

## Language Arts/English Curriculum

### Grade 3

The language arts curriculum includes objectives that support students' development in the skills of reading, writing, and oral language. These skills are developed through direct instruction, modeling by teachers, and guided practice. Teachers plan a balance of learning experiences which build upon oral language and include phonemic awareness, phonics, and the use of fiction and nonfiction materials for reading practice.



### ELA.G3

#### Standard 1

#### USE EFFECTIVE COMMUNICATION SKILLS IN GROUP ACTIVITIES

The student will use effective communication skills in group activities.



#### Benchmark 1.a

##### Listen Attentively by Making Eye Contact, Facing the Speaker, Etc.

The student will listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.



#### Indicator 1.a.1

##### Make certain all have opportunity to contribute in conversations

Engage in taking turns in conversations by making certain all group members have an opportunity to contribute.



#### Indicator 1.a.2

##### Listen attentively by making eye contact while facing the speaker

Engage in taking turns in conversations by listening attentively by making eye contact while facing the speaker.



#### Indicator 1.a.3

##### Elicit information, opinions from others during conversation

Engage in taking turns in conversations by eliciting information or opinions from others.



#### Indicator 1.a.4

##### Support opinions in conversations with ideas, examples, details

Engage in taking turns in conversations by supporting opinions with appropriate ideas, examples, and details.



#### Indicator 1.a.5

##### Indicate disagreement in conversation in a constructive manner

Engage in taking turns in conversations by indicating disagreement in a constructive manner.



#### Indicator 1.a.6

##### Summarize conclusions to move group discussion forward

Take initiative in moving group discussion forward by summarizing the conclusions reached in the discussion.



#### Benchmark 1.b

##### Ask, Respond to Questions from Teachers, Other Group Members

The student will ask and respond to questions from teachers and other group members.

**Indicator 1.b.1****Answer questions to move group discussion forward**

Take initiative in moving group discussion forward by answering questions.

**Indicator 1.b.2****Ask clarifying questions of speaker to move discussion forward**

Take initiative in moving group discussion forward by asking clarifying questions of the speaker.

**Indicator 1.b.3****Develop and use questions to gather information**

*Develop and use questions to gather information.*

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**Benchmark 1.c****Explain What Has Been Learned**

The student will explain what has been learned.

**Indicator 1.c.1****Explain what has been learned to move group discussion forward**

Take initiative in moving group discussion forward by explaining what has been learned.

**Indicator 1.c.2****Contribute information on topic to move group discussion forward**

Take initiative in moving group discussion forward by contributing information that is on topic.

**Indicator 1.c.3****Collect and contribute information to a group**

*Collect and contribute information to a group.*

**Indicator 1.c.4****Discuss previous experiences as they relate to a topic of study**

*Discuss previous experiences as they relate to a topic of study.*

**Indicator 1.c.5****Report and compare results of small group activities**

*Report and compare results of small group activities.*

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**Benchmark 1.d****Listen to an Experienced Reader Read Aloud**

*The student will listen to an experienced reader read aloud.*

**Indicator 1.d.1****Listen to a variety of literature, such as poetry, myths, fables, etc.**

*Listen to a variety of literature, such as fiction, information, poetry, biography, autobiography, fairy tales, myths, folktales, legends, and fables.*


**Indicator 1.d.2****Revise predictions while listening**


*Revise predictions while listening.*


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**Benchmark 1.e****Discuss What Has Been Read and Written**


*The student will discuss what has been read and written.*


 **Indicator 1.e.1**  
**Share opinions about and reactions to literature**  
*Share opinions about and reactions to literature.*

 **Indicator 1.e.2**  
**Recommend books to others**  
*Recommend books to others.*


 **Indicator 1.e.3**  
**Consider solutions to problems encountered while reading, writing**  
*Discuss problems encountered while reading and writing and consider possible solutions.*

 **Indicator 1.e.4**  
**Share writing by retelling or reading to others**  
*Share writing by retelling or reading to others.*


 **Indicator 1.e.5**  
**Gather additional information by using interviews**  
*Gather additional information by using interviews.*


 **Benchmark 1.f**  
**Build Vocabulary**  
*The student will build vocabulary.*


 **Indicator 1.f.1**  
**Learn and use content area vocabulary**  
*Learn and use content area vocabulary.*

 **Indicator 1.f.2**  
**Discover and use interesting words and phrases**  
*Discover and use interesting words and phrases.*

 **ELA.G3**  
**Standard 2**  
**THE STUDENT WILL PRESENT BRIEF ORAL REPORTS**  
**The student will present brief oral reports.**

 **Benchmark 2.a**  
**Speak Clearly**  
*The student will speak clearly.*

 **Indicator 2.a.1**  
**Present information orally with expression and confidence**  
*Deliver oral presentations in an engaging manner that maintains audience interest by presenting information with expression and confidence.*

 **Benchmark 2.b**  
**Use Appropriate Volume and Pitch**  
*The student will use appropriate volume and pitch.*

**Indicator 2.b.1****Vary tone, pitch, and volume to convey meaning when presenting**

Deliver oral presentations in an engaging manner that maintains audience interest by varying tone, pitch, and volume to convey meaning.

