q, z
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Speaking/Listening Objectives:

- Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.
- Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.
- Students will report on a topic using appropriate facts.
- Students will speak in complete sentences.

Assessment for Learning:

- Cold writes
- Notebook checks
- Conferring notes

Re-teaching:

- **For ELL students-** Now is a good time to see if students have some persistent grammatical problems in their writing such as subject verb agreement. Check to see if this kind of problem is also prevalent in their speech. In the case that it is, ask your ESOL teacher for ideas and help to work with the student on this topic both in reading and in writing.

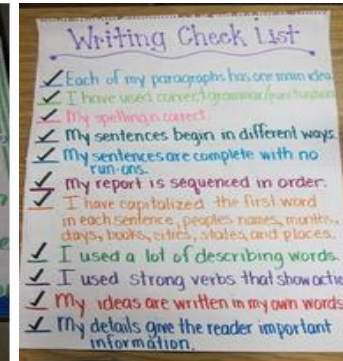
Enrichment:

- Using an editing checklist, allow students to edit peers' work, adding suggestions for how they can be more persuasive in their writing. Using multicolored pens is a fun way to edit.

Resources:

Curricular Calendar for Writing - Unit 4 Opinion Writing

Teacher Notes:



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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
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WRITING	Grade: 3	Unit of Study: Opinion Writing	Timeline: December
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Big Idea: Persuasive Letters

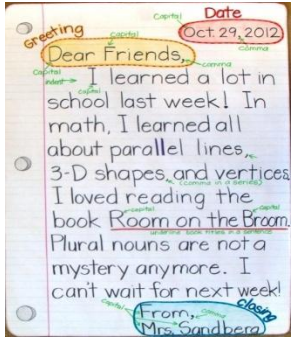
<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Write persuasive letters• Know the 5 parts of a friendly letter• Be aware of audience	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students the 5 parts of a friendly letter.• Teach students that writers write persuasive letters. We can persuade people to do or think or feel something about the world. We can use our reviews as jumping points to get ideas from for writing persuasive letter. We can start our letters by saying people should or people shouldn't do something.• Teach students to use their lives to generate ideas for writing opinion pieces. We can think of what needs to be changed in the world around us and what we would want to say to the people in charge.• Teach students that we can bring all that we have learned about writing persuasive reviews into writing persuasive letters. We want to make sure we backup our opinion with reasons, supply details that back up those reasons, and make sure we use words that really show what we are trying to say.• Teach students to pay attention to the arguments they are making. Teach them to push themselves to see whether another reason may be more powerful or persuasive. Ask yourself, "Is there something else that I can add that would really convince a person that I am right? What information is vital to make this person feel that what I am trying to convince them of will also be good for them?"• Teach students that writers think about their audience by asking, "What would this audience care about? What can I add that speaks to those things? "We also need to think about counterarguments. "Is there anything someone could say to disagree with me?" If so, we might add "Some people might think _____, but I think_____."• Teach students how our letters affect a real audience. We think, "What did it feel like to work on a piece of writing that had a real
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	purpose? What will I do the same or differently next time I write something like this?"
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. • Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. • Students will report on a topic using appropriate facts. • Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Cold writes • Notebook checks • Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • For ELL students- If students are struggling, consider providing examples of letters and allowing students to highlight words that they might want to use in their writing. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Allow students who have mastered the learning objectives to create mentor letters to use during minilessons.
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar for Writing - Unit 4 Opinion Writing 	<p>Teacher Notes:</p> 
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
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GRAMMAR	Grade: 3	Unit of Study: GRAMMAR	Timeline: December
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Big Idea: Identifying and using different sentence types

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> Know and write the four types of sentences (declarative, interrogative, exclamatory, imperative) Use linking words and phrases 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> Teach students that a declarative sentence is a sentence that tells. Teach students that an interrogative sentence asks a question. Teach students that an exclamatory sentence shows excitement. Teach students that an imperative sentence gives a command.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> Cold writes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> For ELL students- If students have not mastered forming one type of sentence (most often questions) in English, this would be a good time to show them how the sentences change depending on the type. With each different kind of sentence, show how the placement of the nouns and verbs changes. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Teach students how to edit their writing by using linking words to change simple sentences into complex sentences.
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x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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WORD WORK	Grade: 3	Unit of Study:	Timeline: December
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Big Idea: Using context to understand the meaning of unknown words

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary ● Use the context of a sentence, paragraph, or whole text to determine the meaning of a word ● Work flexibly with base words, prefixes, and suffixes ● Use beginning and ending complex consonants and consonant clusters; kn,wr, gn, scr, str, spr, squ, thr, shr, hard and soft c, g,final e: -ce, -ve, -se, -ze, dge, ge, tch, ch 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students that when you come across a word you don't know the meaning of, try using the words within that sentence or the sentences around it to gather meaning. ● Teach the students that they can use a synonym for the unknown word based on the context of the sentence. ● Teach to use the prefix or suffix of a word to understand its meaning. (re=again, un=not, er=person who does or comparing two things, est=comparing more than two, etc.) ● Teach students to complete various sorting activities to cover the consonant clusters and word endings objectives.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation during sorts and games ● Cold writes and other writing samples ● Spelling inventory ● Weekly spell checks ● Dictation sentences
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For students who are struggling, you could meet with them 1-on-1 or in a small group setting. ● For ELL students- Remind students of the cognate strategy. Many students will have words in their first language that sound like the word in English. This is especially true for students who speak Spanish or a French dialect. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● For students who are performing above this level, provide them with a more difficult group of words.
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<p>Resources:</p> <ul style="list-style-type: none"> • Unit VII: Within Word Patterns, Words Their Way (yellow book) • Continuum of Literacy of Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Make sure you are demonstrating how to sort, check, and reflect (noticing the patterns of words). • When using games make sure to model and practice whole group before they try it on their own. • Instruction will be data driven based off the spelling inventory assessment.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA3 CA5	G1.2 G1.4 G1.5 G2.1 G2.3	W3A.3a-b W2D.3	W3.5 W3.6 LS3.1e LS3.2f LS3.3a-b LS3.4,5,6

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READING	Grade: 3	Unit of Study: Mystery Unit	Timeline: January
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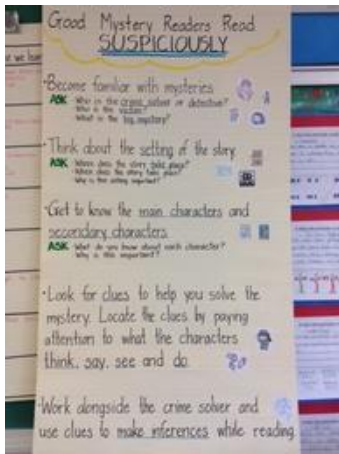
Big Idea: Identify Story Elements
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<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Read mystery text to discover the main problem and be alert to how a main character goes about solving this ● Want to pay special attention to the setting and the new characters that each book in a series introduces ● Read text to identify the solution to the mystery ● Identify the main idea of the text 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to begin a book thinking, “What’s the mystery?” As we read the first few pages we identify the main problem. Then we ask ourselves “Who’s the main detective?” ● Teach students to identify or define the main idea of the mystery (what is it mostly about?) ● Teach students the predictable sequence of events and the vocabulary necessary to label the main features common to most mysteries (detective, clue, suspect, red herring). ● Teach students to notice clues that the author has revealed along the way. ● Teach students to read with suspicion. Make a list of suspects as we read. Pay attention to the little details in the story that point to whether a character should be on the list or not.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students engage in collaborative discussions, building on others’ ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. ● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. ● Students will report on a topic using appropriate facts. ● Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Jot Lot ● Conferring Notes
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<p>Re-teaching: For students who are struggling with volume and stamina, now is a good time to have them self assess their reading logs. See pages 6-9 in Unit 5 of the TC Curricular Calendar.</p>	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Encourage students to collect jots throughout their books, gathering clues. ● Encourage students to write long and strong about the mystery books they are reading.
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<p>Resources: TC Curricular Calendar Unit 5: Mystery Book Clubs</p>	<p>Teacher Notes:</p> 
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA5 CA6	G1.5 G1.6 G1.10 G2.2 G2.3 G3.2 G3.3 G3.4 G3.6	R2A.3.b R2C.3.a-h R1D.3.a-b R1H.3.a-d,f-i R1F.3.d R1G.3.b	RL.3.1 RL.3.3 RL.3.5 RL.3.10 RF.3.4.a-c

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READING	Grade: 3	Unit of Study: Mystery Unit	Timeline: January
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Big Idea: Make Predictions

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use clues to make predictions● Rethink just as a detective does, to revise predictions based on the clues of the text● Come to know the main detective and make predictions across texts	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students to notice clues and jot predictions including what will happen and also how this will come to be.● Teach students to walk in the detective's shoes, and to try to see whatever the main detective may see, consider all the clues, and to guess/predict solutions, almost as if we were the detectives ourselves.● Teach students that mystery readers, like detectives, rethink everything. As they read deeper, they consider old clues in light of new information. Often they revise predictions because the story shows us a new angle or clue that they did not previously know.● Teach students that when we read a third or fourth book in a series, we come to know the main detective's habits and strengths, and we can sometimes predict how this character will think or behave or the steps the character will take to solve a mystery.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Jot lot● Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> You may use “mentor Post-its” or sophisticated Post-its crafted by you or other children to show clubs how some jotting can lead to rich discussions. If you notice that the predictions are vague and generic, you might teach students to be more specific about their predictions, using character names and detailed events. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Coach students to think of multiple ways this story could go based on the main character, other books in this series, and their knowledge of the genre.
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<p>Resources: TC Curricular Calendar Unit 5: Mystery Book Clubs</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> Students can collect notes/predictions in a small spiral bound notepad. Consider kicking off the unit by reading a mystery during read aloud, and charting clues and predictions as you read.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA5 CA6	G1.5 G1.6 G1.10 G2.2 G2.3 G3.2 G3.3 G3.4 G3.6	R2A.3.b R2C.3.a-h R1D.3.a-b R1H.3.a-d,f-i R1F.3.d R1G.3.b	RL.3.1 RL.3.3 RL.3.5 RL.3.10 RF.3.4.a-c

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READING	Grade 3	Unit of Study: Mystery Unit	Timeline: January
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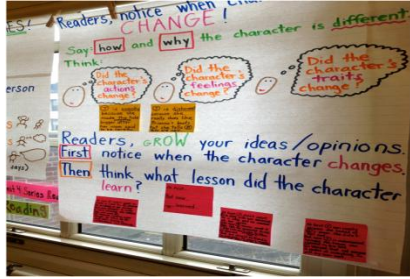
Big Idea: Mystery Series Book Clubs
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<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Continue to work in a book club using leveled books in a mystery series ● Continue to grow the thinking/ideas of members of the group through discussions 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to not only search for clues, but also to make something of those clues and to use inference to do so. Students can grow these ideas through their discussions within their book clubs. ● Teach clubs to hold onto their thinking work by making lists of suspects with page numbers that show why they are a suspect. ● Teach students to sniff out a false clue (red herring). They wonder “What did the author do to trick me?” and “What does this make me think?” ● Teach students to expect to see familiar faces and places in a mystery series. When we read a third and fourth book in a series, we come to know the main detective’s habits and strengths, and we can predict how this character will think or behave or the steps the main character may take. ● Teach students that just as detectives often solve a mystery with the help of friends, mystery readers ponder about our books with other mystery readers. We often use the language of prediction...”I think this means...” or “I think this could show..” or we use the language of questioning..”How could..? or “Why would..?”
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students engage in collaborative discussions, building on others’ ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. ● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. ● Students will report on a topic using appropriate facts. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Jot Lot ● Conferring Notes
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- Students will speak in complete sentences.

<p>Resources: TC Curricular Calendar Unit 5: Mystery Book Clubs</p>	<p>Teacher Notes:</p> 
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Marzano Strategies				Equity/Workplace Readiness					
x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA5 CA6	G1.5 G1.6 G1.10 G2.2 G2.3 G3.2 G3.3 G3.4 G3.6	R2A.3.b R2C.3.a-h R1D.3.a-b R1H.3.a-d,f-i R1F.3.d R1G.3.b	RL.3.1 RL.3.3 RL.3.5 RL.3.10 RF.3.4.a-c

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READING	Grade: 3	Unit of Study: Mystery Unit	Timeline: January
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Big Idea: Life Lessons

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Learn life lessons from their books	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students to study choices that characters in their books make. The small choices that a character makes don't just define that character; they can also guide the choices we make in our lives.• Teach students that mysteries teach readers many valuable lessons about life. Whenever we solve a mystery, we learn something new about human nature. We ask ourselves, "Why would this person do this thing?"• Teach students that reading mysteries teach us to be curious in our own lives. Mystery readers become trained to look for clues and details in our real lives that tell us more than someone else might see. We notice and think more deeply about things someone else might pass by and solve problems in our lives by rethinking and pondering.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.• Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.• Students will report on a topic using appropriate facts.• Students will speak in complete sentences.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Conferring notes• Teacher observation of conversations
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<p>Resources: TC Curricular Calendar Unit 5: Mystery Book Clubs</p>	<p>Teacher Notes:</p> 
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA5 CA6	G1.5 G1.6 G1.10 G2.2,3 G3.2,3,4,6	R2A.3.b R2C.3.a-h R1D.3.a-b R1H.3.a-d,f-i R1F.3.d R1G.3.b	RL.3.1 RL.3.3 RL.3.5 RL.3.10 RF.3.4.a-c

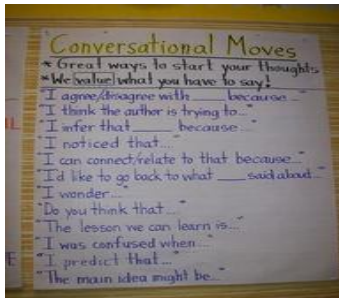
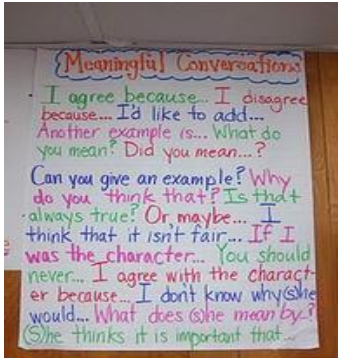
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READ ALOUD	Grade: 3	Unit of Study: Mystery Unit	Timeline: January
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Big Idea: Read Aloud

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Continue with read aloud book clubs and whole class conversations ● Learn how to disagree respectfully to grow ideas 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Continue to teach students strategies for growing ideas/thinking. ● Teach students how to challenge each other respectfully. ● Teach students thinking prompts to grow ideas. ● Teach students how to talk about books across a series. ● Teach students how to use their background knowledge to begin discussions.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Jot lot ● Teacher observation
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<p>Resources:</p> <ul style="list-style-type: none"> ● TC Curricular Calendar Unit 5: Mystery Book Clubs ● 7 Keys to Comprehension 	<p>Teacher Notes:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;">   </div>
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA5 CA6 CA7	G1.5,6,8,10 G2.3 G3.3,4,6 G4.1,5,6	R2C.3.h R2A.3.b R1I.3.a R2C.7.b R1D.3.a-b LS1.a-d LS2 LS3 LS4 LS6	RL.3.3 RL.3.5 RL.3.9 RL.3.10 SL.3.1.a-d SL.3.2 SL.3.3

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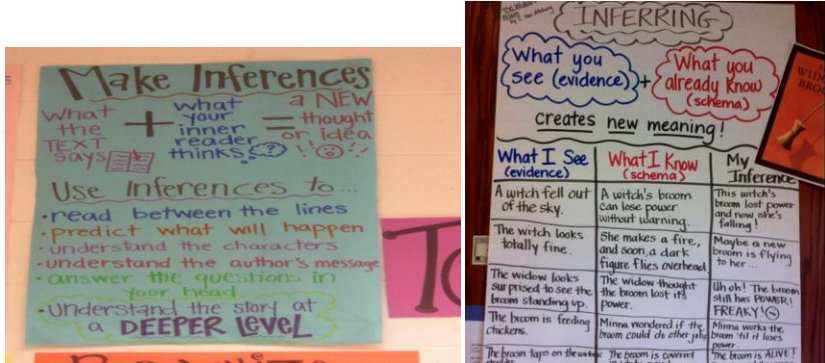
Thinking Strategy	Grade: 3	Unit of Study: Mystery Unit	Timeline: January
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Big Idea: Inferring

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Infer meaning of unknown words by using their schema, by paying attention to text and picture clues, rereading, and talking about the text with others• Use their schema along with clues from the text to draw conclusions about characters and to interpret text• Infer when answers to their questions cannot be found in the text and to determine the author's themes or message	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students that inferring is combining our background knowledge and experiences (schema) with the clues from the text to come up with a guess that's probably true. Choose a book (or section of the text) that has multiple words that the students do not already know. Model and guide students in determining meaning.• Teach students to infer character traits. Just like in real life when we get to know a person through actions, words and thoughts, authors tell us what their characters do and say and think and even what they look like and what other characters might say or think about them. These traits can grow and change just like in real life.• Teach students that at the end of their book we often wonder about questions like these: "What does the author mean with this story?" or "What does the author want us to think about and talk about when we finish this story?" or "What is the author's message to us?" Explain to students that this message is the theme of the text and that the author doesn't usually tell us exactly why. They want us to come up with those big ideas ourselves by inferring them.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.• Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.• Students will report on a topic using appropriate facts.• Students will speak in complete sentences.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Jot Lot• Teacher Observation
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<p>Resources: Interactive Read Aloud Binder (from Instructional Leader)</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> Make an anchor chart that displays the ways readers solve for unknown words. <div style="text-align: right;">  </div>
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA5 CA6 CA7	G1.5,6,8,10 G2.3 G3.3,4,6 G4.1,5,6	R1E.4.a R1E.3.a-e W2D.3 R2A.3.b	RL.3.5 L.3.4a-d L.3.5.a-c L.3.6

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WRITING	Grade: 3	Unit of Study: Realistic Fiction	Timeline: January
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Big Idea: Realistic Fiction

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Collect ideas for fictional stories	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students where writers look to find ideas for fictional story ideas. Tell students we get ideas by paying attention to the moments and issues in our lives. We can do this by looking back over our narrative notebook entries and ask ourselves “What if?” or “What would happen if?”● Teach students that writers could collect ideas by paying attention to stories we wish existed in the world. Sometimes we get ideas for stories by thinking “How can I write a story for people like me, so we can see ourselves in books?”● Teach students that writers think about stories by thinking of places that are familiar and imagining what could happen in that place.● Teach students that writers think of a strong emotion and imagine a character who experiences that emotion, then imagine a scene that might produce that emotion.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others’ ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Cold writes● Notebook checks● Conferring
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Resources: <ul style="list-style-type: none"> ● Curricular Calendar for Writing - Unit 3 Realistic Fiction ● Units of Study for Teaching Writing - Book 4 Writing Fiction 	Teacher Notes: <ul style="list-style-type: none"> ● The hardest part about teaching this unit is making sure the students keep their stories realistic.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA4 CA5 CA6	G1.5 G2.1 G2.2 G3.1 G3.3 G3.4 G4.5	W3A.3.a W2A.3.a-b W2C.3.a W2D.3 W1A.3.a-e ICTL1B.3 ICTL5C.3.a-c	W.3.3.a-d W.3.4 W.3.5 W.3.6 W.3.10

City of St. Charles School District Communication Arts Curriculum
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WRITING	Grade: 3	Unit of Study: Realistic Fiction	Timeline: January
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Big Idea: Realistic Fiction

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Develop main characters with internal and external traits• Develop a draft	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students that writers don't just go from choosing a story idea to writing a draft. Instead, fiction writers live with a story idea for a while. Specifically teach 'thinking on the page strategies' that fiction writers use to live with our characters and to rehearse for our drafts. (See session 3 in the Writing Fiction Book from the Units of Study.)• Teach students that sometimes writers begin with external character traits and what those traits might make the character feel on the inside. Students could use a t-chart to list external and internal character traits.• Teach students that every fiction writer needs to know what their character wants, what they yearn for, and what keeps these characters from getting what they want.• Teach students that once they know what their character yearns for, they don't just come out and say it. They show what our characters want by putting examples of this into small moments that fiction writers call scenes. (See session 4 in the Writing Fiction Book from the Units of Study.)• Teach students that after they develop their characters, we draft possible story mountains. Fiction writers want to make every part of the story so interesting that the reader can't wait to turn the page by making the problem worse and worse throughout the story. Story mountains help us do this because they remind us that we have to keep giving the characters something that makes it harder and harder to climb toward their goal. (See session 5 in the Writing Fiction Book from the Units of Study.)• Teach students that writers plan and practice different ways our story could go by making a bunch of little story booklets and then telling versions of the same story across pages of one booklet, another and another. This helps the writers figure out how lots of different plans for a story might actually sound, even before writing.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. • Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. • Students will report on a topic using appropriate facts. • Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Cold write
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar for Writing - Unit 3 Realistic Fiction • Units of Study for Teaching Writing - Book 4 Writing Fiction 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • The hardest part about teaching this unit is making sure the students keep their stories realistic.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA4 CA5 CA6	G1.5 G2.1 G2.2 G3.1 G3.3 G3.4 G4.5	W3A.3.a W2A.3.a-b W2C.3.a W2D.3 W1A.3.a-e ICTL1B.3 ICTL5C.3.a-c	W.3.3.a-d W.3.4 W.3.5 W.3.6 W.3.10

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WRITING	Grade: 3	Unit of Study: Realistic Fiction	Timeline: January
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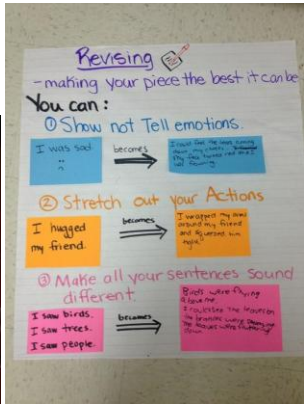
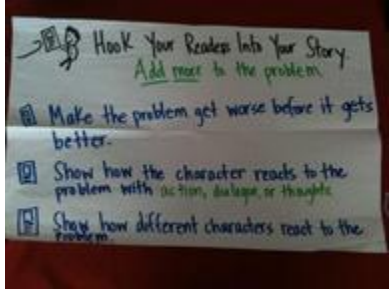
Big Idea: Realistic Fiction

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use dialogue● Write a draft● Revise and edit <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write fluently in both manuscript and cursive handwriting with appropriate spacing	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that when writers are most fired up to write, ready to keep writing page after page, we force ourselves to pause and revise. We revise our lead because by doing so, we revise our entire story. (see session 8 in Writing Fiction)● Teach students that when they are creating a scene, they are creating drama. They can add to that drama by adding dialogue and small actions to make their story better. This teaching can include enactments and role playing. (see session 6 Writing Fiction)● Teach students that writer's stretch the heart of the story. Trouble will grow worse and worse, the character will dig into internal resources to respond. How a character deals with bumps in the road will reveal what's inside.● Teach students that they need to show the place and time so that our readers don't have a disoriented feeling, asking "Where is this? and what's going on?" (see session 9 in Writing Fiction)● Teach students that writers take their time with endings, drafting and revising, until we find one that fits. The ending needs to tie up loose ends, resolve the unresolved difficulties, and bring home the story's meaning. (see session 10 Writing Fiction)● Teach students that writers rethink their easy endings and discover ways that stories might get resolved, ways we at first did not imagine. We do this by thinking about the changes our characters will go through and those changes often happen not just on the outside, but on the inside too.● Teach students to revise their story by rereading with one particular question or concern in mind. For example, reread looking specifically to see whether our character development satisfies us, or to see if we've shown the passage of time effectively, or to study the way we've used varied sentence lengths and punctuation to
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	<p>create rhythm and suspense in a story. (see session 11 in Writing Fiction)</p> <ul style="list-style-type: none">● Teach students to edit and revise their stories by looking at paragraphing, punctuation, spelling, etc. <p>Handwriting Skills:</p> <ul style="list-style-type: none">● Teacher will model Handwriting Objectives embedded in Writing Workshop● Explicitly teach skills listed in Weeks 17-20 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Cursive letters C, A, O, U, V, W, X, Y, Z, P, B, R, N, M, H, K, T, F, I, J, D, L, G, S, E, Q○ Review lowercase and connections, capital letters
<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Cold write● Notebook checks● Conferring
<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar for Writing - Unit 3 Realistic Fiction● Units of Study for Teaching Writing - Book 4 Writing Fiction	<p>Teacher Notes:</p> <ul style="list-style-type: none">● The hardest part about teaching this unit is making sure the students keep their stories realistic.

