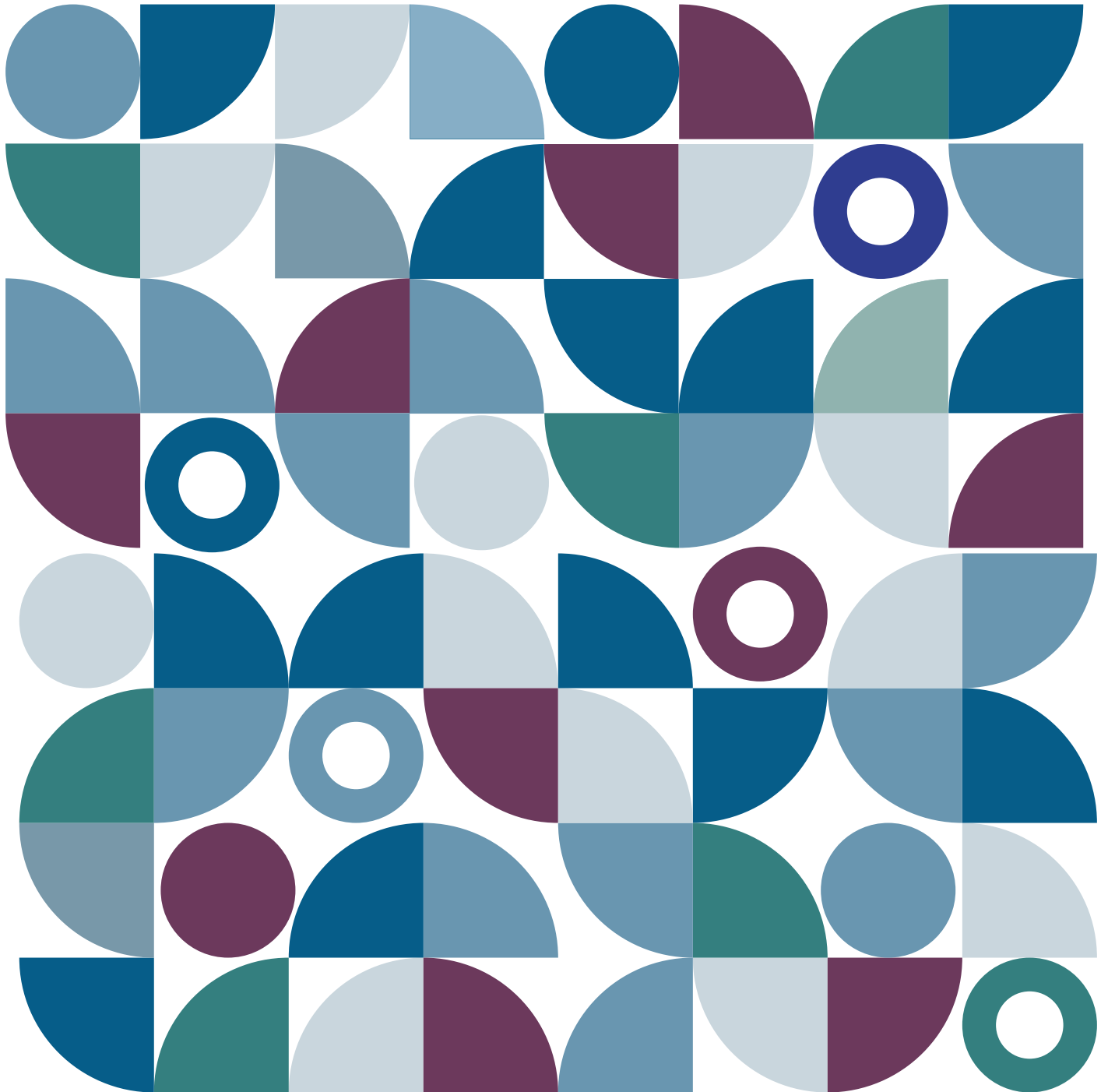


A **CORE GUIDE**  
TO THE UTAH  
**ENGLISH LANGUAGE**  
**ARTS (ELA)**  
STANDARDS

# GRADE 3



This is a blank page.

# GRADE 3

---

## UTAH CORE GUIDE *for* **P-12 ENGLISH LANGUAGE ARTS**



250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.  
State Superintendent of  
Public Instruction

<https://www.schools.utah.gov>

This is a blank page.

# GRADE 3

## **SPEAKING AND LISTENING**

### **3.SL.1**

#### **Strand: SPEAKING AND LISTENING (3.SL)**

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 3.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to other's perspectives during discussions.
  - b. Recognize that comments and claims may include two perspectives.
  - c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.

#### **CONCEPTS AND SKILLS TO MASTER**

- Participate in conversations by taking turns on topics, texts, and issues.
- Respond when asked a question.
- Use classroom expectations during discussion (e.g., Look, lean, listen, lower voice, respond).
- Use previously taught academic vocabulary during classroom and partner conversations.
- Retell, paraphrase, or report about another participant's comments.
- Add additional information to other's comments.
- Agree or disagree with other's comments respectfully.
- Use academic sentence stems or frames when asking or responding to others (e.g., I appreciate your comment..., I would like to add..., I agree/disagree because...).
- Use redirection when off topic (e.g., I think the question is asking..., We only have five minutes left..., Is that about this topic?)

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.SL.1:** Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.
  - a. Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language.

