

THIRD GRADE 2014 ELA Maco mailing label 1” by

<p>LA 3.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</p>	<p>LA 3.1.1.a LA 3.1.1.b LA 3.1.1.c LA 3.1.1.d LA 3.1.1.e LA 3.1.1.f LA 3.1.1.g <i>Mastered in Grade 1 and blended with other skills at this grade level.</i></p>	<p>LA 3.1.2 LA 3.1.2.a LA 3.1.2.b LA 3.1.2.c LA 3.1.2.d LA 3.1.2.e <i>Mastered in Grade 1 and blended with other skills at this grade level</i></p>
<p>LA 3.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.</p>	<p>LA 3.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.</p>	<p>LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, contractions, syllabication, derivation).</p>
<p>LA 3.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.</p>	<p>LA 3.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.</p>	<p>LA 3.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.</p>
<p>LA 3.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.</p>	<p>LA 3.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p>	<p>LA 3.1.5.a Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).</p>
<p>LA 3.1.5.b Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.</p>	<p>LA 3.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p>	<p>LA 3.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.</p>
<p>LA 3.1.5.e Locate words and determine meaning using reference materials.</p>	<p>LA 3.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p>	<p>LA 3.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.</p>
<p>LA 3.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).</p>	<p>LA 3.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).</p>	<p>LA 3.1.6.d Summarize a literary text and/or media, using key details to identify the theme.</p>
<p>LA 3.1.6.e Determine main ideas and supporting details from informational text and/or media.</p>	<p>LA 3.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.</p>	<p>LA 3.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.</p>
<p>LA 3.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.</p>	<p>LA 3.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.</p>	<p>LA 3.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).</p>
<p>LA 3.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).</p>	<p>LA 3.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.</p>	<p>LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.</p>

LA 3.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	LA 3.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	LA 3.1.6.p Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.
	LA 3.2 Writing: Students will learn and apply writing skills and strategies to communicate.	LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.	LA 3.2.1.b "Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	LA 3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	LA 3.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.
LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA 3.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA 3.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	LA 3.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.	LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.	LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.		LA 3.3 Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
LA 3.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	LA 3.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
LA 3.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA 3.3.1.d Convey a perspective with clear reasoning and support.	LA 3.3.1.e Ask pertinent questions to acquire or confirm information.

<p>LA 3.3.1.f This skill is formally required in Grade 6, but may be introduced at earlier levels.</p>	<p>LA 3.3.2 Listening: Students will develop and apply active listening skills across a variety of situations.</p>	<p>LA 3.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.</p>
<p>LA 3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.</p>	<p>LA 3.3.2.c Complete a task following multi-step directions.</p>	<p>LA 3.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.</p>
<p>LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.</p>	<p>LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.</p>	<p>LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.</p>
<p>LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.</p>	<p>LA 3.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>	