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Marzano Strategies				Equity/Workplace Readiness					
x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA4 CA5 CA6	G1.5 G2.1 G2.2 G3.1 G3.3 G3.4 G4.5	W3A.3.a W2A.3.a-b W2C.3.a W2D.3 W1A.3.a-e ICTL1B.3 ICTL5C.3.a-c	W.3.3.a-d W.3.4 W.3.5 W.3.6 W.3.10

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Grammar	Grade: 3	Unit of Study: Grammar	Timeline: January
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Big Idea: Writing in past, present, and future tense

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Be able to identify if the action is happening in the past (ed), present (ing), or future (adding help verbs such as will) • Make sure their writing makes sense and matches the tense intended for the story 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach students that suffix -ed makes words past tense. • Teach students that suffix -ing makes the word mean they are happening in the present. • Teach students how to properly add the suffixes -ed and -ing to words.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions: come prepared, followed agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Cold writes
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Use worksheets to teach skills in isolation until concepts are grasped, then this should be transferred to their writing. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • For students who catch on quickly, you could teach them irregular verbs for past, present and future. (ex. ran, run)
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA4 CA5	G1.1-2,5,6,8,10 G2.1-3 G41,8	W2E.1.d W2E.3.d-f W2C.3.b W2D.3	L.3.1.a-i L.3.2a-g L.3.3.a-b

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WORD WORK	Grade: 3	Unit of Study: WORD WORK	Timeline: January
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Big Idea: Understanding Words Used Figuratively and High Frequency Words

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Understand words when used figuratively ● Understand that words have multiple meanings ● Use various tenses by adding endings (er, est) ● Read, spell, and explain the meaning of common contractions 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Share several phrases or passages that have figurative language to your class and ask them to explain the meaning based on clues and information gathered from the text. Have the students illustrate the meaning of several phrases. ● Teach children to recognize that some words have multiple meanings and you have to use the context of the sentence to know the meaning of the word. ● Show the class two items and ask the students how they would compare them. (small, smaller) Then add a third object and show them small, smaller, smallest. ● Explain that a contraction is two words put together using an apostrophe. Then show them how the apostrophe is taking the place of the missing letters in the contraction. Show the students through the sort that the contraction is the first word and the second word's shorten form. (could've=could + have and have='ve) Have them highlight the part of the word that they all have in common for that part of the sort. ● Teach children to take apart and put together contractions. ● Teach children to complete various sorting activities to cover the objectives.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Engage effectively in a range of collaborative discussion: come prepared, follow agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation during sorts and games ● Cold writes and other writing samples ● Spelling inventory ● Weekly spell checks ● Dictation sentences
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • For students who are struggling, you could meet with them 1-on-1 or in a small group. • For ELL students- Make sure to include visuals for things like small, smaller, and smallest. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • For students who are performing above this level, provide them with a more difficult group of words.
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<p>Resources:</p> <ul style="list-style-type: none"> • Unit VIII: Within Word Patterns, Words Their Way (yellow book) • Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Instruction will be data driven based on the spelling inventory assessment.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA3 CA5	G1.2 G1.4 G1.5 G2.1 G2.3	W3A.3a-b W2D.3	W3.5 W3.6 LS3.1e LS3.2f LS3.3a-b LS3.4,5,6

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READING	Grade: 3	Unit of Study: Informational Reading	Timeline: February
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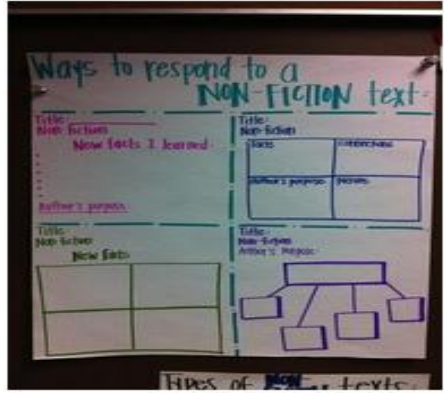
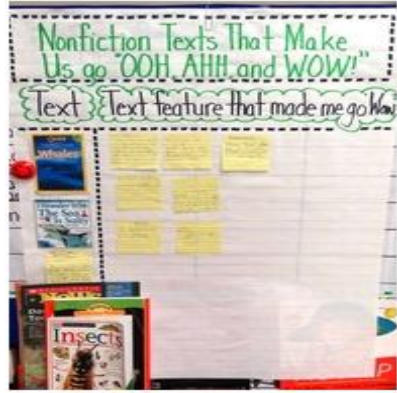
Big Idea: Investigate a topic of interest

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> Review previously taught strategies from earlier nonfiction unit Review comprehension strategies of main idea and cause effect 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> Review with students the many features of nonfiction texts (headings, captions, glossary, index, table of contents, bold words, photographs, etc.). Teach students to notice the sequence of the nonfiction text. Review with students boxes and bullets strategy for main idea and supporting details. Review with students cause and effect and how to determine multiple examples.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. Students will report on a topic using appropriate facts. Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> Jot Lot Teacher Observation
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<p>Resources:</p> <p>TC Curricular Calendar Unit 8: Informational Reading: Reading, research, and Writing in the Content Areas</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> Pull out previously used anchor charts. The curricular calendar suggest that you choose a topic for your students that is a social studies' standard. We are having students pick their own topic due to limited resources. If you feel you have enough resources for your class to use a social studies standard then feel free to incorporate the social studies component.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA5 CA6	G1.1 G1.2 G1.3 G1.4 G1.5 G1.8 G1.10 G2.1 G2.3 G2.7 G3.5 G4.5 G4.6	R1H.3.a-d,f-i R3C.3.a-j R1H.2.d R1E.3.a-e R3A.3 ICTL3A.3.b R1I.3.b R1H.3.b R1I.3.a R1D.3.a-b	RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10

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READING	Grade: 3	Unit of Study: Informational Reading	Timeline: February
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Big Idea: Choosing and Researching a Topic of Interest

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Become a researcher and utilize strategies to learn information regarding their topic ● Investigate a topic of interest using multiple resources 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students that researchers read fairly quickly, trying to get a broad overview of the topic at hand. ● Teach your students that vocabulary and concepts that appear in more than one text, or in more than one place in a text, are important. ● Teach your readers to use the strategies they already know-to quickly walk through a book, looking at how it is organized, at text density, how much vocabulary is explained, and to start with a book they can read comfortably. ● Teach students how to discover multiple resources on their topic choice (internet, classroom library, school library, public library). ● Teach students that the time is about reading the words and synthesizing the information in the words with other text features and pictures on the page, not just for perusing interesting photographs. ● Guide student groups to pay attention to specific aspects of their topic. Show them how to break apart a topic into smaller, more specialized and more manageable subtopics. By researching a smaller topic it may be easier to compare and contrast. (Example, instead of just studying Italy or England, research the culture of Italy and England, the geography, or even study the differences between urban, and rural communities within each country.)
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Jot Lot ● Conferring Notes
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<ul style="list-style-type: none"> • Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. • Students will report on a topic using appropriate facts. • Students will speak in complete sentences. 	
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<p>Resources: TC Curricular Calendar Unit 8: Informational Reading: Reading, research, and Writing in the Content Areas</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • The curricular calendar suggest that you choose a topic for your students that is a social studies' standard. • Also, the work students are doing in the reading unit will be transferred to the writing unit.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA5 CA6	G1.1 G1.2 G1.3 G1.4 G1.5 G1.8 G1.10 G2.1 G2.3 G2.7 G3.5 G4.5 G4.6	R1H.3.a-d,f-i R3C.3.a-j R1H.2.d R1E.3.a-e R3A.3 ICTL3A.3.b R1I.3.b R1H.3.b R1I.3.a R1D.3.a-b	RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10

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READING	Grade: 3	Unit of Study: Informational Reading	Timeline: February
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Big Idea: Forming Questions During Research

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Zoom in on an area of interest to form inquiry groups around these special topics• Generate meaningful questions that lead to gaining more knowledge	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students to look back over their notes, revising their thinking to form questions that become springboards into inquiry.• Pose essential questions, or guide students toward the kinds of essential questions that social scientists often ask: What information do I know about this topic? What am I curious to learn more about? What questions do I have? How might I find some of the answers to my questions? OR You might want to steer children toward unit specific questions.• Teach your students that researchers search for answers to questions such as these as a way to guide their study.• You may decide to teach students to come up with categories of information about subtopics they find fascinating instead of using questions.• Teach your students that researchers can work together to identify all of the possible facts that might help address or explore a question, wondering how all these facts fit together and hypothesizing possible answers.• As your students become experts in their topic they will utilize this information in the writer's workshop to develop a small group writing project.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.• Students ask and answer questions to check for understanding of the topic. They then can explain their own	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Jot Lot• Conferring Notes
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<p>ideas on the topic and elaborate on their thinking.</p> <ul style="list-style-type: none"> • Students will report on a topic using appropriate facts. • Students will speak in complete sentences. 	
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Many teachers find it very helpful to remind or teach partners or groups to make quick lists of information, describe an important scene, explain something using a boxes-and-bullets structure to organize the information, discuss a specific cause-and-effect relationship, or explore the dynamics of a topic by comparing and contrasting. • For ELL students- This is a great time to go over how questions are formed with students who are struggling with this part of language. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Teach students to come up with hypotheses for the questions they generate.
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<p>Resources: TC Curricular Calendar Unit 8: Informational Reading: Reading, research, and Writing in the Content Areas</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Students may be in groups with children on a different reading level, however, all students should be reading just right books. • Use pg. 139 of curricular calendar to access examples of questions. • The curricular calendar suggest that you choose a topic for your students that is a social studies' standard. • Also, the work students are doing in the reading unit will be transferred to the writing unit. <div data-bbox="1024 1057 1692 1461" data-label="Image"> </div>
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA5 CA6	G1.1 G1.2 G1.3 G1.4 G1.5 G1.8 G1.10 G2.1 G2.3 G2.7 G3.5 G4.5 G4.6	R1H.3.a-d,f-i R3C.3.a-j R1H.2.d R1E.3.a-e R3A.3 ICTL3A.3.b R1I.3.b R1H.3.b R1I.3.a R1D.3.a-b	RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10

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READ ALOUD	Grade: 3	Unit of Study: Informational Reading	Timeline: February
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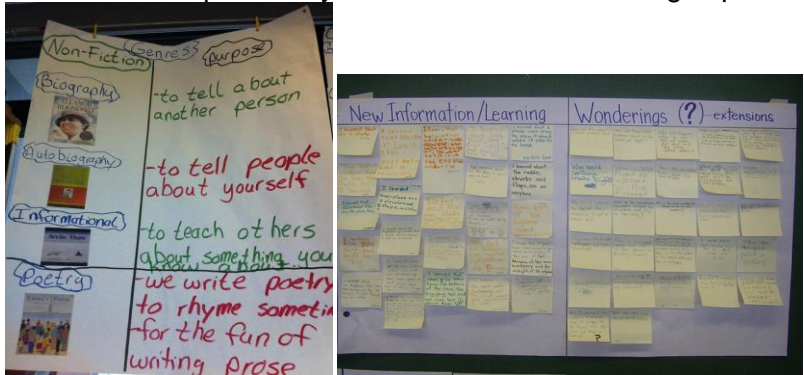
Big Idea: Expository and Narrative Non-Fiction

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Be familiar with both expository and narrative non-fiction ● Build schema and make connections between what they have learned and what they already know ● Partner conversations ● Class conversations 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students the difference between expository and narrative nonfiction. ● Continue to teach students strategies for growing thinking. ● Teach students how to challenge each other respectfully. ● Teach students thinking prompts to grow ideas about non-fiction. ● Teach students how to use their background knowledge to begin discussions. ● Teach students how to build their schema and make connections between what have learned and what they already know (for example KWL chart).
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. ● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. ● Students will report on a topic using appropriate facts. ● Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Jot lot ● Teacher observations
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- If students are having trouble participating in discussions, consider having the students preview the read aloud and form a question or a statement. Have the students write down the question or the statement and then share it at the appropriate time by saying it or having a classmate read it. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Allow students to sort a basket of nonfiction books into expository and narrative nonfiction piles. They can discuss and present to the class the differences between these two nonfiction genres.
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<p>Resources: TC Curricular Calendar</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> The read aloud you choose for this unit should be related to some of the topics that your students are becoming experts on. 
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Marzano Strategies				Equity/Workplace Readiness					
x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA5 CA6	G1.1 G1.2 G1.3 G1.4 G1.5 G1.8 G1.10 G2.1 G2.3 G2.7	R1H.3.a-d,f-i R3C.3.a-j R1H.2.d R1E.3.a-e R3A.3 ICTL3A.3.b R1I.3.b R1H.3.b R1I.3.a R1D.3.a-b	RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10

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Thinking Strategy	Grade: 3	Unit of Study: Informational Reading	Timeline: February
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Big Idea: Determining Importance

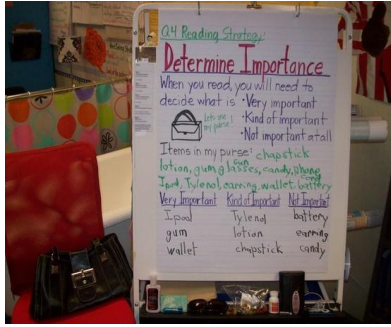
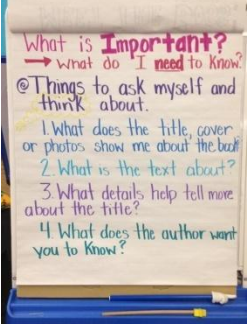
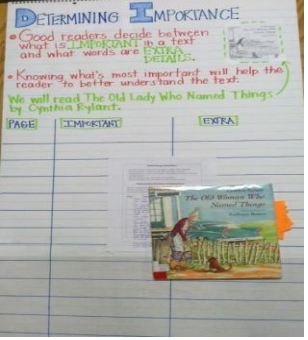
<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Tell the difference between important information and unimportant information ● Use important information to identify themes or key ideas ● Use text features to help tell the difference between important and unimportant information ● Tell the difference between key topics and supporting details in a text 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students the difference between important information and unimportant information ● Teach students how to use nonfiction text features to determine importance. For example, while you're reading, model your thinking, for example, "Look at this diagram. It goes with the heading, so it must be important to this 2 page spread." ● Teach students to identify the main idea and supporting details using boxes and bullets.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. ● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. ● Students will report on a topic using appropriate facts. ● Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Jot lot ● Teacher observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- For ELL students at lower levels of proficiency or students who are struggling with suggested learning activities, work in a small group to make a list of vocabulary words you see lots of times. Show students that these words that repeat might be part of the important information. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have students justify what makes some text features important to the main idea and some unimportant to the main idea verbally or written.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Mosaic of Thought ● Interactive Read Aloud Binder (see instructional coach) 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● For this month the thinking strategy is designed to be used with non-fiction, but you can do it with fiction.
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Marzano Strategies				Equity/Workplace Readiness					
x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA5 CA6	G1.1 G1.2 G1.3 G1.4 G1.5 G1.8 G1.10 G2.1 G2.3 G2.7 G3.5 G4.5	R1H.3.a-d,f-i R3C.3.a-j R1H.2.d R1E.3.a-e R3A.3 ICTL3A.3.b R1I.3.b R1H.3.b R1I.3.a R1D.3.a-b	RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10

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WRITING	Grade: 3	Unit of Study: Informational Writing	Timeline: February
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Big Idea: Informational Writing - Reading, Research and Writing in the Content Areas

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Work in collaborative groups to become an expert on a topic ● Compile facts, definitions and details ● Note taking (boxes and bullets) ● Choose a structure to present the information they are teaching 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students how to work in collaborative groups ● Teach students how to decide on a topic that will be interesting to them so they can stick with it for several weeks. ● Teach students the various text features they will utilize in their own writing: title, heading, caption, picture, glossary, and table of contents. ● Teach students to use boxes and bullets system to take notes from their research. ● Teach students to decide on how they will organize their work (chronological, most important first, etc.)
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. ● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. ● Students will report on a topic using appropriate facts. ● Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Cold write ● Notebook checks ● Conferring
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<p>Resources:</p> <ul style="list-style-type: none"> ● TC Curricular Calendar for Writing -Unit 8 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● The curricular calendar suggest that you choose a topic for your students that is a social studies' standard. Also, the work students are doing in the reading unit will be transferred to the writing unit.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA4 CA5 CA6	G1.1 G1.2 G1.4 G1.5 G1.6 G1.8 G2.1 G2.2 G2.3 G2.7 G3.5 G4.1 G4.5 G4.6	W3A.3.a W2A.3.a-b W2C.4.b W2D.3 W2C.7.e W1A.3.a-e ICTL1B.3 ICTL5C.3.a-c ICTL2B.3.a-c ICTL3A.3.a-b ICTL4D.3.a-b W2E.2-7	W.3.2.a-c W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.10 L.3.2.a-g L.3.3.a-b

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WRITING	Grade: 3	Unit of Study: Informational Writing	Timeline: February
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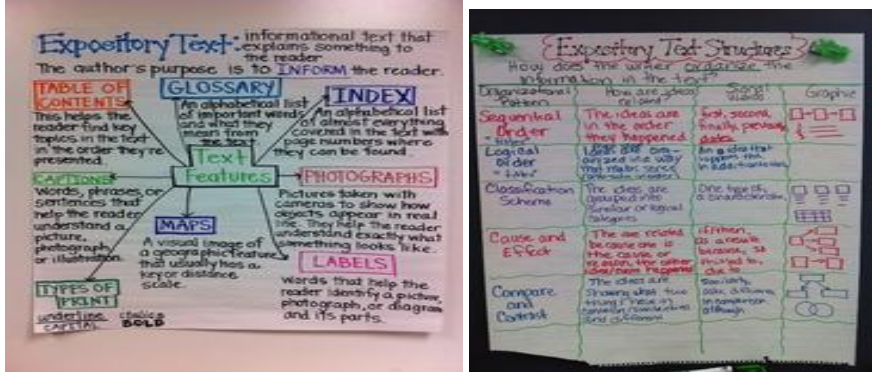
Big Idea: Informational Writing - Reading, Research and Writing in the Content Areas