**RELATED STANDARDS: Current Grade Level**

- **Standard 3.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details presented in various mediums and formats.
- **Standard 3.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.
- **Standard 3.R.5:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)
- **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL)  
Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 4.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to comments and claims.
  - b. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.

**ACADEMIC LANGUAGE**

Agree, disagree, retell, paraphrase, acknowledge, comments, respectful, and expectations

**ASSESSMENT EXEMPLARS**

- Use a simple one point rubric for conversations. Rubric could include: Took turns, uses academic language, uses sentence frames, look, leaned, listened appropriately, asked questions.
- Use anecdotal notes taken by the teacher.

**3.SL.2****Strand: SPEAKING AND LISTENING (3.SL)**

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 3.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details presented in various mediums and formats.

**CONCEPTS AND SKILLS TO MASTER**

- Use a strong and loud enough voice for others to hear.
- Use strong enunciation.
- Use appropriate vocabulary.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details.
- **Standard 2.R.10:** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 3.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to other's perspectives during discussions.
  - b. Recognize that comments and claims may include two perspectives.
  - c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.

- **Standard 3.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.
- **Standard 3.R.5:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 4.SL.2:** Clearly summarize information presented in various formats and mediums and explain how the information pertains to the topic.

#### **ACADEMIC LANGUAGE**

Clear and audible

#### **ASSESSMENT EXEMPLARS**

- Use a simple one point rubric for conversations. Rubric could include: others understand, others can hear, on topic.
- Use anecdotal notes taken by the teacher.

### **3.SL.3**

#### **Strand: SPEAKING AND LISTENING (3.SL)**

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 3.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting. Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.

#### **CONCEPTS AND SKILLS TO MASTER**

- Use a strong and loud enough voice for others to hear.
- Use strong enunciation.
- Use appropriate vocabulary.
- Identify main ideas, relevant facts, descriptions, details, and themes.



- Speak in complete sentences.
- Speak in a logical order when using compiled information, opinions or stories (e.g., notecards, graphic organizers, outlines, etc. ).
- Know how to elaborate (add on with relevant information).
- Paraphrase and use own words when elaborating.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 2.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.
- **Standard 2.R.5:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)
- **Standard 2.R.10:** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 3.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to other's perspectives during discussions.
  - b. Recognize that comments and claims may include two perspectives.
  - c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.
- **Standard 3.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details presented in various mediums and formats.
- **Standard 3.R.5:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)
- **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL)  
Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)

- **Standard 3.W.4:** Conduct short research projects to build knowledge about a topic.
  - a. Recall and gather relevant information from one or more sources and provide brief notes to demonstrate understanding of the topic.
  - b. Interact and collaborate with others throughout the writing process.

**RELATED STANDARDS: Future Grade Level**

- **Standard 4.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Include visual displays and/or media, when appropriate, to convey information, elaborate, and enhance engagement of presentations.

**ACADEMIC LANGUAGE**

Language, grammar, volume, pronunciation, present, opinion, enunciation, sequence, logical, relevant, description, facts, details, elaborate, main idea, and theme

**ASSESSMENT EXEMPLARS**

- Use a simple one-point rubric for conversations. Rubric could include: others understand, others can hear, on topic, ideas are presented in logical order, academic vocabulary is used, complete sentences, relevant facts, uses own words.
- Present a summary, report or topic for a digital or live audience.
- Use anecdotal notes taken by the teacher.

## **READING**

### **3.R.1**

#### **Strand: READING (3.R)**

- **Standard 3.R.1** Is mastered in preschool.

### **3.R.2**

#### **Strand: READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Reversal of phonemes.
  - b. Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial).

#### **CONCEPTS AND SKILLS TO MASTER**

- Identify initial sound in up to six phoneme words.
- Segment sounds in up to six phoneme words.
- Blend and segment words with up to six phonemes.
- Add, delete and substitute phonemes in isolation.
- Add, delete, and substitute sounds to build new words (chaining).
- Reverse phonemes (tap to pat, maps to spam).

#### **CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Add, delete, and substitute initial, medial, and final sounds in 5-6 phoneme words including blends.
  - b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words.
  - c. Distinguish long and short vowel sounds in spoken single-syllable words.

**RELATED STANDARDS: Current Grade Level**

- **Standard 3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.
  - b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - c. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.
  - e. Read and spell common irregular words.
  
- **Standard 3.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 4.R.2:** Mastered in grade 3

**ACADEMIC LANGUAGE**

Phoneme, initial, sound, segment, blend, add, delete, substitute, and reversal

**ASSESSMENT EXEMPLARS**

- P.A.S.T. or similar phonemic inventory
- Word chains of building five or more new words

**3.R.3****Strand: READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns,

morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.

- b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
- c. Identify and know the meaning of the most common prefixes and derivational suffixes.
- d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.
- e. Read and spell common irregular words.

### CONCEPTS AND SKILLS TO MASTER

- Use letter sound correspondences for spelling patterns.
- Use six-syllable types (CVC, CVCe, Vr, CVVC, Cle, CV) for reading and spelling in two- to four-syllable words.
- Use common prefixes such as, but not limited to pre, re, dis, im, in, tion to support reading and spelling.
- Use common suffixes such as, but not limited to s, es, ies, ing, ed, er, or, est to support reading and spelling.
- Identify words or word patterns that do not follow standard English rules due to word origin (e.g., ballet, garage, coupon) to support reading and spelling.
- Identify the unaccented syllable in a two- to three-syllable word and know that the vowel will flex causing an empty syllable or schwa.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 2.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Add, delete, and substitute initial, medial, and final sounds in 5-6 phoneme words including blends.
  - b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words.
- **Standard 2.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.
  - c. Blend words with 5-6 phonemes when reading.
  - d. Decode words with common prefixes and suffixes.