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**Benchmark 2.c****Speak at an Understandable Rate**

The student will speak at an understandable rate.

**Indicator 2.c.1****Maintain audience interest by speaking at an understandable rate**

Deliver oral presentations in an engaging manner that maintains audience interest by speaking at an understandable rate.

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**Benchmark 2.d****Organize Ideas Sequentially or Around Major Points of Information**

The student will organize ideas sequentially or around major points of information.

**Indicator 2.d.1****Organize ideas sequentially or around major points of information**

Deliver oral presentations in an engaging manner that maintains audience interest by organizing ideas sequentially or around major points of information.

**Indicator 2.d.2****Stay on topic during presentation**

Stay on topic during presentation.

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**Benchmark 2.e****Use Correct Language and Vocabulary to Communicate Ideas**

The student will use grammatically correct language and specific vocabulary to communicate ideas.

**Indicator 2.e.1****Use grammatically correct language in oral presentations**

Deliver oral presentations in an engaging manner that maintains audience interest by using grammatically correct language.

**Indicator 2.e.2****Use specific vocabulary for audience and topic when presenting**

Deliver oral presentations in an engaging manner that maintains audience interest by using specific vocabulary appropriate for the audience and the topic.

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**Benchmark 2.f****Answer Questions from the Audience**

The student will answer questions from the audience.

**Indicator 2.f.1****Answer questions from the audience**

Answer questions from the audience.

**Indicator 2.f.2****Plan oral communication with an audience in mind**

*Plan oral communication with an audience in mind.*

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**Benchmark 2.g****Evaluate Their Own Presentations Using Class-Designed Criteria**

The student will evaluate their own presentations using class-designed criteria.

**Indicator 2.g.1****Evaluate their own presentations using class-designed criteria**

Evaluate their own presentations using class-designed criteria.

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**ELA.G3****Standard 3****APPLY WORD-ANALYSIS SKILLS WHEN READING**

The student will apply word-analysis skills when reading.

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**Benchmark 3.a****Use Knowledge of All Vowel Patterns**

The student will use knowledge of all vowel patterns.

**Indicator 3.a.1****Apply knowledge of all vowel patterns**

Apply knowledge of all vowel patterns.

**Indicator 3.a.2****Apply knowledge of diphthongs, such as aw and oy**

Apply knowledge of diphthongs, such as aw and oy

**Indicator 3.a.3****Use knowledge of short and long vowel patterns**

*Use knowledge of short and long vowel patterns, such as CV, VC, CVC, CVCE, CVVC, CVCC and r-controlled vowel patterns to decode and spell words.*

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**Benchmark 3.b****Use Knowledge of Homophones**

The student will use knowledge of homophones.

**Indicator 3.b.1****Use knowledge of homonyms/homophones**

Use knowledge of homonyms/homophones, such as *be/bee, hear/here*. and *sea/see*.

**Indicator 3.b.2****Use context clues to verify meaning, determine homophone usage**

Use context clues to verify meaning and determine homophone usage.

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**Benchmark 3.c****Decode Regular Multisyllabic Words**

The student will decode regular multisyllabic words.

**Indicator 3.c.1****Apply knowledge of roots**

Apply knowledge of roots.

**Indicator 3.c.2****Apply knowledge of affixes, such as dis-, ex-, non-, pre-, etc.**

Apply knowledge of affixes, such as *dis-*, *ex-*, *non-*, *pre-*, *-ly*, and *-ness*.

**Indicator 3.c.3****Apply knowledge of the change in tense, number, and degree**

Apply knowledge of the change in tense (*-ed*) number (*-s*), and degree (*-er and -est*) signified by inflected endings.

**Indicator 3.c.4****Decode regular multisyllabic words in order to read fluently**

Decode regular multisyllabic words in order to read fluently.

**Indicator 3.c.5****Use knowledge of word patterns**

Use knowledge of word patterns.

**Indicator 3.c.6****Apply knowledge of consonants/consonant blends to decode/spell**

Apply knowledge of consonants and consonant blends to decode and spell words.

**Indicator 3.c.7****Apply knowledge of consonant digraphs to decode and spell words**

Apply knowledge of consonant digraphs (*sh*, *wh*, *ch*, *th*) to decode and spell words.

**Indicator 3.c.8****Demonstrate an understanding of common prefixes**

Demonstrate an understanding of common prefixes, such as *un-*, *re-*, *dis-*, *pre-*, and *mis-*.

**Benchmark 3.d****Use Apostrophes and Abbreviations Correctly**

The student will use apostrophes and abbreviations correctly.

**Indicator 3.d.1****Use structural analysis to determine meaning of compound words**

Use structural analysis to determine meaning of compound words.

**Indicator 3.d.2****Demonstrate an understanding of the meaning of contractions**

Demonstrate an understanding of the meaning of contractions.

**Indicator 3.d.3****Demonstrate understanding of use of singular possessive apostrophe**

Demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., *Mary's*).