Learning Objectives: The student will: <ul style="list-style-type: none">● Create an expository text on their topic which includes table of contents, headings, glossary, index, pictures and captions, pictures with labels● Organize work in a logical order● Use resources such as mentor texts and charts	Suggested Learning Activities: <ul style="list-style-type: none">● Teach students to use the correct type of paper to compile their draft.● Teach students to transfer notes into their draft.● Teach students to notice important words in their research to include in their draft as the “glossary” words.
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Speaking/Listening Objectives: <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others’ ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	Assessment for Learning: <ul style="list-style-type: none">● Cold write● Notebook checks● Conferring
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Re-teaching: <ul style="list-style-type: none">● For ELL students- Students at the lowest proficiency levels may benefit from using sentence stems as they write their drafts.	Enrichment: <ul style="list-style-type: none">● Push students to add even more details and text features as they transfer their notes into their drafts, revising as they go along.
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<p>Resources: TC Curricular Calendar for Writing -Unit 8</p>	<p>Teacher Notes:</p> 
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Marzano Strategies				Equity/Workplace Readiness					
x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA4 CA5 CA6	G1.1 G1.2 G1.4 G1.5 G1.6 G1.8 G2.1 G2.2 G2.3 G2.7 G3.5 G4.1 G4.5 G4.6	W3A.3.a W2A.3.a-b W2C.4.b W2D.3 W2C.7.e W1A.3.a-e ICTL1B.3 ICTL5C.3.a-c ICTL2B.3.a-c ICTL3A.3.a-b ICTL4D.3.a-b W2E.2-7	W.3.2.a-c W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.10 L.3.2.a-g L.3.3.a-b

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WRITING	Grade: 3	Unit of Study: Informational Writing	Timeline: February
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Big Idea: Informational Writing: Reading, Research, and Writing in the Content Area

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Use a checklist to revise their draft • Use a checklist to edit their draft • Rewrite the pages of their draft in an logical way <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Write fluently in both manuscript and cursive handwriting with appropriate spacing 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach students to revise their writing by rereading their work and using the checklist. • Teach students to edit their work for grammar, spelling, punctuation, etc. using a checklist. Demonstrate resources for spell checking: peer, dictionary, dictionary.com, etc. • Teach students to create a cover for their work similar to the cover of published authors. • Teach students how to rewrite their work to create a piece that makes them proud. <p>Handwriting Skills:</p> <ul style="list-style-type: none"> • Teacher will model Handwriting Objectives embedded in Writing Workshop • Based on student writing samples, continue to teach and reteach proper letter formation on letter(s) students are having difficulty with. Remember to teach students to form manuscript and/or cursive letters legibly.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. • Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. • Students will report on a topic using appropriate facts. • Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Cold write • Notebook checks • Conferring
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Resources: TC Curricular Calendar for Writing -Unit 8	Teacher Notes: Just like real nonfiction books we love, allowing students to add color to their illustrations, pop outs and flaps will add to the overall finished piece.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA4 CA5 CA6	G1.1 G1.2 G1.4 G1.5 G1.6 G1.8 G2.1 G2.2 G2.3 G2.7 G3.5 G4.1 G4.5 G4.6	W3A.3.a W2A.3.a-b W2C.4.b W2D.3 W2C.7.e W1A.3.a-e ICTL1B.3 ICTL5C.3.a-c ICTL2B.3.a-c ICTL3A.3.a-b ICTL4D.3.a-b W2E.2-7	W.3.2.a-c W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.10 L.3.2.a-g L.3.3.a-b

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GRAMMAR	Grade: 3	Unit of Study: GRAMMAR	Timeline: February
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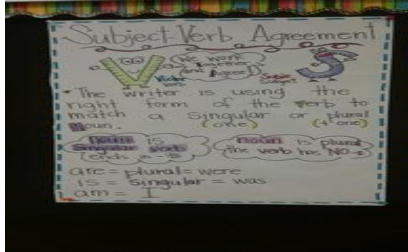
Big Idea: Subject and Verb Agreement

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> Construct sentences with proper subject and verb agreement 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> Explain to the students that the rule for most common nouns and regular verbs in the present tense is that a singular noun agrees with a verb ending in "s," and a plural noun agrees with a verb that does not end in "s." Provide examples of both correct and incorrect agreement to illustrate. Kristen eat apples (incorrect). Kristen eats apples (correct). Tell the students why the first is incorrect: the verb must match the singular subject. The correct verb form is "eats." Teach students to identify the subject and verbs in their sentences and to determine if they are in agreement.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. Students will report on a topic using appropriate facts. Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> Daily Writing/bracketing Student Writing
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<p>Re-teaching:</p> <ul style="list-style-type: none"> For ELL students- Many ELL students use s endings incorrectly orally and in writing. Start by making sure the students can differentiate between when there is an "s" sound on the end and when the sound is absent. Once you determine that the student can hear the sound when you produce it, review the rule. Have the students practice orally in small groups. Move on to print. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Students who have mastered this learning objective can work with peers who are still struggling to write sentences with correct subject and verb agreement.
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<p>Resources:</p> <ul style="list-style-type: none"> The Continuum of Literacy Learning 	<p>Teacher Notes:</p> 
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA4 CA5 CA6	G1.1 G2.2 G1.2 G2.3 G1.4 G2.7 G1.5 G3.5 G1.6 G4.1 G1.8 G4.5 G2.1 G4.6	W2E.1.d W2E.3.d W2E.7.c W2C.3.b W2C.7.d	L.3.1.a-i

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WORD WORK	Grade: 3	Unit of Study: Word Work	Timeline: February
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Big Idea: Inflectional Endings for Plurals and Past Tense

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Learn when to use the -s and -es inflected endings without changes to the base word• Distinguish between the three sounds of the -ed ending (-d, -t, -id) and understand that all three are spelled the same• Break words into syllables• Recognize base words and remove prefixes and suffixes• Spell most possessives correctly	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Introduce the idea of base words by writing wishes, wished, and wishing on the board. Underline wish in each word and explain that this is a base word to which endings can be added.• Explain to your students that adding an s or es to a base word tells us there is more than one. How do you know when to add s and when to add es? After writing several different words on the board see if they notice the pattern. All base words that end in sh, ch, s, or x get an es ending.• Share with your students that when adding ed to a base word you are referring to the past. Give examples of how things may happen in the present and then in the past. Today I will walk to the park. Yesterday I walked to the movies.• Read several words that end in ed and emphasize the ending and ask students to tell you what sounds they hear at the end of the word. Words that end in s, k, or p usually make the /t/ sound and words that end in t or d usually make the /id/ sound.• Explain that a possessive is a word that shows ownership. Then show them that you usually just add an 's, but in some cases like a plural word you just add an '. Then provide them with several examples of each. (Joe's book, the students' books)
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.• Engage effectively in a range of collaborative discussion: some prepared, follow agreed upon rules, ask questions for understanding, and explain your ideas.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Observations during sorts and games• Cold writes and other writing samples• Spelling inventory• Weekly spell checks• Dictation sentences
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • For students who are struggling you could meet with them 1-on-1 or in a small group. • For ELL students- Point out the different pronunciations for “ed” and “s/es” endings. Point out the the /t/ sound at the end of a word is spelled “ed” and means that something happened in the past. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • For students who are performing above this level, provide them with a more difficult group of words.
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<p>Resources:</p> <ul style="list-style-type: none"> • Unit IX: Within Word Patterns, Words Their Way (yellow book) • Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Instruction will be data driven based off the spelling inventory assessment.
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Marzano Strategies				Equity/Workplace Readiness					
x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA7	G1.2 G1.5 G1.5 G2.1 G2.3	W3A.3a-b W2D.3 R1C.3 R1E.4. RL.3.4 R1E.3.a-e	W3.5, RF.3.3.a-d W3.6 LS3.1e LS3.2 LS3.3a-b LS3.4,5,

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READING	Grade: 3	Unit of Study: Test Taking Strategies	Timeline: March/April
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Big Idea: Navigating Test Structure

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Become familiar with text structure● Recognize genre and predictable questions● Use strategies for answering multiple choice questions and constructed response questions● Learn test taking vocabulary	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Remind students of all they already know about the elements of realistic fiction, informational text, etc.● Teach students to write answers to questions without showing them the answers; then teach them to cover their answers, go back to the text and predict the answer based on their understanding, then match their prediction to the answer choices.● Teach students the predictable questions for each genre (See CC for examples pg. 118-120) and teach students how to infer the answers from the texts.● Teach students by beginning with a prompted read-aloud with partner talk, and then have them immediately answer the multiple-choice questions/short answer questions. After several days of partner work, move to independent practice.● Teach students to underline parts of the text that are helpful for answering questions.● Teach students the “test talk” of the test. Chart types of questions and vocabulary words that will be used. For example, main idea: best title, mostly about, mainly about, etc. (CC pg. 123).
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others’ ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Independent practice on released items.
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Re-teaching:

- **For ELL students-** Allow students an opportunity to use “test talk” words orally and in discussions throughout the day.
- Use strategy groups to scaffold struggling students. Use lower level text to teach test taking strategies when necessary.

Enrichment:

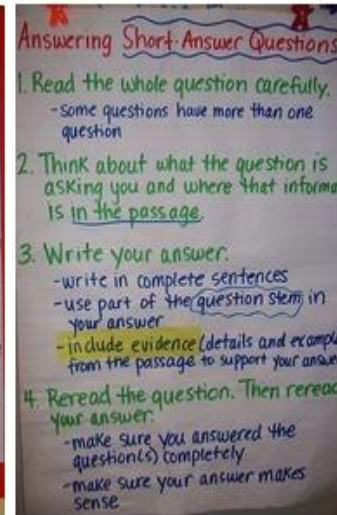
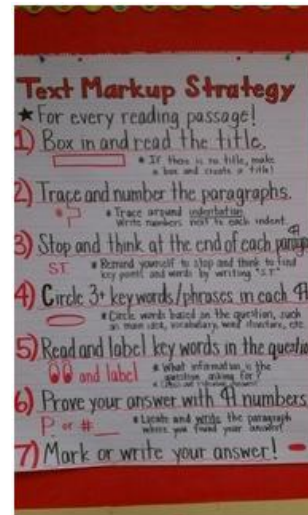
- Have students create a bank of questions or quizzes to use as class examples and practice.

Resources:

Test Taking Strategies CC
TC Curricular Calendar Unit 7: Test Preparation

Teacher Notes:

Assemble test prep material by collecting state tests from previous years or other states that are similar. Be sure text level is not too challenging. Keep in mind the various genres students will encounter on the MAP (fiction, nonfiction, poetry). You will want to practice testing under timed conditions as well.



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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA5 CA6 CA7	G1.1 G1.4 G1.5 G1.6 G1.8 G1.9 G2.3 G3.1 G3.2 G3.4 G3.6 G3.7 G4.1	R1H.3.a-j R2C.3.h R2A.3.b R2A.2 R1I.3.a R3C.3.d,g R1E.3.a-e R3A.3 R3C.3.g R1I.3.a LS1B.3 LS2A.1	RL.3.1 RL.3.3 RI.3.5 RL.3.7 RL.3.9 RI.3.1 RI.3.2 RI.3.3 RI.3.5 RI.3.7 RI.3.8 RI.3.9 SL.3.1.a-d SL.3.2 SI.3.3

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READ ALOUD	Grade: 3	Unit of Study: Test Taking Strategies	Timeline: March/April
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Big Idea: Test Prep

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Listen with their minds alert, ready to answer predictable questions • Be engaged in high-interest mostly short narrative texts, nonfiction passages, and poetry • Turn and talk about inferences and previously taught strategies 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Review with students story elements in narrative text. • Review with students nonfiction features. • Review with students features of poetry. • Review with students answering predictable questions on post-its. • Review with students all previously taught strategies. Have students turn and talk about the passages including inferences and thinking.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. • Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. • Students will report on a topic using appropriate facts. • Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Post-its
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Work with small groups to review areas they are struggling with. Provide examples and think alouds from familiar read alouds. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Allow students to peer tutor small groups or individuals struggling with any of the learning objectives.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA5 CA6 CA7	G1.1 G1.4 G1.5 G1.6 G1.8 G1.9 G2.3 G3.1 G3.2 G3.4 G3.6 G3.7 G4.1	R1H.3.a-j R2C.3.h R2A.3.b R2A.2 R1I.3.a R3C.3.d,g R1E.3.a-e R3A.3 R3C.3.g R1I.3.a LS1B.3 LS2A.1	RL.3.1 RL.3.3 RI.3.5 RL.3.7 RL.3.9 RI.3.1 RI.3.2 RI.3.3 RI.3.5 RI.3.7 RI.3.8 RI.3.9 SL.3.1.a-d SL.3.2 SI.3.3

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THINKING STRATEGIES	Grade: 3	Unit of Study: Test Taking Strategies	Timeline: March/April
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Big Idea: Synthesizing

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Be engaged in high-interest mostly short narrative texts, nonfiction passages, and poetry ● “Think aloud” about important information and themes ● Take notes to get the “gist” of their reading. ● Push themselves to understand the inferential meaning of the text ● Put all their strategies together to understand the text 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students what synthesizing is by comparing it to baking a cake. You put lots of ingredients in a cake and when you are done you pull it out of the oven. You will not see the individual ingredients any more. It is all mixed together and combined in a new way. Synthesizing means putting together the important parts and ideas of a story. ● Teach students to notice how their thinking changes and grows and develops as they read. ● Teach students as they are listening, to think about what are the most important parts or ideas of the story and how they fit together to develop a theme.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students engage in collaborative discussions, building on others’ ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. ● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. ● Students will report on a topic using appropriate facts. ● Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Post-its ● Jot lot
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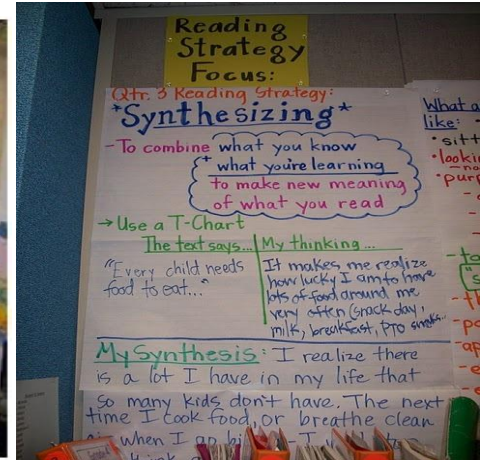
<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- Consider having students pick the most important thing that happened in a two paragraph chunk. Have them write a sentence for this chunk. Have them proceed to the next two paragraphs and so on until they have finished summarizing. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students can create a poster with a visual representation of everything they know about synthesizing, with text evidence from the book they are reading (or class read aloud). ● Teach students to paraphrase sections of nonfiction text by making margin notes
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Resources:

Mosaic of Thought- Keene and Zimmerman
Strategies that Work-Harvey and Goudvis

Teacher Notes:



Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards		MO Grade Level Expectations		Common Core State Standards	
CA1	G1.1	G3.1	R1H.3.a-j	R1E.3.a-e	RL.3.1	RI.3.3
CA2	G1.4	G3.2	R2C.3.h	R3A.3	RL3.3	RI.3.5
CA3	G1.5	G3.4	R2A.3.b	R3C.3.g	RI.3.5	RI.3.7
CA5	G1.6	G3.6	R2A.2	R1I.3.a	RL.3.7	RI.3.8
CA6	G1.8	G3.7	R1I.3.a	LS1B.3	RL.3.9	RI.3.9
CA7	G1.9	G4.1	R3C.3.d,g	LS2A.1	RI.3.1	SL.3.1.a-d
	G2.3				RI.3.2	SL.3.2

**City of St. Charles School District Communication Arts Curriculum
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WRITING	Grade: 3	Unit of Study: Test Taking Strategies	Timeline: March/April
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Big Idea: Letter Writing

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write a letter using the five parts of the friendly letter ● Select correct usage of capital letters, punctuation, commas 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students the five parts of the friendly letter (heading, greeting, body, closure, and signature). Allow them opportunities to write letters to friends and family members. ● Teach students to write letters from the point of view of a character in a story or passage. Model for them how to pull details from the text to include in their letter. ● Teach students how to carefully read the letter prompt and make sure they include everything that is mentioned in the directions. For example, if the prompt tells them to include 2 details from the text, make sure students know how to do that.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. ● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. ● Students will report on a topic using appropriate facts. ● Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Cold write ● Released items
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Have students cut apart the parts of a written letter and put them back together again. ● Have students create a diagram of a friendly letter. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have student write letters in their readers' response journals, from multiple perspectives. Include a rubric and write students back, encouraging them to elaborate their thinking within the content of their letters.
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<p>Resources:</p> <ul style="list-style-type: none"> TC Curricular Calendar Unit 7: Test Preparation 	<p>Teacher Notes:</p> <p>Assemble test prep material by collecting state tests from previous years or other states that are similar. Be sure text level is not too challenging. Keep in mind the various genres students will encounter on the MAP (fiction, nonfiction, poetry). You will want to practice testing under timed conditions as well.</p>
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA4 CA6	G1.8 G2.1 G2.2 G4.1 G4.5	W3A.3.a W2A.3.a-b W2C.3.a-b W2B.3.a-b W2C.7.e W2A.3.a-b W1A.3.a-e LS2A.3 W2E.1.d W2E.3.d-f W2E.2.e W2D.3	W.3.1.a-d W.3.4 W.3.5 W.3.10 SL.3.4 SL.3.6 L.3.1.a-i L.3.2.a-g L.3.3.a-b

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WRITING	Grade: 3	Unit of Study: Test Taking Strategies	Timeline: March/April
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Big Idea: Personal Narrative Writing

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Create a plan for developing/generating a personal narrative● Generate a personal narrative with a well developed lead, detailed middle, and ending● Revise and edit their personal narrative● Publish a narrative piece <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Write fluently in both manuscript and cursive handwriting with appropriate spacing	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Review with students how to generate writing ideas. They can think of important people, important places, important things, and turning points to write about.● Review with students how to plan out a personal narrative. For example: story mountain, fold and sketch, timeline, or story web.● Review with students how to write a draft that includes a lead that will hook a reader, a middle with dialogue and specific details and an ending that wraps their narrative.● Review with students how to revise and edit their personal narratives and how publish their piece.● You will want to practice writing under timed conditions as well. <p>Handwriting Skills:</p> <ul style="list-style-type: none">● Teacher will model Handwriting Objectives embedded in Writing Workshop● Based on student writing samples, continue to teach and re-teach proper letter formation on letter(s) students are having difficulty with. Remember to teach students to form manuscript and/or cursive letters legibly.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Cold Writes● Released items
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- If ELLs are still given extended time, consider having students with lower proficiency practice telling the story aloud as if they were talking to a friend first before planning. Students can practice this first with a partner, and then in their head. With gradual release, have students begin doing this completely on their own without talking. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Allow students who have successfully met these objectives to become master editors. They can provide editing and revising tips to classmates.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar - Narrative Units 	<p>Teacher Notes:</p> <p>This is just a review of the narrative units from earlier in the year to prepare students for the state test.</p>
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Marzano Strategies				Equity/Workplace Readiness					
x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA4 CA6	G1.8 G2.1 G2.2 G4.1 G4.5	W3A.3.a W2A.3.a-b W2C.3.a W2D.3 W1A.3.a-e ICTL1B.3 ICTL5C.3.a-c LS1B.3 R1H.3.b-d LS2A.1-3 W2E.5.a W2E.3.e	W.3.3.d W.3.4 W.3.5 W.3.6 W.3.10 SL.3.1.a-d SI.3.2 L.3.2.a-g L.3.3.a-b

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GRAMMAR	Grade: 3	Unit of Study: Test Taking	Timeline: March/April
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Big Idea: Review of Grammar Skills

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write sentences that are grammatically correct ● Use correct capitalization and punctuation ● Know and write the four types of sentences 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Review with students how to select sentences that are grammatically correct. ● Review with students how to select the part of a sentence that is incorrect. ● Review with students how to correctly use commas in a series. ● Review with students rules for capitalization and punctuation. ● Review with students the four types of sentences.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. ● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. ● Students will report on a topic using appropriate facts. ● Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Cold write ● Released items
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<p>Re-teach</p> <ul style="list-style-type: none"> ● For ELL students- If students are having trouble with different types of sentences, consider cutting apart a sentence and moving the words so that students will be able to see the order of words in different types of sentences. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have students go back and edit their own writing (from writer's workshop pieces or reader's workshop entries). Challenge them to find and fix as many errors as they can find.
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Resources: Common Core	Teacher Notes: Assemble test prep material by collecting state tests from previous years or other states that are similar. Be sure text level is not too challenging. Keep in mind the various genres students will encounter on the MAP (fiction, nonfiction, poetry).
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA4 CA6	G1.8 G2.1 G2.2 G4.1 G4.5	W3A.3.a W2A.3.a-b W2C.3.a W2D.3 W1A.3.a-e ICTL1B.3 ICTL5C.3.a-c LS1B.3 R1H.3.b-d LS2A.1-3 W2E.5.a W2E.3.e W2D.3 W2E.1.d W2E.3.d	W.3.3.d W.3.4 W.3.5 W.3.6 W.3.10 SL.3.1.a-d SL.3.2 L.3.2.a-g L.3.3.a-b L.3.1.a-i

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WORD WORK	Grade: 3	Unit of Study: WORD WORK	Timeline: March/April
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Big Idea: Homophones-Meanings Changed By a Change in Vowel Patterns