- e. Read and spell age-appropriate compound words.
- f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
- g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).
- h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.
- i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).
- j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).
- k. Read and spell common irregular words.

- **Standard 2.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

#### **RELATED STANDARDS: Current Grade Level**

- **Standard 3.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Reversal of phonemes.
  - b. Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial).

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 4.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.
- **Standard 4.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

#### **ACADEMIC LANGUAGE**

Spelling patterns, syllable, vowel team, vowel r, closed syllable, open syllable, consonant le syllable, vowel consonant e, etymology, origin, letter sound correspondence, morphology, multisyllabic, derivational, suffix, prefix, unaccented, schwa, accented, irregular, and common

#### **ASSESSMENT EXEMPLARS**

- CORE phonics survey or similar diagnostic (LETRS, SIPPS placement, 95% PSI)
- Word pattern spelling assessments

- Word chaining
- Writing samples evaluated for spelling of taught word patterns
- Reading fluency assessment: rate, prosody, and comprehension
- Decodable passages with previously taught spelling patterns

**3.R.4****Strand: READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

**CONCEPTS AND SKILLS TO MASTER**

- Fluency including prosody, accuracy, automaticity (rate)
- Concepts of print
- Grade-level phonemic awareness
- Grade-level phonics
- Vocabulary and background knowledge

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Add, delete, and substitute initial, medial, and final sounds in 5-6 phoneme words including blends.
  - b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words.
- **Standard 2.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.
  - c. Blend words with 5-6 phonemes when reading.
  - d. Decode words with common prefixes and suffixes.

- e. Read and spell age-appropriate compound words.
- f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
- g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).
- h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.
- i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).
- j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).
- k. Read and spell common irregular words.

- **Standard 2.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

#### **RELATED STANDARDS: Current Grade Level**

- **Standard 3.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Reversal of phonemes
  - b. Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial)
- **Standard 3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.
  - b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - c. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.
  - e. Read and spell common irregular words.

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 4.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)



**ACADEMIC LANGUAGE**

Fluency (prosody, rate, accuracy), comprehension, vocabulary, and background knowledge

**ASSESSMENT EXEMPLARS**

- Rubric with the following elements: expression and volume, phrasing, smoothness, and pace
- Grade level passage reading with a focus on accuracy and appropriate rate
- Daily reading with decodable and rich text
- Acadience progress monitoring

**3.R.5****Strand: READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.5:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)

**CONCEPTS AND SKILLS TO MASTER**

- Identify where an answer is found in a text, citing paragraph, line, illustration, graphic or page.
- Retell or paraphrase a text.
- Summarize a text.
- Formulate questions based on the text.
- Answer a question in a complete sentence or thought.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.R.5:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 3.SL.1:** Participate effectively in a range of conversations and

collaborations, using age-appropriate vocabulary, on topics, texts, and issues.

- a. Respectfully acknowledge and respond to other's perspectives during discussions.
- b. Recognize that comments and claims may include two perspectives.
- c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.

- **Standard 3.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details presented in various mediums and formats.
- **Standard 3.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.
- **Standard 3.R.6:** Read a variety of texts including those from diverse cultures, retell the text according to the text structure including the main idea and how key details support the main idea. (RL & RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 4.R.5:** Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

#### **ACADEMIC LANGUAGE**

Question, answer, cite, illustration, graphic, paragraph, paraphrase, summarize, retell, and formulate

#### **ASSESSMENT EXEMPLARS**

- Students will create three to five questions about a text accompanied with the answer that cites where it can be found. High-quality, student-generated questions can be used for other students to answer.
- Answers to questions are supplied to students, and students locate where the answer is found in the text.
- Students underline the answer to a given question.

**3.R.6****Strand: READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.6:** Read a variety of texts including those from diverse cultures, retell the text according to the text structure including the main idea and how key details support the main idea. (RL & RI)

**CONCEPTS AND SKILLS TO MASTER**

- Identify text structure (e.g., cause and effect, description, problem solution, chronology, compare, and contrast).
- Identify main idea and key details (RI) or identify the main elements of a plot such as beginning, middle, end and give supporting details supporting the main idea. (RL)
- Read widely in both informational and literary text including text that represents U.S. and world cultures.
- Retell the text by using the text structure (e.g., chronology, cause and effect, comparison, description, definition, argument, opinion, etc.).
- Summarize information presented in the text.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.R.5:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)
- **Standard 2.R.6:** Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.
- **Standard 2.R.7:** Describe how characters respond to major events and challenges. (RL)  
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 3.R.5:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)
- **Standard 3.R.7:** Describe characters in a story and explain how their actions contribute to the sequence of events. (RL)  
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. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 4.R.6:** Read a variety of text types, including those from diverse cultures to determine a theme or main idea and explain how it is supported by key details; summarize texts using textual evidence. (RL & RI)

**ACADEMIC LANGUAGE**

Identify, main idea, key details, elements of a plot, beginning, middle, end, informational, literary, culture, retell, text structure, chronology, cause & effect, comparison, description, definition, argument, opinion, and summarize.

**ASSESSMENT EXEMPLARS**

- Identify and explain a text structure.
- Retell a text in own words (written or oral) using the appropriate text structure.
- Write a response to summarize a text or portion of a text to answer a question.
- Write an outline with the main idea and supporting details listed.