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learn spellings and meanings of one syllable long vowel homophones through vowel patterns. (long a a-e, ai, ea, ay, ei long e ee, ea long i i-e, igh, y long o oa, o-e, ow) ● Develop meaning through context clues ● Use dictionary skills to look up the meanings of unknown words 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● By reading aloud Amelia Bedelia books, you can accomplish many of the objectives for homophones. As a class you can discuss the meanings and spellings of the words from the text. ● You can also create illustrations to match many of the words that are listed in the sorts and hang them in the classroom. ● There are several games at the end of chapter 6 in the black book of Words Their Way. (Homophone Win, Lose, or Draw or Homophone Rummy found on pg. 199) ● Students can have dictionary races. Divide students into groups. Then give them a word or task that they have to use the dictionary to complete. The first student or group to find the word shouts out the page number or comes and shows the judge or teacher and gets a point. You can also use the word in a sentence and they have to look up the correct spelling of the word. ● If you have any tricks or strategies that you use to help you with homophones share that with the class like; you meet people on the street and you eat meat. Maybe the students can share some with you.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Engage effectively in a range of collaborative discussion, come prepared, follow agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observations during sorts and games ● Cold writes and other writing samples ● Spelling inventory ● Weekly spell checks ● Dictations sentences
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Re-teaching: <ul style="list-style-type: none"> For students who are struggling you could meet with them 1-on-1 or in a small group. 	Enrichment: <ul style="list-style-type: none"> For students who are performing above this level, provide them with a more difficult group of words.
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Resources: <ul style="list-style-type: none"> Unit X: Within Word Patterns, Words Their Way (yellow book) Continuum of Literacy Learning 	Teacher Notes: <ul style="list-style-type: none"> Instruction will be data driven based off the spelling inventory assessment.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA5 CA6 CA7	G1.4 G1.5 G1.6 G1.10 G2.7 G3.5	R1C.3 LS1B.3 LS2A.1 R1E.3.c R1E.3.a-e W2E.3.e-f	RF.3.3.a-d SL.3.1.a-d SL.3.3 SL.3.6 L.3.4.a-d L.3.2a-g

**City of St. Charles School District Communication Arts Curriculum
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WORD WORK	Grade: 3	Unit of Study: WORD WORK	Timeline: May
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Big Idea: Inflected Endings (-ing, -ed, -s, -es)

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Identify base words and the pattern of vowels and consonants in the base word ● Know when to double the final consonant or drop the final e before adding -ed and -ing in both studied words and transfer words ● Learn the sounds that -ed makes (/d/, /t/, /ed/) ● Know when to add -s and -es to a base word ● Know how to spell irregular verbs and unusual plurals ● Know when to change a final y to i before adding the ending -ed and -ing ● Learn that an -ed or -ing ending indicates verb tense ● Words that end in -s or -es indicates the number of that noun 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Review headers of (VC, VCC, VVC, and VCe) and that V is V and C is consonant. Do a whole group sort together. ● Put several examples of words that have a double consonant on the board and ask the students to underline or highlight the base word. See if they can notice what the words have in common (end in one vowel and one consonant). ● Create a chart that has a list of “Rules” for adding endings to words. (see page 15 in green book) ● Show students base words that end with a silent e. Then write the words with the e and the endings -ing or -ed. See if the students notice anything that looks funny to them. Make sure you point out exceptions to the rules like snowing and fixing (ow is a vowel pattern and x represents the blend of 2 letters k + s). ● Play Double Scoop and Freddy the Hopping, Diving, Jumping Frog (page 221-223 in the black Words Their Way book). ● Practice reading words in sentences using correct and incorrect grammar so students hear and see the importance of correct endings as well as tenses.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Engage effectively in a range of collaborative discussion, come prepared, follow agreed upon rules, ask questions for understanding, and explain your ideas. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observations during sorts and games ● Cold writes and other writing samples ● Spelling inventory ● Weekly spell checks ● Dictations sentences
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<p>Re-teaching:</p> <ul style="list-style-type: none"> For students who are struggling you could meet with them 1-on-1 or in a small group. 	<p>Enrichment:</p> <ul style="list-style-type: none"> For students who are performing above this level, provide them with a more difficult group of words.
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<p>Resources:</p> <ul style="list-style-type: none"> Unit I: Word Sorts for Syllables and Affixes Spellers (green book) Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> Instruction will be data driven based off the spelling inventory assessment.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA5 CA6 CA7	G1.4 G1.5 G1.6 G1.10 G2.7 G3.5	R1C.3 LS1B.3 LS2A.1 R1E.3.a-e W2E.3.e-f W2E.1.d	RF.3.3.a-d SL.3.1.a-d SL.3.3 SL.3.6 L.3.4.a-d L.3.2a-g L.3.1.a-i L.3.5.a-c L.3.6

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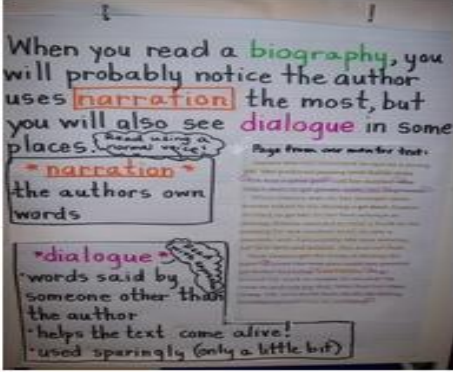
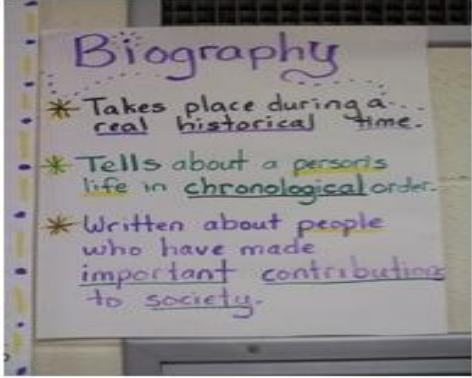
READING	Grade: 3	Unit of Study: Biography Book Clubs	Timeline: May
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Big Idea: Biographies- Bring forward all we know about reading stories

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Identify biographies from expository nonfiction● Identify setting● Identify character's problem and solution● Develop character theory of the main character	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that readers can identify biographies from expository nonfiction. Explain that a biography is the story of one person's life.● Teach students to discover the main character's struggles and hardships (problems and solution).● Teach students to pay attention to the decisions he or she makes to understand the subject's specific traits. Also, study the person's relationships.● Teach students to study the time and rules of society in which the subject of a biography lived. Teach them to think of time and place as it impacts the person.● For ELL students- Whenever possible, provide students with opportunities to study people who come from backgrounds with which students have a lot of prior knowledge. This could be a great chance to make them experts. This is also a great opportunity to bring in their knowledge of other languages.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Post-its● Jot lot
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**City of St. Charles School District Communication Arts Curriculum
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<p>Resources: TC Curricular Calendar Unit 6: Biography Book Clubs</p>	<p>Teacher Notes: The purpose of this unit is to use story grammar to grow theories, not to memorize facts about a remarkable person.</p> <ul style="list-style-type: none"> You can support your biography readers through expository texts. For example a student reading Lincoln’s biography would benefit from reading informational text on the Civil War. Another way to support reading volume is to hunt for comparable levels of historical fiction. <div style="display: flex; justify-content: space-around;">   </div>
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards		MO Grade Level Expectations		Common Core State Standards	
CA1	G1.4	G2.3	R1H.3.a-i	R1H.2.d	RL.3.1	RI.3.2
CA2	G1.5	G2.4	R2C.3.a-h	R3A.3	RL.3.3	RI.3.3
CA3	G1.6	G4.3	R2A.3.b	ICTL3A.3.b	RL3.5	RI.3.5
CA5	G1.8		R1I.3.a-b	R1H.3.b	RL.3.6	RI.3.6
CA6			R3C.3.a-j	R1D.3.a-b	RL.3.9	RI.3.7

City of St. Charles School District Communication Arts Curriculum
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READING	Grade: 3	Unit of Study: Biographies	Timeline: May
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Big Idea: Biographies- Growing Ideas

Learning Objectives: The student will: <ul style="list-style-type: none">● Learn a life lesson● Learn and grasp new ideas● Grow character theory with precise words	Suggested Learning Activities: <ul style="list-style-type: none">● Teach students to notice the important achievement or qualities that made this person's life important enough to be written about.● Teach readers to pick precise words to describe the specific kind of courage or risk taking that makes this person unique (any subject could be described as brave or determined).● Teach students to be inspired by a subject's life. Think what is the life lesson I am learning from this text?
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Speaking/Listening Objectives: <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	Assessment for Learning: <ul style="list-style-type: none">● Post-its● Jot lot
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA5 CA6 CA7	G1.4 G1.5 G1.6 G1.8 G2.3 G2.4 G4.3	R1H.3.a-i R2C.3.a-h R2A.3.b R1I.3.a-b R3C.3.a-j R1H.2.d R3A.3 ICTL3A.3.b R1H.3.b R1D.3.a-b	RL.3.1 RL.3.3 RL3.5 RL.3.6 RL.3.9 RI.3.1 RI.3.2 RI.3.3 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10

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Reader's Workshop	Grade: 3	Unit of Study: Biographies	Timeline: May
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Big Idea: Narrative Nonfiction

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Recognize other kinds of narrative nonfiction● Identify the main character● Identify the purpose of the text● Identify the theme	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students to recognize other kinds of narrative nonfiction. Readers discover that the main character may not be easy to identify at first, but we ask, "Who or what is this story mainly about?"● Teach students that most narrative nonfiction stories are either tales of achievement or tales of disaster.● Teach students that readers of narrative nonfiction know that stories are told for a reason. We ponder, "Why was this story worth telling? Why should it never be forgotten? What lesson does it impart? What does it serve as an example of?"● Teach students another way of determining a narrative text's big unifying theme is to study the choice a subject makes during a crucial time. Students pay attention to the difficult choices that make a story worth telling.● Teach students that readers of narrative nonfiction read a story and think, "How will I live differently knowing that this happened in my world?" We use the true stories that we read to serve as personal inspiration to be braver, stronger people.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Post-its● Jot lot
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Re-teaching:

- **For ELL students-** Whenever possible, include a visual for students connected to the type of story being discussed (for example, disaster stories.)

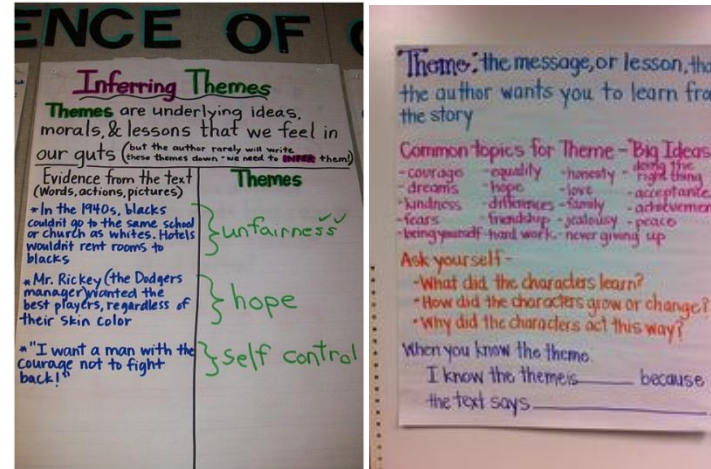
Enrichment:

- Make sure students are jotting to predict what the lessons they will be learning are and going back to confirm or change those predictions.

Resources:

TC Curricular Calendar Unit 6: Biography Book Clubs

Teacher Notes:



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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA5 CA6 CA7	G1.4 G1.5 G1.6 G1.8 G2.3 G2.4 G4.3	R1H.3.a-i R2C.3.a-h R2A.3.b R1I.3.a-b R3C.3.a-j R1H.2.d R3A.3 ICTL3A.3.b R1H.3.b R1D.3.a-b	RL.3.1 RL.3.3 RL3.5 RL.3.6 RL.3.9 RI.3.1 RI.3.2 RI.3.3 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10

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READ ALOUD	Grade: 3	Unit of Study: Biographies	Timeline: May
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Big Idea: Review of Strategies

Learning Objectives: The student will: <ul style="list-style-type: none">● Continue practicing all previously taught strategies● Continue to have partner, whole class, and small group conversations	Suggested Learning Activities: <ul style="list-style-type: none">● Teach students to continue growing thinking and conversations.● Review previously taught strategies.● Push students to engage in deeper conversations.
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Speaking/Listening Objectives: <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.● Students will report on a topic using appropriate facts.● Students will speak in complete sentences.	Assessment for Learning: <ul style="list-style-type: none">● Teacher observation● Post-its
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Resources: TC Curricular Calendar	Teacher Notes: See previous units for Re-teaching strategies as needed. You will want to read several biographies aloud. You might choose to begin with simpler biographies, perhaps picture books or short texts, to quickly immerse children in the genre. Be sure to have at least one that is a chapter book, though you may select a shorter book to ensure you can finish it.
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA5 CA6 CA7	G1.1 G1.5 G1.10 G2.3 G3.1 G3.2 G3.3 G3.4 G3.5 G3.6 G4.1 G4.5	R1H.3.a-i R2C.3.a-h R1H.2.d R1E.3.a-e R2B.3 R2A.3.b R2A.2 R1D.3.a-b R3C.3.a-j R3A.3	RL.1-10 RI.1-10 SL.1-6 L.1-6

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THINKING STRATEGIES	Grade: 3	Unit of Study: Biographies	Timeline: May
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Big Idea: Review of Thinking Strategies
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<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Engage in continued practice of all thinking strategies 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students the orchestration of the read aloud. Model by thinking aloud the combination of thinking strategies a proficient reader experiences (monitor for meaning, visualize, determine importance, schema, inferring, questioning, synthesizing).
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time. ● Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking. ● Students will report on a topic using appropriate facts. ● Students will speak in complete sentences. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Post-its ● Jot lot
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<p>Resources: <i>Mosaic of Thought</i> <i>Strategies That Work</i></p>	<p>Teacher Notes: Refer back to previously taught strategies. Teachers should decide on strategies his or her class may need additional practice in.</p>
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA5 CA6 CA7	G1.1 G1.5 G1.10 G2.3 G3.1 G3.2 G3.3 G3.4 G3.5 G3.6 G4.1 G4.5	R1H.3.a-i R2C.3.a-h R1H.2.d R1E.3.a-e R2B.3 R2A.3.b R2A.2 R1D.3.a-b R3C.3.a-j R3A.3	RL.1-10 RI.1-10 SL.1-6 L.1-6

City of St. Charles School District Communication Arts Curriculum
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WRITING	Grade: 3	Unit of Study: Poetry	Timeline: May
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Big Idea: Poetry

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Immerse themselves in poetry● Collect entries through observation	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that “poets get into the mood to write after we listen to what poets before us have written.” Do this by reading aloud poems and having poems displayed around the room. Then students can jot down and discuss what they notice about poems.● Teach students that poems can grow out of observations. Take students outside to go on an observation nature walk with notebook and pencil in hand for them to write about what they see, what they notice, and what this makes them think.● Teach students that poems can grow out of emotions. Read aloud a poem or two that express a strong emotion, telling students, poets pay attention to how things make us feel. We then write these feelings down. You can follow this up with showing the students a few pictures and ask them to look at these through the lens of how the picture makes them feel.● Teach students that flipping through the pages of our previous writing might lead us to poems that are hiding in the words, waiting to be written. Encourage students to circle or outline paragraphs that could be turned into a poem. Model how they might find a section in a narrative or essay that has a clear idea or expresses a strong emotion.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students engage in collaborative discussions, building on others’ ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.● Students ask and answer questions to check for understanding of the topic. They then can explain their own	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Notebook checks● Cold writes● Conferring
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<ul style="list-style-type: none"> ideas on the topic and elaborate on their thinking. Students will report on a topic using appropriate facts. Students will speak in complete sentences. 	
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Resources: <ul style="list-style-type: none"> TC Curricular Calendar - Unit 6: Poetry 	Teacher Notes: <ul style="list-style-type: none"> Surround your writers with mentor text and display some poems around room so students have a vision for what is possible. In the beginning, your students' poems may not look like poems, but look like small paragraphs. This is fine. At the beginning what is important is that students learn to generate ideas that have power and resonance for them.
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Marzano Strategies				Equity/Workplace Readiness					
x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA4 CA5 CA6	G1.4 G1.5 G1.6 G1.8 G2.1 G2.3 G2.5	W2A.3.a-b W1A.3.a-e ICTL1B.3 ICTL5C.3.a-c W1A.3.a-e W3A.3.a LS1B.3 R1H.3.b-d LS2A.1 W2E.1.d W2E.3.d-f W2E.7.c R1E.3.a-e	W.3.4 W.3.5 W.3.6 W.3.10 SL.3.1.a-d SL.3.2 SL.3.3 L.3.1.a-i L.3.4.a-d L.3.5.a-c L.3.6 L3.2.g L.3.3.a-b

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WRITING	Grade: 3	Unit of Study: Poetry	Timeline: May
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Big Idea: Poetry

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Create poems with line breaks and rhythm• Revise, edit and publish poems <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">• Write fluently in both manuscript and cursive handwriting with appropriate spacing	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students that poets don't wait until "revision" time to rethink and recraft something they are working on. It's always revision time in poetry. You can quickly look at the lines you just wrote and can quickly try to add an image from the setting or a detail about an object that will make your poem more piercing.• Teach students in every kind of writing they worked on bringing in important details and that poetry is no different. Have students close their eyes and picture an image in their mind. Students can add this to their poems.• Teach students how to draft the bare bones-the preliminary sketch-of a poem out of the ideas they've generated. Model how this will be done. Show students that they can discover rhythm in the sentences they have written down by breaking them up into line breaks.• Teach students that line breaks can come at the end of punctuation, sometimes they happen at important words, and sometimes they just happen when it would be good to pause. Model this by writing some lines on chart paper and then having students work with partner and add slashes where they think line breaks should go. <p>Handwriting Skills:</p> <ul style="list-style-type: none">• Teacher will model Handwriting Objectives embedded in Writing Workshop• Based on student writing samples, continue to teach and reteach proper letter formation on letter(s) students are having difficulty with. Remember to teach students to form manuscript and/or cursive letters legibly.
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Speaking/Listening Objectives:

- Students engage in collaborative discussions, building on others' ideas and expressing their own idea clearly, by coming prepared, following agreed upon rules, listening carefully, and speaking one at a time.
- Students ask and answer questions to check for understanding of the topic. They then can explain their own ideas on the topic and elaborate on their thinking.
- Students will report on a topic using appropriate facts.
- Students will speak in complete sentences.

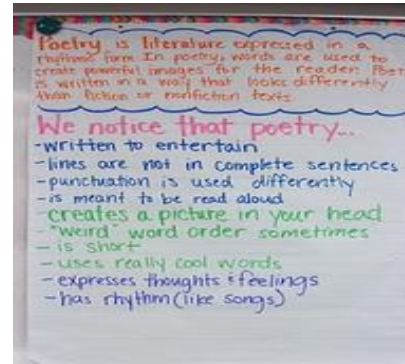
Assessment for Learning:

- Cold write
- Notebook checks
- Conferring

Resources:

- TC Curricular Calendar - Unit 6: Poetry

Teacher Notes:



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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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**City of St. Charles School District Communication Arts Curriculum
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GRAMMAR	Grade: 3	Unit of Study: Poetry	Timeline: May
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Big Idea: Writing complex sentences

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Write both simple and compound sentences • Use prepositional phrases, adjectives, and adverbs appropriately 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach children the meaning of prepositional phrases, adjectives and adverbs. Model how to use these types of words in complete sentences. • Create a game to help children learn these words. • Invite students to “notice” what is good about a sentence from a familiar read aloud during the mid-workshop teaching point in writer’s workshop. Use examples that are both simple and complex. • Teach students to use different types of sentences in their poetry work during writer’s workshop.
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<p>Speaking/Listening Objectives:</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Cold Write
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<p>Resources:</p> <p>Continuum of Literacy Learning</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Create fun games and activities to assist in teaching these concepts. • Google search activities to help teach prepositional phrases, adjectives and adverbs
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**City of St. Charles School District Communication Arts Curriculum
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Marzano Strategies

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA4 CA5 CA6	G1.4 G1.5 G1.6 G1.8 G2.1 G2.3 G2.5	W2A.3.a-b W1A.3.a-e ICTL1B.3 ICTL5C.3.a-c W1A.3.a-e W3A.3.a LS1B.3 R1H.3.b-d LS2A.1 W2E.1.d W2E.3.d-f W2E.7.c R1E.3.a-e W2D.3	W.3.4 W.3.5 W.3.6 W.3.10 SL.3.1.a-d SL.3.2 SL.3.3 L.3.1.a-i L.3.4.a-d L.3.5.a-c L.3.6 L3.2.g L.3.3.a-b

Appendix

English Language Arts Glossary of Terms
Depth of Knowledge (DOK) Levels
Balanced Literacy Terms
Helpful WEB Links for Communication Arts
K-6 Collective Commitments Reading Workshop
Show Me Standards
GLEs
Standards Crosswalk for English Language Arts – Grade 3

GLOSSARY OF TERMS
COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

November, 2009

This Glossary of Terms provides definitions and elaborations for terms used in the **2.0 Version** of the Communication Arts Grade and/or Course Level Expectations (GLE/CLE) documents. The Glossary includes additional terms to clarify important concepts in Communication Arts. The GLE/CLE correlations are listed in the third column. e.g., W2F = **Writing. 2** Compose well-developed text using standard English conventions. **F** Sentence construction. Information Literacy definitions and the corresponding GLE/CLEs will be added after revisions have been completed.

*Asterisk denotes words that are content-related terminology that are not referenced in the GLE/CLE documents.

active voice	writing in which the subject of the sentence performs the action of the verb active voice - "My sister decorated the cake." (passive voice - when the subject receives the action – "The cake was decorated by my sister.")	W2C
active-listening behaviors	actions that let the speaker know the audience is listening (e.g., non-verbal body language cues such as facial expressions, gestures, eye contact; verbal cues such as questioning and summarizing main points, etc.)	LS1B
affixes	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes	R1E
alliteration	repetition of sounds in stressed syllables or words in sequence [see sound device]	R2B
allusion	reference, within a literary work, to another work of fiction, film, a piece of art, or even a real event; a kind of shorthand, drawing on this outside work to provide greater context or meaning to the situation being written about. (While allusions can be an economical way of communicating with the reader, they risk alienating readers who do not recognize these references.) [see rhetorical devices]	R2B
analogy	expression showing similarities between two things. (Analogies show relationships. For example, "Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance." Analogies take the printed form A:B :: C:D and are read " <i>A is to B as C is to D.</i> ") [see rhetorical devices]	R2B R3B

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analyze	To break something down into parts to examine its nature	R1H R1I R2A R2C R3A R3C
antecedent	word, phrase, or clause to which a pronoun refers, as understood by the context	W2C W2E
author's purpose	author's intent or reason for writing: to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage	R2C R3C
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (In the early stages of learning to read, readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, <u>not</u> to reading with expression or comprehension.)	R1D
awareness of audience	writing for a specific purpose with a specific reader or group of readers in mind	W2A
cause and effect	connection or relationship between a precipitating event or reason and its effects or results <ul style="list-style-type: none"> • cause: makes something occur • effect: outcome of the cause 	R2C R3C
character traits	characterization developed by describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.	R2C
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, glossary, or technological tool	R1E
cohesive devices	elements that bind writing together as a whole; cohesive devices include transitional words and phrases as well as repetition of key words and the use of "reference words" that "point back" to ideas in the text	W2C

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colloquialism	common word or phrase that is used in everyday speech; colloquialisms may be specific to a geographic region; authors use colloquialisms to develop characterization (e.g., "How's it goin'?" is a colloquialism for "How are you?")	LS1A
compare	to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I R2C R3C
complex task	work consisting of multiple interconnected, involved, or complicated steps	R3D
concepts of print	conventions of print; the understanding an individual has about the accepted practices that govern the use of print and the written language (e.g., reading left to right and top to bottom, words are made of letters, use of spaces between words, use of upper- and lower-case letters, spelling patterns, punctuation, etc.)	R1A
conflict	struggle or clash between opposing characters or opposing forces <ul style="list-style-type: none"> • external conflict: a struggle between a character and an outside force <ul style="list-style-type: none"> ○ person versus person ○ person versus society ○ person versus nature ○ person versus "fate" • internal conflict: a struggle within a character <ul style="list-style-type: none"> ○ person versus self 	R2C
connotation	attitude and emotional feelings associated with a word or idea (Denotation - a word's literal meaning.)	R3C
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
contrast	to explain how things are different	R1I R2C R3C
conventions	capitalization, punctuation, spelling, grammar	W2E

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cueing system	any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)	R1G
culture	customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)	R1I
decode	to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning (To learn to read, one must learn the conventional code in which text is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification.)	R1C
decoding strategies	methods of translating symbols into words or identifying unknown words (roots and affixes, word chunking, context clues, etc.)	R1C
description/ descriptive writing	writing that portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) [see types of writing]	W3A
dialect	representation of the language spoken by the people of a particular place, time or social group <ul style="list-style-type: none"> • regional dialect: spoken in a specific geographic region • social dialect: spoken by members of a specific social group or class 	R2B
diary/journal	log kept by an individual or group of individuals recording daily events, thoughts and opinions, the weather, or other topics	W3A
directionality	ability to accurately perceive spatial orientation of print (e.g., the print concept of reading from left to right and top to bottom)	R1A
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H

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enunciation	clear pronunciation and articulation of words	LS2A
environmental print	print and other graphic symbols, in addition to books, that are found in the physical environment	R1D
euphemism	literary technique that is more acceptable and usually more pleasant way of saying something that might be inappropriate or uncomfortable (“He went to his final reward” is a common saying for “He died.”) [see literary techniques/devices]	R2B R3B
evaluate	to make a judgment of quality based on evidence	R2A R2B R2C R3A R3B R3C
exposition/ expository writing	writing that presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic [see types of writing]	W3A
fact and opinion	<ul style="list-style-type: none"> • fact: statement that can be proven • opinion: statement that reflects a writer’s belief, but which cannot be supported by proof 	R3C
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R2A R2B R2C
figurative language	word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought [see literary techniques/devices]	R2B R3B W2D
flashback	literary technique in which the author presents information that happened before the events currently taking place [see literary techniques/devices]	R2C

GLOSSARY OF TERMS
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fluency	ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)	R1D
foreshadowing	literary technique in which the author provides clues to coming events in a narrative [see literary techniques/devices]	R2C
freshness of thought	creativity or originality in writing	W2B
genre	<ul style="list-style-type: none"> • categories used to classify literature (e.g. fiction, non-fiction, poetry, drama) • categories used to classify writing (e.g. narrative, descriptive, expository, persuasive) 	W3A
grade-level instructional text	<ul style="list-style-type: none"> • instructional reading level: the text level at which a student reads 90%-95% of the words accurately with 75%-89% comprehension; the level at which a student needs support from the teacher • independent reading level: the text level at which a student reads 96%-100% of the words accurately and comprehends 90%-100% of the content without help 	R1D

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graphic organizer	<p>a visual device in reading/and or writing for organizing information around a concept, theme, or topic; includes, but not limited to, the following:</p> <ul style="list-style-type: none"> • advanced organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons with pictures, symbols and/or words • concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its parts relate to one another • graph: presents information with lines, pictures, and symbols rather than words • mind map: uses pictures and symbolic drawings rather than written words to display thoughts • outline: organizes information into topics and subtopics with related details; topic outlines use words and phrases to describe key information; sentence outlines use complete sentences to list major points and supporting details • Venn diagram: uses two overlapping circles to express similarities and differences in two things 	R1F W1A IL1C
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
historic time frame	era, or time period, in which the plot is set; the cultural era reflected in the literature	R1I
humor	writing that is meant to entertain in a light manner, often in funny or absurd situations	W2D
hyperbole	literary technique in which exaggeration is used to convey meaning (e.g., "I've told you a million times.") [see literary techniques/devices]	R2B
idiom	term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., "I am pulling your leg." or "You're skating on thin ice.") [see literary techniques/devices]	R2B

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imagery	language that appeals to the five senses: touch, taste, smell, sound, and sight; mental pictures evoked through use of simile and metaphor; sensory language [see literary techniques/devices]	R2B
infer	to draw meaning from a combination of clues in the text without explicit reference in the text	R1G
irony	literary technique that compares expectations and reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters <ul style="list-style-type: none"> • situational irony involves an occurrence that contradicts the expectations of the reader or audience • verbal irony occurs when a writer or speaker says one thing but means the opposite [see literary techniques/devices]	R2B R3B
jargon	technical terms, acronyms, and language used by people of the same profession or specialized interest group [see literary techniques/devices]	R2B R3B
letter	<ul style="list-style-type: none"> • a formal business letter has a prescribed form (full block, block, semi-block) and contains a return address/heading, inside address, salutation, body paragraphs, closing, and signature • a friendly letter (informal or personal letter) has five parts: date/heading, greeting/salutation, body, closing, and signature 	W3A

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literary techniques/devices	<p>techniques/devices used in writing which are intended to create a special effect or feeling, which include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • euphemism • hyperbole • figurative language • flashback • foreshadowing • idiom • imagery • irony • jargon • metaphor • personification • propaganda • satire • simile • slang • symbolism 	R2B R3B
main idea	implicit or explicit message; what a text is “mostly about”	R1H
metaphor	<p>literary technique that makes a direct comparison between two unlike things; a comparison that <i>does not</i> use the connective words “like” or “as” (e.g., “Love is a rose.”)</p> <p>[see literary techniques/devices]</p>	R2B R3B
mood	feeling created in the reader which is evoked through the language of the text	R2C
narrative/narrative writing	<p>writing that relates a story or a personal essay (e.g., anecdote, autobiography, memoir)</p> <p>[see types of writing]</p>	W3A
nonfiction	<p>writing that reflects real events and is intended to explain, inform, entertain, persuade, or give directions</p> <p>(e.g., autobiography, biography, memoir, essay, workplace communications)</p>	R3A R3B R3C R3D
nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A

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onomatopoeia	sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced (e.g., hiss, splash, zap, whoosh, etc.) [see sound device]	R2B R3B
onset and rime	parts of monosyllabic words in spoken language, smaller units than syllables but may be larger than phonemes <ul style="list-style-type: none"> • onset: initial consonant sound of a syllable (The onset of bag is b-; The onset of swim is sw-) • Rime: part of a syllable that contains the vowel and all that follows it (The rime of bag is -ag; The rime of swim is -im. Rime is also referred to as a word chunk.) 	R1B
pace	rate or speed	R1D LS2A
parallel structure/ parallelism	deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs [see rhetorical devices]	R2B R3B W2C
paraphrase	using one's own words to express the main ideas in what has been read, seen, or heard	R1H
passage	piece of text, fiction or non-fiction, used for instruction/assessment	*
personification	literary technique in which a non-living or non-human thing (e.g. animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., "a happy home") [see literary techniques/devices]	R2B R3B
perspective/ viewpoint	position from which something is considered or evaluated; standpoint	R2C R3C
persuasive writing/ argument	writing that seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) [see types of writing]	W3A

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phoneme	smallest part of spoken language that makes a difference in the meaning of words (English has approximately 41 phonemes. Some words, such as “a” or “oh,” have only one phoneme. The word “ip” has two phonemes: /i/ and /f/. “Check” has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonemic awareness	awareness of the sounds that make up words (Beginning readers demonstrate phonemic awareness by combining or blending the separate sounds in a word to say the word: /c/ /a/ /t/ is spoken as “cat.”)	R1B
phonetic spelling	spelling a word as it sounds	W2E
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
plot	action or sequence of events in a story; five basic elements: exposition, rising action, climax, falling action, and resolution	R2C
point of view	perspective from which a story is told <ul style="list-style-type: none"> • first person point of view: the narrator participating in the action and referring to himself/herself as “I” • second person point of view: the “you” in directions, explanations or arguments (not frequently used) • third person point of view: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as “he” or “she” as the events are told <ul style="list-style-type: none"> ○ limited omniscient point of view: the narrator relating the inner thoughts and feelings of just one character ○ omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters 	R2C R3C
poise	appearance of ease, self-confidence, and self-control in one’s manner	LS2A
post-reading skills	strategies used to reflect on reading and to integrate new information and concepts with previously learned understandings	R1H

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predict	to use context and content clues to anticipate what might happen next	R1F R1G R1H
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea, and set a purpose for reading [see graphic organizer]	R1F
pre-writing strategies	activities that take place before writing to give structure and organization to the piece [see graphic organizer]	W1A
pronoun case	pronouns may be used as subjects, objects, or possessives <ul style="list-style-type: none"> • subjective/nominative case: "He went to the mall." • objective case: "The cat sat on her lap." • possessive case: "Is that your sweater?" 	W2E
propaganda techniques	methods used to make arguments more persuasive <ul style="list-style-type: none"> • appeal to ignorance: suggests that if a claim has not been proven false, then it must be true • bandwagon: promotes the idea that if everyone does it or believes it, it must be right • broad generalization: claims something to be true for all members of a group • circular thinking: uses the claim as foundational proof • either/or: assumes only two alternatives • loaded words: uses emotionally charged words to produce strong positive or negative reactions • oversimplification: makes complicated issues simple to solve • red herring: changes the subject to distract from the real argument • straw man: dismisses the other side of the argument as ridiculous 	R2B R3B
purpose	writing to explain or inform, to entertain, to describe, or to persuade	W3A
question to clarify	comprehension technique in which a student generates questions about text during reading in order to come to a deeper understanding of the text	R1H
read-alouds	fiction or nonfiction that is read aloud with students	R1G

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reading rate	speed at which a selection is read based on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
reflect	to think about and write or speak one's views in response to a text, presentation, or experience	R1H
reflective writing	written text conveying the writer's critical thinking about text	W3A
refrain	word, phrase or sentence that is repeated for emphasis in a poem	
reliability	dependability and credibility	LS1AI L1B
repetition	words or certain phrases repeated for a stronger emphasis by the author. [see rhetorical devices]	R2B W2D
respond to literature	to express one's thoughts and feelings about a work to reinforce understanding of the text	W3A
resume	organized summary of a job applicant's background and qualifications	W3A
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhetorical device	method used in writing or speaking in which language is used to influence or persuade an audience <ul style="list-style-type: none"> • allusion • analogy • parallelism • repetition • rhetorical question • understatement 	R2B R3B W2D LS1A
rhetorical question	question posed for its persuasive effect without the expectation of a reply [see rhetorical device]	*

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rhyme	<p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> • perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in “bee” and “see” • approximate rhyme: the final consonant sounds are identical, as in “trip” and “slap” • end rhyme: the rhyming words occur at the end of the lines of poetry • internal rhyme: rhyming words occur within the lines of poetry <p>[see sound device]</p>	R2B
rhyme scheme	<p>pattern of rhyming lines in a poem (Rhyme schemes are denoted by representative letters to show which lines rhyme. For example, abab could denote a quatrain’s rhyme scheme.)</p>	*
rhythm	<p>sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables</p> <p>[see sound device]</p>	R2B
root word	<p>form of a word after all affixes are removed</p>	R1E
satire	<p>literary technique that combines a critical attitude with humor, often with the intent of correcting or changing the subject of the satire</p> <p>[see literary techniques/devices]</p>	R2B R3B
semi-phonetic spelling	<p>stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: “bk” for the word “book.”)</p>	W2E
sensory details	<p>details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)</p>	R2B W2D
sentence variety	<p>four basic types:</p> <ul style="list-style-type: none"> • declarative sentence: informs the reader; punctuated with a period • exclamatory sentence: expresses strong feelings; punctuated with an exclamation point • imperative sentence: commands, makes requests; usually punctuated with a period, sometimes with an exclamation point • interrogative sentence: asks a question; punctuated with a question mark 	W2C

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sentence structures	four basic sentence structures include: <ul style="list-style-type: none"> • simple sentence: one independent clause and no dependent clauses, as in “The dog ate my homework.” • compound sentence: two or more coordinate independent clauses, but no dependent clause, as in “George talked about global warming, and Harry listened to every word.” • complex sentence: one independent clause and one or more dependent clauses, as in “I knew when you came in.” • compound complex: compound sentence with two or more independent clauses and one or more dependent clauses, as in “Teachers speak and students listen when both are motivated.” 	W2C
setting	geographic location and time period of a story	R2C
simile	literary technique in which two unlike things are compared, using the words “like” or “as” (e.g., “Ice is smooth as glass.”) [see literary techniques/devices]	R2B R3B
slang	informal words or phrases used in casual conversation [see literary techniques/devices]	R2B R3B
sound device	use of sound for certain literary effects <ul style="list-style-type: none"> • alliteration • onomatopoeia • rhyme • rhythm 	R2B R3B
stanza	division of a poem consisting of a series of lines arranged together	*
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
style	author’s use of language; its effect and appropriateness to the author’s purpose and audience	R2C W2A
style manual	systematic explanation of print conventions; rules for citing sources in text, as in the MLA Guidebook, APA Publication Manual, Chicago	IL1D
subplot	smaller story within the larger story	R2C

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summarize	to make a brief statement about the essential ideas or major points in a text	R1H
summary	shortened version of the original; (Main purpose of a summary is to highlight the major points from a text/passage, a film, or an event.)	W3A
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
symbolism	object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning [see literary techniques/devices]	R2B R3B
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
theme	underlying or implicit meaning, concept, or message in a text	R2C
tone	attitude the author takes toward the subject, the characters, or the audience	R2C
transitional spelling	stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E
types of writing	modes, forms, and purposes of writing: <ul style="list-style-type: none"> • description/descriptive writing portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) • exposition/expository writing presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic • narrative/narrative writing relates a story or a personal essay (e.g., anecdote, autobiography, memoir) • persuasive writing/argument seeks to influence readers to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) 	W3A
understatement	form of speech in which a lesser expression is used than what would be expected [See rhetorical devices]	R2B R3B

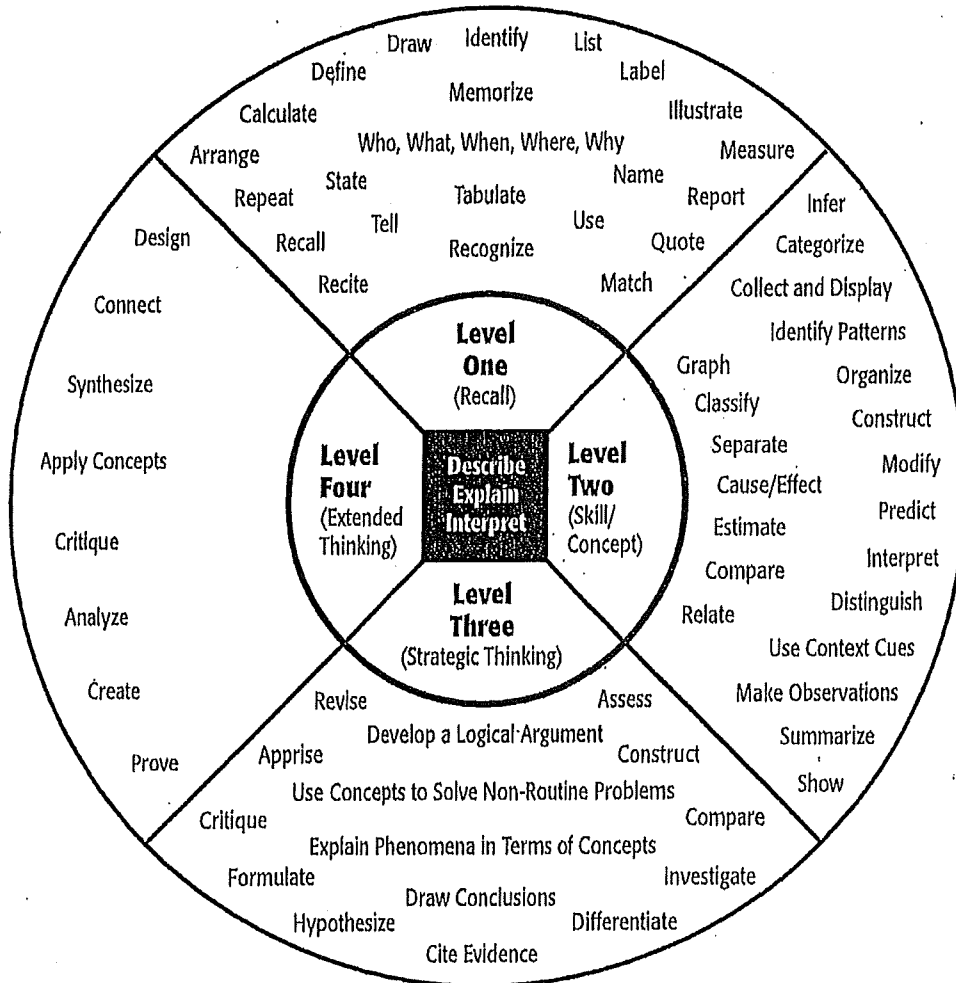
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validity	message that is relevant, accurate, justifiable, and logically correct	LS1A
verbal communication	words spoken aloud	LS1A
viewpoint/ perspective	[See perspective/viewpoint]	R2C R3C
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G
vocabulary	words one can understand and use correctly	R1E
voice	distinctive tone or style of a particular writer; a reflection of the personality of the writer	W2D
word chunk	parts of monosyllabic words in spoken language [see onset and rime]	R1B
workplace communication	writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.	W3A
writing plan	organizational format used to “think through” a piece of writing. It is generally chosen by the student and may take the form of pictures, webs, outlines, etc.	W1A

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Depth of Knowledge Level Descriptors

	READING	WRITING
Level 1- Recall	<p>Requires students to receive or recite fact or to use simple skills or abilities. Oral reading that does not include analysis of the text as well as basic comprehension of a text is included. Items require only a minimal understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase. Some examples that represent but do not constitute all of Level 1 performance are:</p> <ul style="list-style-type: none"> ➤ Support ideas by reference to details in the text. ➤ Use a dictionary to find the meaning of words. ➤ Identify figurative language in a reading passage. <p><i>Automatic responses will be dependent on grade level.</i></p>	<p>Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition; are engaged in a simple spelling or vocabulary assessment; or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do not constitute all of Level 1 performance are:</p> <ul style="list-style-type: none"> ➤ Use punctuation marks correctly. ➤ Identify Standard English grammatical structures and refer to resources for correction.
Level 2 – Basic Application of Skill/ Concept	<p>Includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter sentence analysis of inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as <i>summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion</i>. Literal main ideas are stressed. A Level 2 assessment item may require students apply some of the skills and concepts that</p>	<p>Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2</p>

	<p>are covered in Level 1. Some examples that represent but do not constitute all of Level 2 performance are:</p> <ul style="list-style-type: none"> ➤ Use context cues to identify the meaning of unfamiliar words. ➤ Identify and summarize the major events in a narrative. <p>Use information or conceptual knowledge.</p> <p><i>At this level 2 or more steps are typical.</i></p>	<p>performance are:</p> <ul style="list-style-type: none"> ➤ Construct compound sentences. ➤ Use simple organizational strategies to structure written work. ➤ Write summaries that contain the main ideas of the reading selection and pertinent details.
<p>Level 3 – Strategic Thinking</p>	<p>Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but do not constitute all of Level 3 performance are:</p> <ul style="list-style-type: none"> ➤ Determine the author's purpose and describe how it affects the interpretation of a reading selection. ➤ Summarize information from multiple sources to address a specific topic. ➤ Analyze and describe the characteristics of various types of literature. 	<p>Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentences and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are:</p> <ul style="list-style-type: none"> ➤ Support ideas with details and examples. ➤ Use voice appropriate to the purpose and audience. ➤ Edit writing to produce a logical progression of ideas.