**3.R.7****Strand: READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.7:** Describe characters in a story and explain how their actions contribute to the sequence of events. (RL)  
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. (RI)

### CONCEPTS AND SKILLS TO MASTER

- Use descriptions of characters, events or ideas and concepts.
- Form explanations of actions and events or concepts.
- Use sequence or chronological (time) vocabulary.
- Describe relationships using citations and inferences across a text or texts.
- Use cause and effect to describe characters or relationships.
- Use steps to build a procedure (How to).
- Read historical events including U.S events and those of scientific relevance or concepts.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 2.R.5:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)
- **Standard 2.R.6:** Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.
- **Standard 2.R.7:** Describe how characters respond to major events and challenges. (RL)  
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 3.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 3.R.5:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)
- **Standard 3.R.6:** Read a variety of texts including those from diverse cultures, retell the text according to the text structure including the main idea and how key details support the main idea. (RL & RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 4.R.7:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL)  
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI)

**ACADEMIC LANGUAGE**

Descriptions, characters, events, ideas, concepts, explanations, actions, sequence, chronological, vocabulary, relationships, citations, inference, describing, cause and effect, procedures, scientific, relevance, and historical

**ASSESSMENT EXEMPLARS**

- Describe a character, event, concept or idea in an oral or written format.
- Create a timeline of actions, or events.
- Respond to a prompt (orally or written) describing characters or relationships of events using inferences from the text or a text set. Evaluate using a rubric.
- Make a “how to” (written, digital or oral) with peer collaboration.

**3.R.8****Strand: READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.8:** Determine the meaning of words, phrases, similes, metaphors, and academic and content-specific words within a text. (RL & RI)

**CONCEPTS AND SKILLS TO MASTER**

- Use morphemes to define the meaning of words.
- Identify a simile.
- Identify a metaphor.
- Identify unknown words and/or phrases.
- Identify content specific words in an informational text.
- Use context within a text to confirm meanings of words and/or phrases.

- Determine how a simile or metaphor contributes to the meaning of a text.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 2.R.8:** Explain how specific words and phrases express emotion, appeal to the senses, or determine the meaning of content-specific words within a text. (RL & RI)
- **Standard 2.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - Use sentence-level context as a clue to the meaning of a word.
  - Determine the meaning of a new word when a known prefix or root is used.
  - Predict the meaning of compound words using knowledge of the meaning of the individual words.
  - Use glossaries and dictionaries to determine the meaning of words and phrases.
- **Standard 2.R.12:** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 3.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of a new word when a known affix or root is used.
  - Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.
- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)

### RELATED STANDARDS: FUTURE GRADE LEVEL

- **Standard 4.R.8:** Determine the meaning of words, phrases, figurative language, academic and content-specific words within a text. (RL & RI)

(Continued)

**ACADEMIC LANGUAGE**

Morphemes, define, simile, metaphor, phrase, content words/phrases, informational text, context, text, and determine

**ASSESSMENT EXEMPLARS**

- Use academic and content-specific words when discussing or writing about a text or topic.
- Illustrate a simile or metaphor.
- Use the Frayer Model which is to define, explain, illustrate, words/phrases in a graphic organizer.
- Use similes and metaphors when discussing or writing about a text.

**3.R.9****Strand: READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of a new word when a known affix or root is used.
  - c. Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.

**CONCEPTS AND SKILLS TO MASTER**

- Use synonyms and antonyms when clarifying the meaning of a word.
- Identify multiple meaning words and/or phrases.
- Infer meanings of words and or phrases based on context within the text.
- Use morphemes (affixes and roots) to define the meaning of words.
- Use a glossary or dictionary (digital, AI, or text).
- Match glossary or dictionary definitions to the meaning used in the context of the sentence.



**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.R.8:** Explain how specific words and phrases express emotion, appeal to the senses, or determine the meaning of content-specific words within a text. (RL & RI)
- **Standard 2.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use sentence-level context as a clue to the meaning of a word.
  - b. Determine the meaning of a new word when a known prefix or root is used.
  - c. Predict the meaning of compound words using knowledge of the meaning of the individual words.
  - d. Use glossaries and dictionaries to determine the meaning of words and phrases.
- **Standard 2.R.12:** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 3.R.8:** Determine the meaning of words, phrases, similes, metaphors, and academic and content-specific words within a text. (RL & RI)
- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 4.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use context as a clue to the meaning of a word.
  - b. Use common Greek and Latin affixes and roots as clues to the meaning of a word.
  - c. Consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**ACADEMIC LANGUAGE**

Synonyms, antonyms clarifying, identify, multiple meaning, context, morpheme, glossary, dictionary, definition, determine, and shades of meaning

**ASSESSMENT EXEMPLARS**

- Build a word web with multiple meaning words.
- Highlight words within a given text that have multiple meanings and note the correct definition.
- Begin with a word and determine synonyms and antonyms. Place the words to the degree of the meaning (shades of meaning.)

Example: white ←————→ red  
(white, pink, fuschia, rose, red, burgundy, scarlet)

- Explain (oral discussion or written) multiple meanings of words and why the meaning chosen fits into the context of the text's sentence.