<p>Level 4 – Extended Thinking</p>	<p>Higher order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent but do not constitute all of Level 4 performance are:</p> <ul style="list-style-type: none"> ➤ Analyze and synthesize information from multiple sources. ➤ Examine and explain alternative perspective across a variety of sources. ➤ Describe and illustrate how common themes are found across texts from different cultures. 	<p>Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is:</p> <ul style="list-style-type: none"> ➤ Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both. <p><i>At Level 4 students are typically expected to include creativity as part of the overall process.</i></p>
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L.A. examples from: Council of Chief State School Officers TILSA Alignment Study, *Reviewer Background Information and Instruction, May 2001.*

Balanced Literacy Terms

Revised March 2013

Term	Definition
Oral Story Telling	Component of balanced literacy that supports the writing workshop and language development. Students are engaged in various story telling opportunities. This may include retelling a teacher's story, a partner's story or their own story. Teaching opportunities may include the five finger story, listening skills, expressive language, vocabulary, turn-taking and semantics.
Reader's Workshop	Component of balanced literacy in which reading is done by the students. The start of the workshop should consist of a focused teaching point through a mini-lesson. After the mini-lesson, students are sent off to independently read, partner read, and/or participate in book clubs. While students are reading the teacher is conferring with readers, leading a small guided reading or strategy group and/or assessing reading. You may provide a mid-workshop teaching point as an opportunity to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference. Workshop ends with a teaching share to reinforce the teaching point from the mini-lesson.
Mini-lesson	<p>Component of reader's workshop lasting 7-12 minutes. The components of the mini-lesson are:</p> <ul style="list-style-type: none"> • Connection: link to prior learning, building background knowledge, ie... "Readers, yesterday we learned..." • Teaching Point: A focused reading skill/strategy to be explicitly taught through teacher modeling with mentor texts. Create a chart with your students to use as a tool on how to use this strategy while they are independent reading. ie... "Readers, today we will be learning..." As you model from a mentor text, "Readers, watch me while I..." • Active Engagement: Students will practice the reading strategy modeled on their own or with a partner in their independent text or a provided text. "Readers, now you try..." • Link: Restate the teaching point. Remind students of the skill or strategy they will practice in their independent reading during workshop today. Send them off to read. "Readers, today and everyday you can..."
Midworkshop Teaching Point	This is an opportunity halfway through the workshop time to pause the reader or writer and address the whole class in a 1-2 minute teaching point. This can include: highlighting student thinking or work, reminders, a previous teaching point, etc...

Teach Share	The workshop ends with a small amount of time for the students to work collaboratively with others sharing thinking or the work they have done. (this is NOT an author's chair) The teach share begins with the teacher framing the time with a statement highlighting or celebrating student work or providing another reminder/teaching point. Then students share with partners, clubs or as a whole what they did in relation to the teaching point. (lasts 3-5 minutes)
Writer's Workshop	Component of balanced literacy in which writing is done by the students. The start of the workshop should consist of a focused teaching point through a mini-lesson. After the mini-lesson, students are sent off to independently write within the genre study. While students are writing the teacher is conferring with writers, leading a small guided writing groups or strategy groups and/or assessing writers. You may provide a mid-workshop teaching point as an opportunity to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference. Workshop ends with a teaching share to reinforce the teaching point from the mini-lesson.
Reading Logs	Each reader should have a reading log that is used daily at home and school throughout the course of the school year. This tool will provide the teacher and student with evidence of growth of stamina, volume, genre choices, reading life at home and school. Goal setting can be done around the reading log.
Interactive/Shared Writing	This is a strategy in which to teach structure and mechanics in writing. The class can use a shared experience to write about while practicing mechanics, spelling, grammar and writing structures (ie. parts of a letter) This is typically done on chart paper and the "pen" is shared by teacher and student. All interactive writing charts should display accurate conventions to act a model for reading and writing. (everything should be spelled correctly and grammatically correct)
Interactive Read Aloud	Interactive read aloud is the heart of the balanced literacy classroom. Children should be read to everyday, while given time for accountable talk 3 times per week. Read aloud text should be at or slightly above the average reading level in your classroom. The read aloud should support the work done in Reader's Workshop. (ie. Unit of Study) The read aloud consist of a book introduction, vocabulary, think alouds, turn and talks and finally grand conversation.
Turn and Talk (Think, Pair, Share)	Turn and Talk is an opportunity for all students to have a voice. Students should be paired with a partner that they will discuss a topic, question or idea during mini-lesson or interactive read aloud. During a turn and talk the teacher is listening in on children's conversations while coaching thinking. This is also a time when the teacher can take notes about student thinking and talking about books, writing, reading skills, etc...

Think Aloud	Think alouds are modeled by the teacher during interactive read aloud. The think aloud is a time when the teacher pauses and models thinking aloud that he/she wants readers to do in a few minutes during turn and talk.
Guided Reading	While students are independently reading during the workshop time, A-J readers may be pulled together for a guided reading group on their instructional level. Guided reading consists of setting up the book through vocabulary instruction, looking at the cover, and making predictions. Students are coached on thinking within (MSV), thinking beyond (comprehension), and thinking about the text (critiquing and/or analyzing). Students read independently of each other while the teacher listens in and coaches on MSV. The teacher may also take a running record during this time.
Strategy Groups	While students are independently reading and/or writing during the workshop time, readers/writers may be pulled together for a strategy group. This group could consist of various leveled readers/writers working on the same strategy or skill.
Conferring	While students are independently reading or writing the teacher will confer with students on previously taught skills or strategies that students are expected to do in their independent reading/writing. The components of a conference are research, decide, teach, and link. During the RESEARCH the teacher will question the reader/writer about what they are doing as a reader/writer. The teacher will take anecdotal notes on the child's strengths and weaknesses. From the notes taken, the teacher will DECIDE on a skill or strategy to teach. The teacher will model (TEACH) the skill or strategy. The student will practice the skill or strategy. At the end of the conference the teacher will LINK the new learning to future work.
Running Records	Running records are an assessment tool that the teacher uses to gain instructional information around the cuing systems of reading (meaning, structure, visual). Informal running records are done frequently to determine the next steps of instruction.
Word Work	Word work is a component of balanced literacy that includes phonemic awareness, phonics instruction, spelling instruction, word wall and high frequency words.
Word Wall	A word wall is a scaffolding tool for readers and writers as they are gaining independence. Examples of word walls are high frequency words and content word walls.

Book Clubs	During the independent reading time of reader's workshop, students may participate in book clubs. Approximately three times per week book clubs will meet and discuss their books. These are readers using multiple copies of the same book in sync with each other. Book club participants will engage in conversations much like the conversations you have had in interactive read aloud.
Partner Reading	During K-2 reader's workshop, as students are gaining stamina they may participate in partner reading. This is when two students on the same reading level are sharing the same text. Reading is done aloud either chorally or I read, you read. During this time teachers should be listening in, conferring with partnerships, and taking anecdotal records.
Stop and Jot (Post-it)	Students should be writing about reading. Stop and jot provides students with an opportunity to anchor their thinking and talk back to their books. Students could post-it about character's feelings, how characters change over time, boxes and bullets, story gist, envisionment, predictions, etc.. This can be done in their independent books or and/or during interactive read aloud time.
Reader's Notebook	A reader's notebook can be used by students during the workshop time or interactive read aloud time to record thinking and talking back to texts. This could include stop and jot, writing long and strong, question/answer, graphic organizers, etc..
Writer's Notebook (Grades 3-6)	All student grades 3-6 will have a writer's notebook. A writer's notebook is used during the writer's workshop time for generating ideas, drafting, revising and editing pieces of writing. The writer's notebook is for student use as they practice craft, structure, meaning/significance, conventions, and ideas.
Book Boxes	All students should have a place to keep "just right books" that they are to be reading at home and school. This can be baggies, boxes, magazine cartons, etc... Students reading levels A-E should have at least 10-12 books in their baggies, F-L: 8-10. Once student are in chapter books they should have a variety of chapter books as well as picture books consisting of fiction and non-fiction at their fingertips.
Anchor Chart	A visual aid created with students that teaches and supports a skill or strategy for readers and writers.
Reading Stamina & Volume	Reading stamina is how LONG a student is engaged in independent reading. Reading volume is how MUCH a student is independently reading during a given amount of time. Stamina and volume vary based on reading level.
Writing Stamina & Volume	Writing stamina is how LONG a student is engaged in independent writing. Writing volume is how MUCH a student is independently writing during a given amount of time. Stamina and volume vary based on writing level.

Helpful Links for Communication Arts

Common Core State Standards (CCSS):

- English/Language Arts - <http://www.corestandards.org/ELA-Literacy>

Missouri Department of Elementary and Secondary Education (DESE):

- Missouri Core Academic Standards for Communication Arts:
<http://dese.mo.gov/webinar/Webinar-fall2012-english-CCR.htm>
- Grade Level Expectations (GLE) / Crosswalk
 - Kindergarten - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-K-11.pdf>
 - 1st Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-1-11.pdf>
 - 2nd Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-2-11.pdf>
 - 3rd Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-3-11.pdf>
 - 4th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-4-11.pdf>
 - 5th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-5-11.pdf>
 - 6th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-6-11.pdf>

Teachers College (TC): <http://readingandwritingproject.com/>

- Reading Assessments -
<http://readingandwritingproject.com/resources/assessments/reading-assessment>
- Writing Assessments (narrative writing continuum) -
<http://readingandwritingproject.com/resources/assessments/writing-assessments.html>
- Additional Assessment Tools -
<http://readingandwritingproject.com/resources/assessments/additional-assessment-tools.html>
- Classroom Charts
 - Kindergarten - <http://readingandwritingproject.com/resources/classroom-charts/kindergarten>
 - 1st Grade - <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>
 - 2nd Grade - <http://readingandwritingproject.com/resources/classroom-charts/second-grade.html>
 - 3rd/6th Grade - <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html>

Reading Workshop	
Teacher	<ul style="list-style-type: none"> ● Engages students with effective whole group mini lessons that follow a similar structure (connection, teaching point, active involvement, link) ● Confers with readers to move them along learning pathways ● Meets with small groups of students with similar reading needs in guided reading and/or strategy groups ● Includes mid-workshop teaching point and a teaching share to highlight exemplary work, to problem solve, give an additional point, or highlight a conference ● Uses formal and informal reading assessments to drive whole group and individual instruction ● Develops individual student goals and has a plan to assist students in meeting them ● Has a system to organize and use conferring notes, assessments, and reading goals
Students	<ul style="list-style-type: none"> ● Independently reading self-selected, best fit books ● Read for a variety of genres ● Regularly share reading reflection, experience, and new learning with a peer or whole class through partner reading (K-2) and/or book clubs (2-6) ● Process reading through turn and talks, stop and jots, reading notebook, writing from a post-it, higher level thinking writing prompts tied to deepening meaning (a variety of these strategies could be used K-6) ● Focus on meaning while reading (making connections, questioning, visualizing, inferring, synthesizing, monitoring, and determining importance) ● Meets with teacher regularly based on student data in a guided reading group, strategy group, or individual conference
Structures & Systems	<ul style="list-style-type: none"> ● Most of the reader's workshop time is spent with students independently reading just right books ● Small group and or conferring with students occurs daily ● A variety of organizational tools such as book boxes, take-home baggies, reader's notebooks, and reading logs (K-6) are used ● Anchor charts are visible ● Proper pacing of the Units of Study ● End of unit celebrations occur

Writing Workshop	
Teacher	<ul style="list-style-type: none"> ● Engages students with effective whole group mini-lessons that follow a similar structure (connection, teaching point, active involvement, and link) ● Confers with writers to move them along learning pathways ● Meets with small groups of students with similar writing needs ● Includes mid-workshop teaching point and a teaching share to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference ● Uses mentor text to model effective writing strategies
Students	<ul style="list-style-type: none"> ● Independently generate writing of self-selected topics ● Write for a variety of genres ● Regularly share writing/reflection/experience/new learning with a peer or whole class
Structures & Systems	<ul style="list-style-type: none"> ● Organizational tools such as writer’s notebooks (3-6) or writing folders (K-2) are used; folders may include tools such as alphabet charts and personal dictionaries ● Use of word walls, anchor charts, and shared writing are visible ● Proper pacing of the Units of Study ● End of unit celebrations occur ● Most of the writer’s workshop time is spent with students independently writing on self-selected topics ● Small group and/or conferring with students occurs daily

Shared Reading	
Teacher	<ul style="list-style-type: none"> ● Introduce new and reread a variety of text (poems, charts, posters, big books, songs, word wall) ● Pick one or two focus skills a week ● Provide moments for your students to have discussions ● Model various reading strategies ● Use “Guess the Covered Word” techniques and other strategies to orchestrate MSV ● Use as a foundation of Reader’s Workshop ● Plan out presentation of teaching points
Students	<p>Students are highly engaged in:</p> <ul style="list-style-type: none"> ● Practicing the skills ● Using reading strategies ● Actively listening ● Reading along with the text ● Sharing strategies to help each other
Structures & Systems	<ul style="list-style-type: none"> ● Daily shared reading outside the Reader’s Workshop (K-1) ● Minimum of 2 times a week of shared reading for 2nd grade ● Current grade level text ● 1-2 teaching points a week ● Variety of texts ● Focus on reading strategies

Interactive Read Aloud with Accountable Talk	
Teacher	<ul style="list-style-type: none"> • Present a variety of genres • Pick one or two focus skills a week • Provide moments for your students to have whole class conversations • Use as a foundation of Reader's Workshop • Plan out presentation of teaching points • Model thinking like a reader • Model higher level thought process to aid in comprehension
Students	<ul style="list-style-type: none"> • Practicing the skills • Actively listening • Engaged • Turn and Talk/ Stop and Draw/Stop and Jot • Students question each other to deepen understanding
Structures & Systems	<ul style="list-style-type: none"> • Daily read alouds outside the Reader's Workshop time • Preplanning interactions • 1-2 teaching points a week • Rich literature that engages readers • Focus on comprehension • Variety of texts • Turn and Talk / Think Aloud/Whole class conversation

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) and reading and evaluating fiction, poetry and drama
2. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
3. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
4. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
5. participating in formal and informal presentations and discussions of issues and ideas
6. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations (including length, area, volume), trigonometry, and similarity and transformations of shapes
2. data analysis, probability and statistics
3. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
4. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
5. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems (economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
4. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
5. relationships of the individual and groups to institutions and cultural traditions
6. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that "knowing" and "doing" are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one's knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 "performance" standards, listed under four broad goals. On the reverse side are 40 "knowledge" standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom. These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarify perspectives of others
3. exchange information, questions and ideas while recognizing the present perceptions and ideas regarding works of the arts, humanities and sciences
4. perform or produce works in the fine and practical arts
5. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

TURN OVER

Communication Arts Grade Level Expectations

The Communication Arts *Grade Level Expectations* document is an **updated** version of the March, 2004 K-12 Communication Arts Grade Level Expectations. Missouri educators from across the state, representing education from the primary grades through the college level, met numerous times to carefully examine the current Grade Level Expectations and make suggestions to update that document. This is the result of their discussion and study.

Please note:

- In several instances, the difference is a change in location, rather than a change in the GLE itself.
- All Communication Arts content may be assessed at the grade level where it appears.
- Teachers are responsible for content up to—and including—that which appears at the grade level they teach. This document represents a continuum of instruction, so teachers must be familiar with GLEs leading up to their grade level so that they may scaffold instruction for students missing requisite skills.
- The GLE Update and Review Committees addressed only Reading and Writing.

An asterisk (*) is used to indicate GLEs that are locally assessed.

PLEASE NOTE: The Information Literacy strand will be revised during the 2008-2009 school year. The existing version is included at the end of this document and includes grades K-12. While the Information Literacy GLEs are under revision, teachers are responsible for the content in the existing version.

Sources: *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!* (Zimmerman, Susan and Chryse Hutchins, Heinemann Publishers); *Apprenticeship in Literacy: Transitions Across Reading and Writing* (Dorn, Linda, Stenhouse Publishers); *Glossary of Terms* (NAEP Reading Framework); *Information Literacy Strands for Student Learning: Standards and Indicators* (American Association of School Librarians and the Association for Educational Communications and Technology, 1998); *Literary Devices* (Jay Braiman, 2003,2006); *Mosaic of Thought* (Zimmerman, Susan and Elin Keene, Heinemann Publishers); *NETS for Students* (International Society for Technology in Education, National Educational Technology Standards for Students); *Scaffolding Young Writers: A Writer's Workshop Approach* (Dorn, Linda, Stenhouse Publishers); *Shaping Literate Minds: Developing Self-Regulated Learners* (Dorn, Linda, Stenhouse Publishers); *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey, Stephanie and Anne Goudvis, Stenhouse Publishers); *Units of Study for Primary Writing* (Calkins, Lucy, Heinemann Publishers); *Units of Study for Teaching Writing Grades 3-5* (Calkins, Lucy, Heinemann Publishers).

Missouri Department of Elementary and Secondary Education
October, 2008

Reading

1 Develop and apply skills and strategies to the reading process		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	Print Concepts	* Demonstrate basic concepts of print: a. directionality left to right, return sweep, top and bottom b. understanding that the story is in the print c. word by word matching d. distinction between letter and word	* Demonstrate concepts of print: a. upper- and lower-case letters b. first and last letters in words c. directionality in letter and word order d. punctuation has meaning							
	DOK	1	1							
B	Phonemic Awareness	* Develop ability to recognize sounds (phonemes) in words (phonemic awareness): a. recognize rhyming words b. isolate consonant sounds c. hear and say onset and rime d. hear and say spoken phonemes	CA 2, 3, 1.5, 1.6 * Demonstrate ability to use phonemes to construct words: a. produce rhyming words b. separate and say sounds in words c. blend sounds to form words d. replace beginning and ending sounds to form new words							
	DOK	1	2							
ST		CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6							

Reading

1 Develop and apply skills and strategies to the reading process									
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
C	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	* Develop and apply decoding strategies to "problem-solve" unknown words when reading grade level instructional text	* Develop and apply decoding strategies to "problem-solve" unknown words when reading grade level instructional text	* Apply decoding strategies to independently "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed
Phonics	a. identify letters associated with letters that goes with consonant sound								
DOK	1	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1,6	CA 2, 3, 1,6	CA 2, 3, 1,6	CA 2, 3, 1,6	CA 2, 3, 1,6	CA 2, 3, 1,6	CA 2, 3, 1,6	CA 2, 3, 1,6	CA 2, 3, 1,6
D	* Read simple text a. containing a small bank of high-frequency words consisting of environment al print b. consisting of high-frequency words with appropriate phrasing and expression	* Read grade-level instructional text with fluency, accuracy and expression	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text
Fluency									
DOK	1	1	1	1	1	1	1	1	1
ST	CA 2, 3, 1,5	CA 2, 3, 1,5	CA 2, 3, 1,5	CA 2, 3, 1,5	CA 2, 3, 1,5	CA 2, 3, 1,5	CA 2, 3, 1,5	CA 2, 3, 1,5	CA 2, 3, 1,5

Reading

1 Develop and apply skills and strategies to the reading process									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
E	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Vocabulary	* Develop vocabulary by listening to and discussing unknown words in stories	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. word chunks c. context clues	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. classroom resources c. context clues	Develop vocabulary through text, using a. root words and synonyms b. synonyms and antonyms c. context clues d. glossary, dictionary, with assistance	Develop vocabulary through text, using a. root words and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	Develop vocabulary through text, using a. roots and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus
DOK	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6
F	Pre-Reading	Pre-Reading	Pre-Reading	Pre-Reading	Pre-Reading	Pre-Reading	Pre-Reading	Pre-Reading	Pre-Reading
Pre-Reading	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview text and picture c. make general prediction	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. state a purpose for reading, with assistance	* Develop and apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading
DOK	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6

Reading

1 Develop and apply skills and strategies to the reading process									
G	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
DOK	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5
During Reading	<p>* During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to</p> <ol style="list-style-type: none"> self-question and correct infer predict and check using cueing systems: meaning, structure, and visual information 	<p>* During reading, develop and utilize strategies to</p> <ol style="list-style-type: none"> self-question and correct determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, develop and utilize strategies to</p> <ol style="list-style-type: none"> self-question and correct determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize

Reading

1 Develop and apply skills and strategies to the reading process								
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
H	<p>* Develop and apply post-reading skills after reading or read-alouds to respond to text:</p> <ol style="list-style-type: none"> answer basic comprehension questions on question to clarify retell draw conclusions analyze 	<p>* Apply post-reading skills to respond to text:</p> <ol style="list-style-type: none"> answer basic comprehension questions on main idea and supporting details question to clarify retell draw conclusions analyze 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions to question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions to question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions to question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions to question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions to question to clarify reflect draw conclusions analyze paraphrase summarize 	
Post-Reading								
DOK	2	3	3	3	3	3	3	3
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5

Reading

1 Develop and apply skills and strategies to the reading process					
I	Making Connections				
Grade K	Grade 1				
Grade 2	Grade 3				
Grade 4	Grade 5				
Grade 6	Grade 7				
Grade 8	Grade 8				
<p>* Identify connections between text to text -- similarities and differences in various fiction and non-fiction works (text ideas and own experiences)</p> <p>a. text to text -- similarities and differences in various fiction and non-fiction works (text ideas and own experiences)</p> <p>b. text to self and own experiences)</p>	<p>* Identify relevant connections between text to text -- similarities and differences in information and relationships in various fiction and non-fiction works (text ideas and own experiences)</p> <p>a. text to text -- similarities and differences in information and relationships in various fiction and non-fiction works (text ideas and own experiences)</p> <p>b. text to self and own experiences)</p> <p>c. text to world and the world (text ideas and the world, with assistance)</p>	<p>Identify and explain relevant connections between text to text -- information and relationships in various fiction and non-fiction works-- compare and contrast) (text ideas and own experiences)</p> <p>*b. text to self and own experiences)</p> <p>*c. text to world and the world (text ideas and the world) demonstrating an awareness that literature reflects a culture and historic time frame)</p>	<p>Compare, contrast and analyze connections between text to text (information and relationships in various fiction and non-fiction works)</p> <p>a. text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self and own experiences)</p> <p>*c. text to world and the world by responding to literature that reflects a culture and historic time frame)</p>	<p>Compare, contrast and analyze connections: text to text (information and relationships in various fiction and non-fiction works)</p> <p>a. text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self and own experiences)</p> <p>*c. text to world and the world by identifying how literature reflects a culture and historic time frame)</p>	<p>Compare, contrast and analyze connections: text to text (information and relationships in various fiction and non-fiction works)</p> <p>a. text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self and own experiences)</p> <p>*c. text to world and the world by identifying how literature reflects a culture and historic time frame)</p>
DOK	2	3	3	3	3
ST	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA 2, 3, 7, 1.5, 1.6, 1.9	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Use details from text, with assistance, to locate names of author and illustrator and apply information in title and pictures	* Use details from text to locate names of author and illustrator and apply information in title and pictures	* Use details from text to locate and apply information in title, pictures and table of contents	Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary and locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary and locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary and locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama
DOK	1	1	1	1	1	1	2	2	2
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5
B	* Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase	* Recognize rhythm, rhyme and alliteration in read-aloud experiences and independent reading	* Identify examples of rhythm, rhyme and alliteration	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing similes, metaphors, personification, and literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing onomatopoeia, alliteration, idiom, and literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing hyperbole, imagery, propaganda, and literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing emphasizing jargon, dialect, slang, symbolism, and literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing emphasizing jargon, dialect, slang, symbolism, and literary techniques previously introduced
DOK	1	1	1	2	2	2	2	2	2
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	<p>* Use details from text to identify story elements in shared reading and read-alouds with assistance:</p> <ol style="list-style-type: none"> main characters problem(s)/events setting 	<p>* Use details from text in independent reading and read-alouds to identify</p> <ol style="list-style-type: none"> characters problem events in logical sequence solutions setting 	<p>* Use details from text to</p> <ol style="list-style-type: none"> make basic inferences predict solution(s) identify events in logical sequence identify settings, characters, and problems 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect identify narrator identify events from the beginning, middle and end identify author's purpose identify settings, character traits, problems and solutions identify author's purpose identify settings, character traits, problems and solutions 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect explain author's purpose identify setting, character traits, problems and solutions identify author's purpose identify settings, character traits, problems and story events 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect explain author's purpose identify setting, character traits, problems and solutions identify author's purpose identify settings, character traits, problems and story events 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect explain author's purpose identify setting, character traits, problems and solutions identify author's purpose identify settings, character traits, problems and story events 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect explain author's purpose identify setting, character traits, problems and solutions identify author's purpose identify settings, character traits, problems and story events 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect explain author's purpose identify setting, character traits, problems and solutions identify author's purpose identify settings, character traits, problems and story events
	Literary Elements								
DOK	1	1	2	2	2	2	3	3	3
ST	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Develop an awareness that text and pictures provide information	* Identify and explain information in text, pictures, title and charts	* Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs	Locate and interpret key information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas	a. Identify and explain text features in biography and autobiography b. Analyze text features to clarify meaning, emphasizing newspapers and magazines	Explain and analyze text features to clarify meaning, emphasizing consumer texts	Explain, analyze and evaluate the author's use of text features to clarify meaning
DOK	1	1	2	2	2	2	2	2	3
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5
B	* Respond to examples of sensory details within the context of nonfiction text with assistance	* Recognize examples of sensory details in nonfiction text with assistance	* Explain examples of sensory details in nonfiction text	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing
DOK	1	1	2	2	2	2	2	2	2
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	<p>* In response to text and with assistance, ask questions to clarify meaning</p> <p>a. answer questions to recognize important information and identify supporting details</p>	<p>* Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. clarify meaning</p> <p>c. answer questions to identify main ideas</p> <p>d. identify supporting details</p>	<p>* Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. ask questions to clarify meaning</p> <p>c. answer questions to identify main ideas and provide support</p> <p>d. identify main ideas and support</p> <p>e. identify simple cause and effect</p> <p>f. draw conclusions</p> <p>g. compare and contrast</p> <p>h. make inferences</p> <p>i. identify author's purpose for writing text</p> <p>j. identify problems and solutions</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. explain main idea and supporting details</p> <p>c. sequence events</p> <p>d. identify cause and effect</p> <p>e. draw conclusions</p> <p>f. compare and contrast</p> <p>g. make predictions</p> <p>h. make inferences</p> <p>i. distinguish between fact and opinion</p> <p>j. identify and explain author's purpose</p> <p>k. identify problems and solutions</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. explain main idea and supporting details</p> <p>c. sequence events</p> <p>d. identify cause and effect</p> <p>e. compare and contrast</p> <p>f. make predictions</p> <p>g. make inferences</p> <p>h. evaluate the accuracy of the information</p> <p>i. determine and/or compare authors' viewpoints</p> <p>j. explain cause and effect</p> <p>k. identify problem solving processes and explain the effectiveness of solutions</p> <p>l. analyze two or more texts</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. paraphrase author's stated ideas</p> <p>c. make predictions</p> <p>d. make inferences</p> <p>e. evaluate the accuracy of the information</p> <p>f. sequence events</p> <p>g. compare and contrast</p> <p>h. identify point of view</p> <p>i. determine and/or compare authors' viewpoints</p> <p>j. explain cause and effect</p> <p>k. identify problem solving processes and explain the effectiveness of solutions</p> <p>l. analyze two or more texts</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. summarize author's ideas</p> <p>c. make predictions</p> <p>d. make inferences</p> <p>e. evaluate the accuracy of the information</p> <p>f. sequence events</p> <p>g. compare and contrast</p> <p>h. identify point of view</p> <p>i. determine and/or compare authors' viewpoints</p> <p>j. explain cause and effect</p> <p>k. identify problem solving processes and explain the effectiveness of solutions</p> <p>l. analyze two or more texts</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. evaluate adequacy of evidence presented by author</p> <p>c. determine author's purpose based on text analysis</p> <p>d. compare and contrast</p> <p>e. determine importance of information</p> <p>f. analyze point of view</p> <p>g. determine author's viewpoints</p> <p>h. identify problem solving processes and explain effectiveness of solutions</p> <p>i. determine importance of information</p> <p>j. analyze word choice and connotation</p> <p>k. analyze organizational effectiveness</p> <p>l. analyze accuracy of information</p>	
	Text Structures								
DOK	1	2	2	2	2	3	3	3	3
ST	CA 3, 1.5, 1.6, 3.5	CA 3, 1.5, 1.6, 3.5	CA 3, 1.5, 1.6, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
D	* Follow simple pictorial/written direction, with assistance	* Read and follow a simple direction to perform a task	* Read and follow simple directions to perform a task	* Read and follow two- and three-step directions to complete a simple task	* Read and follow three- and four-step directions to complete a task	* Read and follow multi-step directions to complete a task	* Read and follow multi-step directions to complete a complex task	* Read and follow multi-step directions to complete a complex task	* Read and follow multi-step directions to complete a complex task
Understanding									
DOK	1	1	1	2	2	2	2	2	2
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

Writing

1 Apply a writing process in composing text

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	<p>* Follow a writing process to</p> <p>a. brainstorm and record ideas in written form</p> <p>b. generate a draft in written form on student-selected topic</p> <p>c. reread writing to clarify meaning and enhance descriptions (such as, describing words, relevant details)</p> <p>d. edit for conventions (refer to W2A, W2B, W2C, W2D) with assistance</p> <p>e. publish writing with assistance</p> <p>f. share writing</p>	<p>* Follow a writing process to</p> <p>a. use a simple strategy in prewriting when appropriate</p> <p>b. compose a draft in written form on student-selected topic</p> <p>c. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for conventions (refer to W2E) with assistance</p> <p>e. share writing</p>	<p>Follow a writing process to</p> <p>a. independently use a simple prewriting strategy</p> <p>b. generate a draft</p> <p>c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for conventions (refer to W2E)</p> <p>*e. share writing</p>	<p>Follow a writing process to</p> <p>a. use appropriate pre-writing strategies</p> <p>b. generate a draft</p> <p>c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for conventions (refer to W2E)</p> <p>*e. share writing</p>	<p>Follow a writing process to</p> <p>a. use appropriate prewriting strategies as needed</p> <p>b. generate a draft</p> <p>c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for conventions (refer to W2E)</p> <p>*e. share writing</p>	<p>Follow a writing process to:</p> <p>a. use appropriate prewriting strategies as needed</p> <p>b. generate a draft</p> <p>c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for conventions (refer to W2E)</p> <p>*e. share writing</p>			
DOK	3	3	3	3	3	3	3	3	3
ST	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2

Writing

		2 Compose well-developed text							
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
A	Audience and purpose	* Recognize different audiences for writing	* Recognize audience and purpose with assistance	* Compose text showing awareness of audience	Compose text showing awareness of audience in a format appropriate to audience and purpose	Compose text showing awareness of audience in a format appropriate to audience and purpose	Compose text showing awareness of audience choosing a form appropriate to topic and audience	Compose text showing awareness of audience choosing a form appropriate to topic and audience	Compose text showing awareness of audience choosing a form and point of view appropriate to purpose and audience
	DOK	1	1	2	3	3	3	3	3
B	Ideas and Content	* Compose text using pictures and words that relate to a topic, with assistance	* Compose text using pictures and words with ideas that relate to a topic, with assistance	* Compose text with a clear controlling idea relevant details/exam ples, with assistance	Compose text with a clear controlling idea relevant details /examples	Compose text with a clear controlling idea relevant details /examples	Compose text with strong, controlling idea relevant, specific details	Compose text with strong, controlling idea relevant, specific details	Compose text with strong controlling idea relevant, specific details complex ideas freshness of thought
	DOK	2	2	3	3	3	3	3	3
ST		CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

Writing

2 Compose well-developed text		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	* Compose text with assistance	* Compose text with a simple opening and closing	* Compose text with complete sentences or thoughts	* Compose text with evidence of beginning, middle and end	* Compose text with complete sentences or thoughts (declarative and interrogative)	* Compose text with beginning, middle, and end	* Compose text with a clear beginning, middle, and end	* Compose text with a clear beginning, middle, and end	* Compose text with an effective beginning, middle, and end	* Compose text with an effective beginning, middle, and end
Organization and Sentence Structure										
DOK ST	1 CA 4, 2.1	2 CA 4, 2.1	2 CA 4, 2.1	2 CA 4, 2.1	2 CA 4, 2.1	2 CA 4, 2.1	2 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1
D	* Compose text using words that are related to the topic	* Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate	* Compose text using words that are related to the topic, and some words that are specific and accurate	* Compose text using words that are related to the topic, and some words that are specific and accurate	* Compose text using words that are related to the topic, and some words that are specific and accurate	* Compose text using words that are specific, accurate, and suited to the topic	* Compose text using words that are specific, accurate, and suited to the topic	* Compose text using precise and vivid language techniques, such as figurative language, sensory detail and purposeful dialogue	* Compose text using precise and vivid language techniques, such as figurative language, sensory detail and purposeful dialogue	* Compose text using precise and vivid language techniques, such as figurative language, sensory detail and purposeful dialogue
Word Choice										
DOK ST	2 CA 4, 2.1	2 CA 4, 2.1	2 CA 4, 2.1	2 CA 4, 2.1	2 CA 4, 2.1	2 CA 4, 2.1	2 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1

Writing

2 Compose well-developed text

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
E	<p>* In written text</p> <p>a. print all letters legibly, using correct pathway of movement (letter formation) capitalize first letters of own first and last name</p> <p>b. use ending punctuation in written text, with assistance</p> <p>c. use correct spelling of own first and last names, semi-phonic spelling, strategies</p> <p>e. write legibly</p>	<p>* In written text</p> <p>a. space correctly between letters and words</p> <p>b. capitalize days of week, names of towns, cities, states</p> <p>c. use correct ending punctuation in declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter</p> <p>d. correctly use describing words (adjectives) and substitute pronouns for nouns</p> <p>e. spell words with simple patterns and high-frequency words correctly</p> <p>f. use transitional spelling, classroom resources, especially dictionary, and spelling strategies</p> <p>g. write legibly</p>	<p>In written text</p> <p>a. space correctly between words in a sentence and in margins</p> <p>b. capitalize months of year, titles of individuals, greeting and closing of letter</p> <p>c. use correct ending punctuation in imperative and exclamatory sentences</p> <p>d. correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives</p> <p>e. correctly spell simple compounds, homophones, contractions and words with affixes</p> <p>f. use standard spelling and classroom resources, including dictionary, to edit for correct spelling</p> <p>*g. write legibly</p>	<p>In written text</p> <p>a. capitalize holidays, names of countries</p> <p>b. use commas in a series, and between city and state</p> <p>c. use apostrophe in contractions and singular possessives, with assistance</p> <p>d. correctly use verbs that agree with compound subject, and conjunctions</p> <p>e. use standard spelling and classroom resources, including dictionary, to edit for correct spelling</p> <p>*f. write legibly</p>	<p>In written text</p> <p>a. capitalize titles and proper nouns</p> <p>b. use comma in compound sentences</p> <p>c. use apostrophe in singular possessives, and proper punctuation in titles with assistance</p> <p>d. use correct verb tense and subject/verb agreement</p> <p>e. use correct spelling of simple compounds, homophones, contractions and words with affixes</p> <p>f. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*g. write legibly</p>	<p>In written text</p> <p>a. capitalize proper adjectives, words in dialogue with assistance</p> <p>b. use comma in compound sentences</p> <p>c. use apostrophe in irregular and plural possessives, marks in dialogue, with assistance</p> <p>d. punctuate prepositional phrases and appositives correctly</p> <p>e. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*f. write legibly</p>	<p>In written text</p> <p>a. capitalize within dialogue and use commas and quotation marks in dialogue, and semi-colon in compound sentences</p> <p>b. use correct agreement of pronoun and antecedent, and consistent verb tense</p> <p>c. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*e. write legibly</p>	<p>In written text</p> <p>a. use convention of capitalization, use colon to introduce lists</p> <p>b. use correct pronoun case</p> <p>c. use dictionary, spell-check and other resources to edit for correct spelling</p> <p>*e. write legibly</p>	
DOK	1	1	1	1	1	1	1	1	1
ST	CA 1, 2, 2	CA 1, 2, 2	CA 1, 2, 2	CA 1, 2, 2	CA 1, 2, 2	CA 1, 2, 2	CA 1, 2, 2	CA 1, 2, 2	CA 1, 2, 2

Conventions

Writing

3 Write effectively in various forms and types of writing

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	<p>*a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, and/or persuasive features</p> <p>*b. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)</p>	<p>*a. Use narrative, descriptive, expository, and/or persuasive features</p> <p>*b. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)</p>	<p>*a. Compose narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>*b. thank-you notes, friendly letters, lists, invitations</p>	<p>a. Compose narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>b. text emphasizing the format of diary/journal entries and friendly letters</p>	<p>a. Compose narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>b. text using an appropriate format</p>	<p>a. Compose a variety of texts, using narrative, descriptive, expository, and/or persuasive features</p> <p>b. selecting and using an appropriate format</p> <p>c. including a summary (narrative or informational)</p>	<p>a. Compose a variety of texts, using narrative, descriptive, expository, and/or persuasive features</p> <p>b. including a summary (narrative or informational)</p> <p>c.)</p>	<p>a. Compose a variety of texts, using narrative, descriptive, expository, and/or persuasive features</p> <p>b. including a summary responding to literature</p> <p>c.)</p>	<p>Compose a variety of texts,</p> <p>a. using narrative, descriptive, expository, and/or persuasive features in various formats, including workplace communication (e.g., business letter with a correctly addressed envelope, email communications)</p> <p>b. including summary including literature response</p> <p>c.)</p> <p>d.)</p>
DOK	3	3	3	3	3	3	3	3	3
ST	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1, 2.6, 4.8

Forms/Types/Modes of Writing

Listening and Speaking

1 Develop and apply effective listening skills and strategies		GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A	Purpose for Listening	Listen • for enjoyment • for information • for simple directions to follow	Listen • for enjoyment • for information • to solve problems • for directions to complete a two- or simple task	Listen • for enjoyment • for information • to distinguish fact from opinion • for directions to complete a two- or three-step task	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • critically to recognize and interpret propaganda techniques	Listen • for enjoyment • for information • for directions • and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing) to recognize how colloquialisms and jargon and reflect context, regions and cultures
	ST	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 II 5b, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8
B	Listening Behavior	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
	ST	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8

Listening and Speaking

2 Develop and apply effective speaking skills and strategies for various audiences and purposes		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A	When sharing ideas or experiences	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6
	Discussion and Presentation	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8
B	When sharing ideas or experiences	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6
	Giving Directions	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8
ST		CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6
FR		I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8

Information Literacy – UNDER REVISION

		1 Develop and apply effective research process skills to gather, analyze and evaluate information									
		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADES 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	
A	Develop awareness of resources on topics of interest	CA 2, 3 1.1, 1.2 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	Formulate keywords and questions to investigate topics	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	Formulate and research keywords and questions to establish a focus and purpose for inquiry	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	Develop research questions in order to establish a focus and purpose for a project	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	Develop a research plan, with assistance, to guide investigation and research of focus questions	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8
	Research Plan	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	Formulate keywords and questions to investigate topics	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	Formulate and research keywords and questions to establish a focus and purpose for inquiry	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	Develop research questions in order to establish a focus and purpose for a project	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	Develop a research plan, with assistance, to guide investigation and research of focus questions	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8
B	Acquire Information	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	Formulate keywords and questions to investigate topics	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	Formulate and research keywords and questions to establish a focus and purpose for inquiry	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	Develop research questions in order to establish a focus and purpose for a project	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	Develop a research plan, with assistance, to guide investigation and research of focus questions	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8
	Record Information	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	Formulate keywords and questions to investigate topics	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	Formulate and research keywords and questions to establish a focus and purpose for inquiry	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	Develop research questions in order to establish a focus and purpose for a project	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	Develop a research plan, with assistance, to guide investigation and research of focus questions	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8
C	Acquire Information	CA 2, 3 1.2, 1.4 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4 I 2a, d, III 1d, K-4	Formulate keywords and questions to investigate topics	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	Formulate and research keywords and questions to establish a focus and purpose for inquiry	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	Develop research questions in order to establish a focus and purpose for a project	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	Develop a research plan, with assistance, to guide investigation and research of focus questions	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8
	Record Information	CA 2, 3 1.2, 1.4 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4 I 2a, d, III 1d, K-4	Formulate keywords and questions to investigate topics	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	Formulate and research keywords and questions to establish a focus and purpose for inquiry	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	Develop research questions in order to establish a focus and purpose for a project	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	Develop a research plan, with assistance, to guide investigation and research of focus questions	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8
ST	CA 2, 3 1.1, 1.2 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	
FR	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	
ST	CA 2, 3 1.1, 1.2 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	
FR	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	

Information Literacy – UNDER REVISION

D	Develop awareness, through discussion, that credit is to be given for others' ideas, images and information, with assistance	Give credit, through discussion, for others' ideas, images and information	Informally give credit for others' ideas, images and information found in various resources	Informally give credit for others' ideas, images and information found in various resources	Give credit for others' ideas, images and information by listing sources used in research	Define "plagiarism" and document research sources	Document research sources using a given citation format	Document research sources using a given citation format
Sources Consulted	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8
ST								
FR								

Information Literacy – UNDER REVISION

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A		Identify, with assistance, topics of messages conveyed through oral and visual media	Identify, with assistance, simple messages conveyed through oral and visual media	Identify, with assistance, intended messages conveyed through oral and visual media	Identify intended messages conveyed through oral and visual media	Identify and explain intended messages conveyed through oral and visual media	Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain media techniques used to convey messages in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Analyze and synthesize two or more messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
Media Messages										
ST		CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8
FR		CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Reading Standards for Literature – Grade 3			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1.	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>R1H.3.a-d,f-i Apply post-reading skills to demonstrate comprehension of text:</p> <ul style="list-style-type: none"> a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions d. question to clarify f. draw conclusions g. analyze h. paraphrase i. summarize 	<p>R1H.3.a-d,f-i/R2C.3.a-h Aligns to multiple GLEs</p>
		<p>R2C.3.a-h Use details from text to</p> <ul style="list-style-type: none"> a. demonstrate comprehension skills previously introduced b. make inferences c. compare and contrast d. identify cause and effect e. identify the narrator f. identify events for the beginning, middle and end g. identify author's purpose h. identify settings, character traits, and problems and solutions 	
2.	<p>RL.3.2 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>R1H.2.d Apply post-reading skills to respond to text:</p> <ul style="list-style-type: none"> d. retell 	<p>R1H.2.d/R1H.3.b Partial alignment (The CCR Anchor Standard is more specific concerning the types of literature to be included.)</p>
		<p>R1H.3.b Apply post-reading skills to demonstrate comprehension of text:</p> <ul style="list-style-type: none"> b. identify and explain the relationship between the main idea and supporting details 	