**3.R.10****Strand: READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL)  
Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)

**CONCEPTS AND SKILLS TO MASTER**

- Identify text types including but not limited to description, analysis, compare/contrast, cause and effect, explanation, definition, chronological, argument, poetry, how to, etc.
- Explain text features, including but not limited to, headings, subheadings, graphics, captions, diagrams, charts, etc. and how they contribute to the meaning of the text.
- Identify and learn how to use search tools safely and efficiently—digital, AI, etc.
- Use routines and expectations in discussion to talk about a text and build on collaborative conversations.
- Use search tools—digital, AI, etc.—embedded and external to the text, in order to support comprehension and locate additional information to aid understanding.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.R.10:** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)
- **Standard 2.R.12:** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI)
- **Standard 2.SL.1:** Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.
  - a. Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language.
  - b. Seek other's opinions or thoughts and identify other's perspectives.
- **Standard 2.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.  
Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.
- **Standard 2.W.4:** Participate in shared research and writing projects on a topic.
  - a. Recall and gather information from provided sources to answer a question about the topic.
  - b. Interact and collaborate with others throughout the writing process.

**RELATED STANDARDS: Current Grade Level**

- **Standard 3.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to other's perspectives during discussions.
  - b. Recognize that comments and claims may include two perspectives.
  - c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.
- **Standard 3.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.  
Present information, stories, or opinions, sequencing ideas

logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.

- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)
- **Standard 3.W.4:** Conduct short research projects to build knowledge about a topic.
  - a. Recall and gather relevant information from one or more sources and provide brief notes to demonstrate understanding of the topic.
  - b. Interact and collaborate with others throughout the writing process.

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 4.R.10:** Analyze and discuss the parts of literary text using terms such as chapter, scene, and stanza. (RL)  
Describe the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

#### **ACADEMIC LANGUAGE**

Text type, description, analysis, compare/contrast, cause and effect, explanation, description, definition, chronological, argument, poetry, text features, headings, subheadings, graphics, captions, diagrams, charts, search tools, and collaborative conversations

#### **ASSESSMENT EXEMPLARS**

- Create a graphic showing and describing the nonfiction features.
- Rate a written, digital, or oral explanation about text features and how the author uses them to aid in understanding. Use a simple rubric.

### **3.R.11**

**Strand: READING (3.R)**

- **Standard 3.R.11:** Begins in grade 4.

### **3.R.12**

**Strand: READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with

scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)

### CONCEPTS AND SKILLS TO MASTER

- Identify text features including illustrations.
- Understand how to read a text feature in connection with the text.
- Explain text features and illustrations purpose.
- Explain how text features and illustrations contributes to the understanding and comprehension of the text.
- Use text features to determine the message of the text.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 2.R.10:** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)
- **Standard 2.R.12:** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL) Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)

### RELATED STANDARDS: Future Grade Level

- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)  
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)

### ACADEMIC LANGUAGE

Text features, illustrations, purpose, message, and contributes

### ASSESSMENT EXEMPLARS

- After reading an assigned text, write about the importance of the text features and how they contributed to the overall message of the text.

- Using a piece of text that includes text features, tell a partner why the text feature helps clarify the meaning of the text.
- After reading a text, design an infographic—digital or written and illustrated—that demonstrates understanding of a text (e.g., diagram of a lever, life cycle of a \_\_\_\_\_.)

**3.R.13****Strand: READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.13:** Not applicable for RL. Explain how claims in a text are supported by relevant reasons and evidence. (RI)

**CONCEPTS AND SKILLS TO MASTER**

- Identify the claim(s) in a text.
- Identify the reasons.
- Identify the evidence.
- Connect the claim(s) with reasons and evidence found in the text.
- Explain how the reasons and evidence support the claim.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.R13:** Not applicable for RL.  
Explain how specific points an author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)
- **Standard 2.W.1:** Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement.  
Write, produce, expand, and rearrange complete simple and compound sentences.

**RELATED STANDARDS: Current Grade Level**

- **Standard 3.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence, using linking words and

phrases to connect the claim to the evidence, and provide a concluding statement.

- a. Introduce the topic, state a claim, and create an organizational structure that provides evidence.
- b. Write, produce, and expand simple, compound, and complex sentences.
- c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing

- **Standard 3.SL.3:** Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.

#### RELATED STANDARDS: Future Grade Level

- **Standard 4.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text. (RI)

#### ACADEMIC LANGUAGE

Claim, evidence, relevant, support, and Tri-chart

#### ASSESSMENT EXEMPLARS

- After reading an assigned text, create a Tri-Chart with a claim in column A, the evidence to support the claim in column B; and in column C, include an explanation of how/why the two are connected.
- Using index cards (digital or paper), create a memory game with claims on one card and the matching evidence on another card. Explain to your partner why the two go together.
- Using a copy (digital or paper) of the text, highlight a point with the supporting evidence in the same color. At the bottom of the page, write a one to two sentence explanation of why the two are connected. (This could also be created in a Nearpod as a drag and drop activity.)

### **3.R.14**

#### Strand: **READING (3.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 3.R.14:** Compare the themes, settings, and plots of stories written about the same or similar characters. (RL)  
Compare the most important points and key details presented in two texts on the same topic. (RI)

#### CONCEPTS AND SKILLS TO MASTER

- Identify the theme, plot, setting, characters, and similar characters. (RL)
- Identify important points and key details. (RI)
- Compare two or more items of themes, settings, plots or characters from two texts. (RL)
- Compare two or more important points from two texts. (RI)

#### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 2.R.14:** Compare two or more versions of the same text from different cultures and the most important points presented by two texts on the same topic. (RL & RI)
- **Standard 2.R.6:** Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.
- **Standard 2.R.10:** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)

#### RELATED STANDARDS: Current Grade Level

- **Standard 3.R.6:** Read a variety of texts including those from diverse cultures, retell the text according to the text structure including the main idea and how key details support the main idea. (RL & RI)
- **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL)  
Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)

#### RELATED STANDARDS: Future Grade Level

- **Standard 4.R.14:** Compare the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL)  
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI)



**ACADEMIC LANGUAGE**

Theme, plot, setting, characters, points, details, and compare

**ASSESSMENT EXEMPLARS**

- On a T-chart, identify important points from a text in column A. In column B, identify important parts from a different text on the same topic. Write a summarizing statement that compares the texts explanations of two or more points. (RI)
- On a Jamboard or physical chart, add sticky notes about two different characters. Identify the two characters. Place sticky notes under each character's name that identify the differences. (Could replace characters with theme, setting, story, plot, etc.) (RL)

## **WRITING**

**3.W.1****Strand: WRITING (3.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 3.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence, using linking words and phrases to connect the claim to the evidence, and provide a concluding statement.
  - a. Introduce the topic, state a claim, and create an organizational structure that provides evidence.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing

**CONCEPTS AND SKILLS TO MASTER**

- Introduce a topic.
- State a claim.
- Support one or more point(s) of view with evidence.
- Connect claim with evidence.
- Use linking words and phrases to build compound and complex sentences and text cohesion.
- Compose a concluding statement.

- Provide an organized structure for the argument.
- Use simple, compound and complex sentences.
- Use appropriate conventions including beginning and ending punctuation, commas, specific or descriptive words such as nouns, verbs, adjectives and correct spelling.
- Utilize a checklist/rubric.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 2.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.
  - c. Blend words with 5-6 phonemes when reading.
  - d. Decode words with common prefixes and suffixes.
  - e. Read and spell age-appropriate compound words.
  - f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
  - g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).
  - h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.
  - i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).
  - j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).
  
- **Standard 2.W.1:** Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement.
  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
  - b. Use appropriate conventions when writing.
  
- **Standard 2.W.5:** Fluently write all upper- and lowercase manuscript letters.

### RELATED STANDARDS: Current Grade Level

- **Standard 3.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within

categories of information using words and phrases, and provide a concluding statement.

- a. Introduce and develop a topic using facts, definitions, details, and group related information and graphics together.
- b. Write, produce, and expand simple, compound, and complex sentences.
- c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

- **Standard 3.SL.3:** Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.
- **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL) Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)
- **Standard 3.R.13:** Explain how claims in a text are supported by relevant reasons and evidence. (RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 4.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words and phrases to connect the claim to the evidence, and provide a concluding section related to the claim presented.
  - a. Introduce a topic, state a claim that is supported by evidence, produce complex sentences, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - b. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

#### **ACADEMIC LANGUAGE**

Point of view, evidence, linking words phrases, conclusion, claim, topic, argument, simple, compound and complex sentences, subject and predicate, text cohesion, conventions, punctuation, commas, nouns, verbs, and adjectives

#### **ASSESSMENT EXEMPLARS**

- After reading or researching information on \_\_\_\_\_, write an argument where you state your claim and support your point of view with evidence. Be sure you introduce the topic, use linking words, and phrases and provide a concluding statement.
- Scoring could include a simple rubric with the following elements:

- ▶ Introduction of the topic
- ▶ Organizational structure
- ▶ Stated claim connected to textual evidence
- ▶ Supported point of view using evidence from the text
- ▶ Simple, compound, and complex sentences
- ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
- ▶ Linking words and phrases
- ▶ Concluding statement

**3.W.2****Strand: WRITING (3.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 3.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding statement.
  - a. Introduce and develop a topic using facts, definitions, details, and group related information and graphics together.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

**CONCEPTS AND SKILLS TO MASTER**

- Introduce a topic.
- Locate facts, definitions, and details.
- Use descriptions to paraphrase information.
- Use linking words and phrases to build compound and complex sentences and text cohesion.
- Compose a concluding statement.
- Provide an organized structure for the topic including grouping related information and graphics.
- Use simple, compound and complex sentences.
- Use appropriate conventions including beginning and ending punctuation, commas, specific or descriptive words such as nouns, verbs, adjectives.
- Use correct spelling.
- Utilize a checklist/rubric.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.
  - c. Blend words with 5-6 phonemes when reading.
  - d. Decode words with common prefixes and suffixes.
  - e. Read and spell age-appropriate compound words.
  - f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
  - g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).
  - h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.
  - i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).
  - j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).
  
- **Standard 2.W.2:** Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.
  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
  - b. Use appropriate conventions when writing.
  
- **Standard 2.W.5:** Fluently write all upper- and lowercase manuscript letters.

**RELATED STANDARDS: Current Grade Level**

- **Standard 3.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence, using linking words and phrases to connect the claim to the evidence, and provide a concluding statement.
  - a. Introduce the topic, state a claim, and create an organizational structure that provides evidence.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

- **Standard 3.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, event sequences, and provide a concluding statement.
  - a. Set the scene and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use dialogue and descriptions of actions, thoughts, and emotions.
  - d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
  
- **Standard 3.SL.3:** Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.
  
- **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL)  
Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)
  
- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)
  
- **Standard 3.R.14:** Compare the themes, settings, and plots of stories written about the same or similar characters. (RL)  
Compare the most important points and key details presented in two texts on the same topic. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 4.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.
  - a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features to support the writer's purpose.
  - b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
  - c. Use precise language and content-specific vocabulary to inform about or explain the topic.