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Reading Standards for Literature – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
3. Key Ideas and Details	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>R2C.3.h Use details from text to h. Identify settings, character traits, and problems and solutions.</p>	<p>R2C.3.h Partial alignment (The CCR Anchor Standard requires description while GLE requires identification. The CCR Anchor Standard requires explanation of character actions and how they contribute to the sequence of events.)</p>
	<p>3.</p>		
4. Craft and Structure	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text; distinguishing literal from nonliteral language.</p>	<p>RIE.3.a-e Develop vocabulary through text, using a. root words b. synonyms and antonyms c. context clues d. glossary e. dictionary, with assistance</p>	<p>RIE.3.a-e Direct alignment</p>
	<p>4.</p>		
5.	<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>	<p>R2B.3 Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques.</p>	<p>R2B.3 Partial alignment (The CCR Anchor Standard requires distinguishing literal from nonliteral language while the GLE requires explaining examples of figurative language. The CCR Anchor Standard does not specify the types of figurative language or literary techniques that will be taught/measured.)</p>
	<p>5.</p>		
	<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>	<p>R2A.3.b Use grade level text to b. locate and recognize the text features of fiction, poetry and drama.</p>	<p>R2A.3.b Partial alignment (The CCR Anchor Standard requires describing how each successive part builds on earlier sections.)</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Reading Standards for Literature – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
6.	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters	R1.3.b Identify and explain relevant connections between <ul style="list-style-type: none"> b. text to self (text ideas and own experience) 	R1.3.b/R2C.3.g Aligns to multiple GLEs
		R2C.3.g Use details from text to <ul style="list-style-type: none"> g. identify author's purpose 	
7.	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	R2A.2 Use details from text to locate and apply information in title, pictures, and table of contents.	R2A.2 Partial Alignment (The CCR Anchor Standard is more specific than the GLE about the aspects of text to explain.)
		(not applicable to literature)	
8.	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	R1.3.a Identify and explain relevant connections between <ul style="list-style-type: none"> a. text to text (text ideas – information and relationships in various fiction and non-fiction works – compare and contrast). 	R1.3.a Partial alignment (The CCR Anchor Standard specifies using books in a series for the comparisons.)
		[R2C.7.b] [Use details from text to b. identify plot and sub-plot, mood, flashback, theme and types of conflict]	
9.			[R2C.7.b] No alignment (The GLE first appears in grade 7)

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

DRAFT

Reading Standards for Literature – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Range of Reading and Level of Text Complexity 10.	RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade 2-3 text complexity band independently and proficiently.	R1D.3.a-b Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text.	R1D.3.a-b/R1H.3.a Aligns to multiple GLEs
		R1H.3.a Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions	

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Reading Standards for Informational Text – Grade 3			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1.	<p>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>	<p>R1H.3.a-d,f-i Apply post-reading skills to demonstrate comprehension of text:</p> <ul style="list-style-type: none"> a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions d. question to clarify f. draw conclusions g. analyze h. paraphrase i. summarize 	<p>R1H.3.a-d,f-i/R3C.3.a-j Aligns to multiple GLEs</p>
		<p>R3C.3.a-j Use details from text to</p> <ul style="list-style-type: none"> a. demonstrate comprehension skills previously introduced b. answer questions c. explain main idea and supporting details d. sequence events e. identify simple cause and effect f. draw conclusions g. compare and contrast h. make inferences i. identify author's purpose for writing text j. identify problems and solutions 	
2.	<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>R1H.3.b Apply post-reading skills to demonstrate comprehension of text:</p> <ul style="list-style-type: none"> b. identify and explain the relationship between the main idea and supporting details 	<p>R1H.3.b/R1H.2.d Aligns to multiple GLEs</p>
		<p>R1H.2.d Apply post-reading skills to demonstrate comprehension of text:</p> <ul style="list-style-type: none"> d. retell 	

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Reading Standards for Informational Text – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
3. Craft and Structure	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedure in a text, using language that pertains to time, sequence, and cause/effect.	R3C.3.d,g Use details from text to d. sequence g. compare and contrast	R3C.3.d,g Partial alignment (The CCR Anchor Standard is more specific in that it addresses ideas and relationships and the connections among the ideas within a text.)
	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	RIE.3.a-e Develop vocabulary through text, using a. root words b. synonyms and antonyms c. context clues d. glossary e. dictionary, with assistance	RIE.3.a-e Direct alignment
5.	RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	R3A.3 Locate and interpret key information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps.	R3A.3/ICTL3A.3.b Aligns to multiple GLEs
		ICTL3A.3.b Locate, with assistance, information sources, using appropriate organizational tools based on the information needed.	
6.	RI.3.6 Distinguish their own point of view from that of the author of the text.	RII.3.b Identify and explain relevant connections between b. text to self (text ideas and own experience)	RII.3.b/R2C.3.g Aligns to multiple GLEs
		R3C.3.g Use details from text to g. identify author's purpose for writing text	

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Reading Standards for Informational Text – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
7. Integration of Knowledge and Ideas	<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur.)</p>	<p>R3A.3 Locate and interpret key information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps</p>	<p>R3A.3 Direct alignment</p>
	<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>R3C.3.g Use details from text to g. compare and contrast</p>	<p>R3C.3.g Partial alignment (The CCR Anchor Standard requires the description of logical connections and cause/effect.)</p>
9.	<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>R3C.3.d Use details from text to d. sequence events</p>	<p>R3C.3.d Partial alignment (The CCR Anchor Standard requires the description of logical connections and cause/effect.)</p>
		<p>R1H.3.b Apply post-reading skills to demonstrate comprehension of text: b. identify and explain the relationship between the main idea and supporting details</p> <p>R1I.3.a Identify and explain relevant connections between a. text to text (text ideas – information and relationships in various fiction and non-fiction works – compare and contrast)</p>	<p>R1H.3.b/R1I.3.a Aligns to multiple GLEs</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Reading Standards for Informational Text – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<p>10.</p> <p>Range of Reading and Level of Text Complexity</p>	<p>RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>R1D.3.a-b</p> <p>Read grade-level instructional text</p> <ul style="list-style-type: none"> a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text 	<p>R1D.3.a-b/R1H.3.a</p> <p>Aligns to multiple GLEs</p>
		<p>R1H.3.a</p> <p>Apply post-reading skills to demonstrate comprehension of text:</p> <ul style="list-style-type: none"> a. answer basic comprehension questions 	

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Reading Standards: Foundational Skills – Grade 3			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1. Phonological Awareness		(not applicable after grade 1)	
		(not applicable after grade 1)	
2. Phonics and Word Recognition			
3.	RF.3.3.a-d Know and apply grade-level phonics and word analysis skills in decoding words.	R1C.3 Apply decoding strategies to independently “problem-solve” unknown words when reading when needed	R1C.3 Direct alignment
	a. Identify and know the meaning of the most common prefixes and derivational suffixes.	[R1E.4.a] [Develop vocabulary through text, using a. roots and affixes]	[R1E.4.a] No alignment (The GLE first appears in grade 4)
	b. Decode words with common Latin suffixes.	[R1E.4.a] [Develop vocabulary through text, using a. roots and affixes]	[R1E.4.a] No alignment (The GLE first appears in grade 4)
	c. Decode multisyllable words.	R1C.3 Apply decoding strategies to independently “problem-solve” unknown words when reading when needed	R1C.3 Direct alignment
	d. Read grade-appropriate irregularly spelled words.	R1C.3 Apply decoding strategies to independently “problem-solve” unknown words when reading when needed	R1C.3 Partial alignment (The CCR Anchor Standard is more specific than the GLE.)

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Reading Standards: Foundational Skills – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
4. Fluency	<p>RF.3.4.a-c 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>R1D.3.b Read grade-level instructional text</p> <p>b. adjusting reading rate to difficulty and type of text</p>	<p>R1D.3.b/ R1F.3.d Aligns to multiple GLEs</p>
		<p>R1F.3.d Apply pre-reading strategies</p> <p>d. set a purpose for reading</p>	
		<p>R1D.3.a Read grade-level instructional text</p> <p>a. with fluency, accuracy and expression</p>	<p>R1D.3.a Partial alignment (The CCR Anchor Standard focuses on these skills in successive readings.)</p>
		<p>R1G.3.b During reading, utilize strategies to</p> <p>b. self-monitor comprehension</p>	

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Writing Standards – Grade 3				
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation	
Text Types and Purposes 1.	W.3.1.a-d Write opinion pieces on topics or texts, supporting a point of view with reasons.	W3A.3.a Compose narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.	W3A.3.a Direct alignment (The CCR Anchor Standard is more specific than the GLE concerning the components of persuasive text.)	
				a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	b. Provide reasons that support the opinion.	W2C.3.a Compose text with a. a beginning, middle, and end	W2B.3.a-b Compose text with a. a clear controlling idea b. relevant details/examples	W2B.3.a-b Direct alignment
	d. Provide a concluding statement or section.	W2C.3.a Compose text with a. a beginning, middle, and end	W2C.3.a Direct alignment	[W2C.7.e] No alignment (The GLE first appears in grade 7)

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Writing Standards – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
2.	W.3.2.a-c Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W3A.3.a Compose narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.	W3A.3 Direct alignment (The CCR Anchor Standard is more specific than the GLE concerning the components of informative text.)
	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	W2A.3.a-b Compose text <ol style="list-style-type: none"> a. showing awareness of audience b. in a format appropriate to audience and purpose 	W2A.3.a-b Direct alignment
	b. Develop the topic with facts, definitions, and details.	[W2C.4.b] [Compose text with a logical sequence of events]	[W2C.4.b] No alignment (The GLE first appears in grade 4)
c. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	W2D.3 Compose text using words that are related to the topic, and some words that are specific and accurate.	W2D.3 Direct alignment	
	[W2C.7.e] [Compose text with cohesive devices, especially transitions]	[W2C.7.e] No alignment (The GLE first appears in grade 7)	

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

DRAFT

Writing Standards – Grade 3 -- Continued					
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation		
3. Text Types and Purposes	<p>W.3.3.a-d Write narratives to develop real and imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>W3A.3.a Compose narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.</p>	<p>W3A.3.a Direct alignment (The CCR Anchor Standard is more specific than the GLE concerning the components of narrative text.)</p>		
		<p>W2A.3.a-b Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose</p>	<p>W2A.3.a-b/W2C.3.a Aligns to multiple GLEs (The CCR Anchor Standard is more specific than the GLE.)</p>		
		<p>W2C.3.a Compose text with a. a beginning, middle, and end</p>			
		<p>W2D.3 Compose text using words that are related to the topic, and some words that are specific and accurate</p>	<p>W2D.3 Direct alignment</p>		
		<p>[W2C.7.e] [Compose text with cohesive devices, especially transitions]</p>	<p>[W2C.7.e] No alignment (The GLE first appears in grade 7)</p>		
		<p>W2C.3.a Compose text with a. a beginning, middle, and end</p>	<p>W2C.3.a Direct alignment</p>		
		<p>4. Production and Distribution of Writing</p>	<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>W2A.3.a-b Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose</p>	<p>W2A.3.a-b Direct alignment</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Writing Standards – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
5. Production and Distribution of Writing	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28-29.)</p>	<p>W1A.3.a-e Follow a writing process to</p> <ol style="list-style-type: none"> a. independently use a simple pre-writing strategy b. generate a draft c. reread and revise work for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) e. share writing 	<p>W1A.3.a-e Partial alignment (The CCR Anchor Standard is more specific than the GLE in allowing guidance and support.)</p>
	<p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>ICTL1B.3 Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work.</p> <p>ICTL5C.3.a-c</p> <ol style="list-style-type: none"> a. Recognize that there are a variety of ways to share information b. Select, with minimal assistance, the format appropriate for the intended audience and purpose c. Effectively share information <p>W1A.3.a-e Follow a writing process to</p> <ol style="list-style-type: none"> a. independently use a simple pre-writing strategy b. generate a draft c. reread and revise work for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) e. share writing 	<p>ICTL1B.3 Direct alignment</p> <p>ICTL5C.3.a-c Partial alignment (The CCR Anchor Standard is more specific than the GLE requiring a level of keyboarding skills.)</p> <p>W1A.3.a-e Direct alignment</p>
6.			

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Writing Standards – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
7. Research to Build and Present Knowledge	<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>ICTL2B.3.a-c a. Develop, with assistance, questions based on prior knowledge. b. Generate key words to investigate topics. c. Revise or clarify, with assistance, focus questions and/or key words as information is gathered.</p>	<p>ICTL2B.3.a-c/ICTL3A.3.a-b/ICTL4D.3.a-b/W3A.3.a Aligns to multiple GLEs</p>
		<p>ICTL3A.3.a-b a. Identify types of sources, including oral, print and digital, appropriate for the information needed. b. Locate, with assistance, information sources using appropriate organizational tools based on the information needed.</p>	
		<p>ICTL4D.3.a-b a. Analyze, with assistance, information gathered for gaps. b. Locate, with assistance, additional information as needed.</p> <p>W3A.3.a Compose a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.</p>	
8.	<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>ICTL5A.3 Record relevant information using a variety of note-taking or organizational strategies.</p>	<p>ICTL5A.3 Direct alignment</p>
9.	(Begins in grade 4)		

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Writing Standards – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<p>10.</p> <p>Range of Writing</p>	<p>W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W1A.3.a-e</p> <p>Follow a writing process to</p> <ul style="list-style-type: none"> a. independently use a simple pre-writing strategy b. generate a draft c. reread and revise work for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) e. share writing 	<p>W1A.3.a-e</p> <p>Partial alignment (The CCR Anchor Standard focuses on writing over long and short time frames while the GLE focuses on the process without noting the differences in how long a writing task would take.)</p>
		<p>W2A.3.a-b</p> <p>Compose text</p> <ul style="list-style-type: none"> a. showing awareness of audience b. in a format appropriate to audience and purpose 	<p>W2A.3.a-b</p> <p>Direct alignment</p>
		<p>W3A.3.a</p> <p>Compose</p> <ul style="list-style-type: none"> a. narrative, descriptive, expository, and persuasive texts, using appropriate text features 	<p>W3A.3.a</p> <p>Partial alignment (The CCR Anchor Standard specifies reflective writing.)</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Speaking and Listening Standards – Grade 3					
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation		
1. Comprehension and Collaboration	<p>SL.3.1.a-d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) and 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 (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.</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 discussions.</p>	No alignment			
				<p>LS1B.3 Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)</p>	<p>LS1B.3 Partial alignment (The CCR Anchor Standard is more specific.)</p>
					<p>R1H.3.d Apply post-reading skills to demonstrate comprehension of text: d. question to clarify</p>
				<p>LS2A.1 Speak clearly when sharing ideas and asking questions in small and large groups.</p>	<p>LS2A.1 Partial alignment (The CCR Anchor Standard is mainly in reference to reading.)</p>
2.	<p>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>	No alignment	<p>R1H.3.b Apply post-reading skills to demonstrate comprehension of text: b. identify and explain the relationship between the main idea and supporting details.</p>	<p>R1H.3.b Partial alignment (The CCR Anchor Standard is mainly in reference to discussion while the GLE is in reference to reading.)</p>	

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Speaking and Listening Standards – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
3. Comprehension and Collaboration	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	No alignment	
	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 at an understandable pace.	LS2A.3 Speak clearly, stay on topic, and use appropriate volume and pace when sharing ideas. R1H.2.d d. retell ICTL5C.3.b b. Select, with minimal assistance, the format appropriate for the intended audience and purpose	LS2A.3/ R1H.2.d Partial alignment (The CCR Anchor Standard is more specific than the GLE in requiring the use of appropriate facts in the discussion.)
4. Presentation of Knowledge and Ideas	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.	ICTL5C.3.b b. Select, with minimal assistance, the format appropriate for the intended audience and purpose	ICTL5C.3.b Partial alignment (The CCR Anchor Standard focuses on adding media to audio recordings while the GLE focuses on selection of the appropriate format for the entire presentation. The GLE allows minimal assistance at this grade.)
	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	No alignment	

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Language Standards – Grade 3			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Conventions of Standard English 1.	L.3.1.a-i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.	W2E.1.d In written text, d. use naming words (nouns) and action words (verbs) correctly	W2E.1.d/W2E.3.d Aligns to multiple GLEs (The CCR Anchor Standard is more specific in requiring the explanation of the function of these types of words rather than only using them correctly.)
		W2E.3.d In written text d. correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives	
	b. Form and use regular and irregular plural nouns.	W2E.1.d In written text, d. use naming words (nouns) and action words (verbs) correctly	W2E.1.d Direct alignment
		W2E.1.d In written text, d. use naming words (nouns) and action words (verbs) correctly	W2E.1.d Partial alignment (The CCR Anchor Standard specifies using abstract nouns.)
	d. Form and use regular and irregular verbs.	W2E.3.d In written text d. correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives	W2E.3.d Partial alignment (The CCR Anchor Standard specifies using regular and irregular verbs with simple tenses.)
		e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses	W2E.3.d In written text d. correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Language Standards – Grade 3 -- Continued				
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation	
1. Conventions of English	f. Ensure subject-verb and pronoun-antecedent agreement.*	[W2E.7.c] [In written text c. use correct agreement of pronoun and antecedent, and consistent verb tense]	[W2E.7.c] No alignment (The GLE first appears in grade 7)	
		W2E.3.d In written text d. correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives	W2E.3.d Direct alignment	
	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	No alignment		
		No alignment		
	h. Use coordinating and subordinating conjunctions.	No alignment		
		No alignment		
	i. Produce simple, compound, and complex sentences.	W2C.3.b Compose text with b. sentence variety (including imperative and exclamatory)	W2C.3.b Partial alignment on simple sentences	
		[W2C.7.d] [Compose text with d. a variety of sentence structures, including complex sentences]	[W2C.7.d] No alignment (The GLE first appears in grade 7)	

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Language Standards – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Conventions of Standard English 2.	L.3.2.a-g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
		[W2E.5.a] [In written text a. capitalize titles and proper nouns]	[W2E.5.a] No alignment (The GLE first appears in grade 5)
		[W2E.4.b] [In written text b. use commas in a series and between city and state]	[W2E.4.b] No alignment (The GLE first appears in grade 4)
		[W2E.7.c] [In written text c. use commas and quotation marks in dialogue, and semicolon in compound sentences.]	[W2E.7.c] No alignment (The GLE first appears in grade 7)
		[W2E.4.c] [In written text c. use apostrophe in contractions and in singular possessives, with assistance]	[W2E.4.c] No alignment (The GLE first appears in grade 4)
[W2E.6.c] [In written text c. use apostrophe in irregular and plural possessives, quotations marks in dialogue, with assistance]	[W2E.6.c] No alignment (The GLE first appears in grade 6)		
	W2E.3.e In written text e. correctly spell simple compounds, homophones, contractions, and words with affixes	W2E.3.e Direct alignment	
	W2E.2.e In written text e. spell words with simple patterns and high-frequency words correctly	W2E.2.e Partial alignment (The CCR Anchor Standard is more specific than the GLE.)	

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Language Standards – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Conventions of Standard English 2.	g. Consult reference materials including beginning dictionaries, as needed to check and correct spelling.	W2E.3.f f. use standard spelling and classroom resources, including dictionary, to edit for correct spelling	W2E.3.f Direct alignment
	Knowledge of Language 3.	L.3.3.a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	W2D.3 Compose text using words that are related to the topic, and some words that are specific and accurate. No alignment

STANDARDS CROSSWALK FOR English Language Arts – Grade 3

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Language Standards – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Vocabulary Acquisition and Use 4.	L.3.4.a-d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		
	a. Use sentence-level context as a clue to the meaning of a word or phrase.	R1E.3.c Develop vocabulary through text, using c. context clues	R1E.3.c Direct alignment (The CCR Anchor Standard is more specific in using sentence-level context.)
	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>)	[R1E.4.a] [Develop vocabulary through text using root words and affixes] a.	[R1E.4.a] No alignment (The GLE first appears in grade 4)
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)	R1E.3.a Develop vocabulary through text, using a. root words	R1E.3.a Direct alignment
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	R1E.3.d-e Develop vocabulary through text, using d. glossary e. dictionary, with assistance	R1E.3.d-e Partial alignment (The CCR Anchor Standard specifies consulting digital format as well as print format to find pronunciation and word meanings while the GLE specifies the use of glossary and dictionary.)	

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Language Standards – Grade 3 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
5. Vocabulary Acquisition and Use	L.3.5.a-c Demonstrate understanding of word relationships and nuances in word meanings.		
	a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	No alignment	
	b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	No alignment	
6.	c. Distinguish shades or meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	No alignment	
	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night, we went looking for them</i>).	R1E.3.a-e Develop vocabulary through text, using <ol style="list-style-type: none"> a. root words b. synonyms and antonyms c. context clues d. glossary e. dictionary, with assistance W2D.3 Compose text using words that are related to the topic, and some words that are specific and accurate.	R1E.3.a-e Partial alignment (The CCR Anchor Standard requires knowledge of spatial and temporal relationships.)