- d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

### ACADEMIC LANGUAGE

Topic, facts, definitions, details, descriptions, information, linking words and phrases, conclusion, text cohesion, structure, simple, compound, and complex sentences, conventions, punctuation, commas, descriptions, nouns, verbs, and adjectives

### ASSESSMENT EXEMPLARS

- After reading or researching information on \_\_\_\_\_, write an explanation with facts, definitions and details, using evidence from the text . Be sure you introduce the topic, use linking words, and phrases and provide a concluding statement.
- Scoring could include a simple rubric with the following elements:
  - ▶ Introduction of the topic
  - ▶ Organizational structure
  - ▶ Connected textual evidence
  - ▶ Facts, details and descriptions
  - ▶ Simple, compound, and complex sentences
  - ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
  - ▶ Linking words and phrases
  - ▶ Concluding statement

## 3.W.3

### Strand: WRITING (3.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 3.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, event sequences, and provide a concluding statement.
  - a. Set the scene and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use dialogue and descriptions of actions, thoughts, and emotions.
  - d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

**CONCEPTS AND SKILLS TO MASTER**

- Set a scene.
- Compose an introduction.
- Build and describe characters.
- Organize the plot structure.
- Build an event sequence (chronology).
- Use descriptions, adjectives, and adverbs.
- Use linking words and phrases to build compound and complex sentences and text cohesion.
- Compose a conclusion.
- Provide an organized structure and illustrations.
- Use simple, compound, and complex sentences.
- Use appropriate conventions including beginning and ending punctuation, commas, specific or descriptive words such as nouns, verbs, adjectives and correct spelling.
- Utilize a checklist/rubric.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.
  - c. Blend words with 5-6 phonemes when reading.
  - d. Decode words with common prefixes and suffixes.
  - e. Read and spell age-appropriate compound words.
  - f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
  - g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).
  - h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.
  - i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).
  - j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).



- **Standard 2.W.3:** Write narrative pieces in which they retell an elaborated event or short sequence of events; include details to describe actions, thoughts, and emotions using temporal words in sequential order; and provide a concluding statement.
  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
  - b. Use appropriate conventions when writing.
- **Standard 2.W.5:** Fluently write all upper- and lowercase manuscript letters.

<b>RELATED STANDARDS: Current Grade Level</b>
---

- **Standard 3.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding statement.
  - a. Introduce and develop a topic using facts, definitions, details, and group related information and graphics together.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 3.SL.3:** Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.
- **Standard 3.R.7:** Describe characters in a story and explain how their actions contribute to the sequence of events. (RL)  
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. (RI)
- **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL)  
Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)
- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)
- **Standard 3.R.14:** Compare the themes, settings, and plots of stories written about the same or similar characters. (RL)  
Compare the most important points and key details presented in two texts on the same topic. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 4.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution.
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words and phrases to manage the sequence of events.
  - d. Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely.
  - e. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

**ACADEMIC LANGUAGE**

Chronology, scene, Introduction, descriptions, character, sequence, compound and complex sentences, conclusion, organization, text cohesion, related information, illustrations, conventions, comma, nouns, verbs, adverbs, and adjectives

**ASSESSMENT EXEMPLARS**

- **Real experience:** After reading about \_\_\_\_\_, tell a time when you were in a similar situation and how you solved the problem. Be sure to tell the events in order, using descriptive details and provide a conclusion.
- **Imagined experience:** After reading about \_\_\_\_\_, tell about an imaginary experience where you are the character and have a similar experience (or problem to solve). Develop an introduction describing characters, using dialogue, setting and use a logical sequence and bring the story to a conclusion.
- **Scoring could include a simple rubric with the following elements:**
  - ▶ Introduction
  - ▶ Organizational structure (beginning, middle, end)
  - ▶ Descriptions, details
  - ▶ Character, setting, dialogue
  - ▶ Simple, compound, and complex sentences
  - ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
  - ▶ Linking words and phrases
  - ▶ Concluding statement

**3.W.4****Strand: WRITING (3.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 3.W.4:** Conduct short research projects to build knowledge about a topic.
  - a. Recall and gather relevant information from one or more sources and provide brief notes to demonstrate understanding of the topic.
  - b. Interact and collaborate with others throughout the writing process.

**CONCEPTS AND SKILLS TO MASTER**

- Analyze a prompt or topic.
- Use graphic organizers.
- Use provided sources.
- Read text to gather evidence and information.
- Group related information into categories.
- Collaborate with peers to organize, revise, and edit.
- Build draft(s).
- Revise and edit writing independently.
- Use explanations, descriptions, and words to provide understanding of the topic/prompt.
- Utilize a checklist/rubric.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.W.4:** Participate in shared research and writing projects on a topic.
  - a. Recall and gather information from provided sources to answer a question about the topic.
  - b. Interact and collaborate with others throughout the writing process.

**RELATED STANDARDS: Current Grade Level**

- **Standard 3.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence, using linking words and phrases to connect the claim to the evidence, and provide a concluding statement.

- a. Introduce the topic, state a claim, and create an organizational structure that provides evidence.
- b. Write, produce, and expand simple, compound, and complex sentences.
- c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

■ **Standard 3.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding statement.

- a. Introduce and develop a topic using facts, definitions, details, and group related information and graphics together.
- b. Write, produce, and expand simple, compound, and complex sentences.
- c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

■ **Standard 3.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, event sequences, and provide a concluding statement.

- a. Set the scene and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Write, produce, and expand simple, compound, and complex sentences.
- c. Use dialogue and descriptions of actions, thoughts, and emotions.
- d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

■ **Standard 3.W.5:** Legibly write all upper- and lowercase cursive and manuscript letters.

■ **Standard 3.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.

- a. Respectfully acknowledge and respond to other's perspectives during discussions.
- b. Recognize that comments and claims may include two perspectives.
- c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.

- **Standard 3.R.5:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)
- **Standard 3.R.6:** Read a variety of texts including those from diverse cultures, retell the text according to the text structure including the main idea and how key details support the main idea. (RL & RI)
- **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL)  
Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)
- **Standard 3.R.14:** Compare the themes, settings, and plots of stories written about the same or similar characters. (RL)  
Compare the most important points and key details presented in two texts on the same topic. (RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 4.W.4:** Conduct short research projects to build knowledge through investigation of different aspects of a topic.
  - a. Recall, gather, and organize information and provide a list of relevant sources.
  - b. Elaborate to demonstrate understanding of the topic under investigation.
  - c. Interact and collaborate with others throughout the writing process.

#### **ACADEMIC LANGUAGE**

Analyze, prompt, topic, graphic organizers, sources, evidence, information, related, categories, revise, edit, draft, explanations, descriptions, rubric, and checklist

#### **ASSESSMENT EXEMPLARS**

- Research using provided sources on \_\_\_\_ to produce, publish and present a product. Be sure to collaborate with your partner/peers, utilize a graphic organizer for taking notes and organizing information. Build drafts and revise with peers. Analyze your work with the teacher provided rubric.
- Scoring would include a simple rubric with the following elements:
  - ▶ Introduction of the topic
  - ▶ Organizational structure
  - ▶ Connected textual evidence
  - ▶ Facts, details and descriptions

- ▶ Peer collaboration
- ▶ Revision checklist
- ▶ Simple, compound, and complex sentences
- ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
- ▶ Linking words and phrases
- ▶ Concluding statement

**3.W.5****Strand: WRITING (3.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 3.W.5:** Legibly write all upper- and lowercase cursive and manuscript letters.

**CONCEPTS AND SKILLS TO MASTER**

- Strokes
- Pencil grip
- Paper placement
- Spacing/letter connectedness
- Letter formation

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 2.W.5:** Fluently write all upper- and lowercase manuscript letters.

**RELATED STANDARDS: Current Grade Level**

- **Standard 3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.
  - b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - c. Identify and know the meaning of the most common prefixes and derivational suffixes.

**RELATED STANDARDS: Future Grade Level**

- **Standard 4.W.5:** Fluently write in cursive and manuscript.

**ACADEMIC LANGUAGE**

Cursive, strokes, spacing, letter formation, and paper placement

**ASSESSMENT EXEMPLARS**

- Have students write their own names in cursive.
- Rate on a rubric the legibility of cursive letter formations.
- Sample rubric could include:
  - ▶ Strokes
  - ▶ Spacing/letter connectedness
  - ▶ Letter formations
  - ▶ Legibility

## GRAMMAR AND CONVENTIONS PROGRESSION CHART

The following table provides a suggested list of grammar and conventions for teachers to use when implementing the P-12 Utah English Language Arts Standards, specifically writing standards one through three and speaking and listening standard three. Teaching grammar and conventions is a component of overall language instruction. Therefore, this instruction needs to be embedded within contexts where students are authentically producing and consuming language (i.e., reading, writing, and speaking and listening) rather than taught as isolated skills

[Language and Convention Skills Table.docx](#)

### Language and Convention Skills

GRADE	P3	P4	K	1	2	3	4	5	6	7-8	9-10	11-12
Capitalize the first word in a sentence and the pronoun I.												
Use common nouns, verbs, and prepositions.												
Distinguish between common and proper nouns and capitalize appropriately.												
Use singular and plural nouns with matching verbs.												
Use personal, possessive, and indefinite pronouns.												
Use reflexive pronouns.												
Recognize and correct inappropriate shifts in pronoun number and person.												
Recognize and correct vague pronouns (i.e., those with unclear or ambiguous antecedents).												
Use verbs to convey a sense of past, present, and future.												
Form and use the past tense of frequently occurring irregular verbs.												
Follow subject-verb and pronoun-antecedent agreement.												
Recognize and correct inappropriate shifts in verb tense.												
Use common adjectives, conjunctions, and determiners.												



GRADE	P3	P4	K	1	2	3	4	5	6	7-8	9-10	11-12
Use adjectives and adverbs, and choose between them depending on what is to be modified.												
Use end punctuation for sentences.												
Use an apostrophe to form contractions and frequently occurring possessives.												
Use punctuation to separate items in a series.												
Use punctuation (i.e., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.												
Select words and phrases for effect.												
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
Correctly use frequently confused words and homophones (e.g., to/too/two; there/their).												
Use hyphens correctly.												
Choose words and phrases to convey ideas precisely and clearly.												
Use correct punctuation for effect (i.e. dashes, semi-colons, etc.)												
Vary sentence patterns for meaning, reader/listener interest, and style.												
Maintain consistency in style and tone.												
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
Recognize and correct inappropriate shifts in active/passive voice and mood.												
Use parallel structure.												



250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.  
State Superintendent of  
Public Instruction

<https://www.schools.utah.gov>