**Indicator 3.d.4****Identify simple abbreviations for titles, calendar words, etc.**

Identify simple abbreviations including those for titles (e.g. *Mr.*, *Mrs.*, *Ms.*, and *Dr.*) calendar

words (e.g. Jan., Feb., Mon., Tues.) and address words (e.g. St., Rd.).

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### **Benchmark 3.e**

#### **Discuss Synonyms and Antonyms**

*The student will discuss synonyms and antonyms.*



#### **Indicator 3.e.1**

##### **Discuss synonyms and antonyms**

*Discuss synonyms and antonyms.*



#### **Indicator 3.e.2**

##### **Supply synonyms and antonyms for a given word**

*Supply synonyms and antonyms for a given word.*

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## **ELA.G3**

### **Standard 4**

#### **USE STRATEGIES TO READ A VARIETY OF FICTION AND NONFICTION**

**The student will use strategies to read a variety of fiction and nonfiction materials.**

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### **Benchmark 4.a**

#### **Preview and Use Text Formats**

*The student will preview and use text formats.*



#### **Indicator 4.a.1**

##### **Preview poetry features, such as lines and stanzas**

*Preview poetry features, such as lines and stanzas.*



#### **Indicator 4.a.2**

##### **Preview content text features by topic**

*Preview content text features, such as headings and chapter layout by topic.*



#### **Indicator 4.a.3**

##### **Preview functional formats, such as advertisements, flyers, etc.**

*Preview functional formats, such as advertisements, flyers, and directions.*



#### **Indicator 4.a.4**

##### **Preview specialized type, such as bold face and italics**

*Preview specialized type, such as bold face and italics.*



#### **Indicator 4.a.5**

##### **Preview visually and graphically represented information**

*Preview visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs.*



#### **Indicator 4.a.6**

##### **Identify sequence and cause-effect relationships of information**

*Apply understanding of text structure to guide reading by identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions.*



#### **Indicator 4.a.7**

##### **Preview the selection before reading**

*Preview the selection before reading.*

**Indicator 4.a.8****Interpret information presented in graphs, charts, etc.**

*Interpret pictures, diagrams, and tables and information presented in bar graphs, charts, and pictographs.*

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**Benchmark 4.b****Set a Purpose for Reading**

The student will set a purpose for reading.

**Indicator 4.b.1****Make predictions based on knowledge of text form types**

Apply understanding of text structure to guide reading by making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional.

**Indicator 4.b.2****Make predictions based on knowledge of literary forms**

Apply understanding of text structure to guide reading by making predictions based on knowledge of literary forms, such as folktale, biography, and autobiography.

**Indicator 4.b.3****Select a specific purpose for reading**

*Select a specific purpose for reading.*

**Indicator 4.b.4****Skim text for headings, captions, etc. to set purpose for reading**

*Skim text for section heading, bold type and picture captions to help set a purpose for reading.*

**Indicator 4.b.5****Interpret illustrations to make predictions about the text**

*Interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text.*

**Indicator 4.b.6****Use prior knowledge to interpret pictures in order to predict text**

*Use prior knowledge to interpret pictures and diagrams in order to predict text.*

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**Benchmark 4.c****Apply Meaning Clues, Language Structure, and Phonetic Strategies**

The student will apply meaning clues, language structure, and phonetic strategies.

**Indicator 4.c.1****Apply phonetic strategies to make meaning of text**

Use surface features of text to make meaning of text by applying phonetic strategies.

**Indicator 4.c.2****Use punctuation indicators to make meaning of text**

Use surface features of text to make meaning of text by using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession.

**Indicator 4.c.3****Apply knowledge of sentence structures to make meaning of text**

Use surface features of text to make meaning of text by applying knowledge of simple and compound sentence structures.

**Indicator 4.c.4****Use signal words of time sequence to make meaning of text**

Apply understanding of language structure to make meaning from text by using signal words of time sequence, such as *first, second, next, later, after, and finally*.

**Indicator 4.c.5****Use signal words of compare-contrast to make meaning of text**

Apply understanding of language structure to make meaning from text by using signal words of compare-contrast, such as *like, unlike, different and same*.

**Indicator 4.c.6****Use signal words of cause-effect to make meaning of text**

Apply understanding of language structure to make meaning from text by using signal words of cause-effect, such as *because, if...then, when...then*.

**Indicator 4.c.7****Use conventions of dialogue to make meaning of text**

Apply understanding of language structure to make meaning from text by using conventions of dialogue, such as quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like *he said* and *she exclaimed*.

**Indicator 4.c.8****Use knowledge of how ideas are connected between sentences**

Apply understanding of language structure to make meaning from text by using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (such as *here* or *there*) for a specific location, and the use of a synonym for an earlier word (such as *animal* for *dog*).

**Indicator 4.c.9****Use meaning clues to support decoding**

*Use meaning clues to support decoding.*

**Indicator 4.c.10****Use knowledge of word order to check for meaning**

*Use knowledge of word order, including subject, verb, and adjectives, to check for meaning.*

**Indicator 4.c.11****Use story structure, titles, pictures, etc. to check for meaning**

*Use story structure, titles, pictures, and diagrams to check for meaning.*

**Indicator 4.c.12****Notice elements of author's craft such as dialogue and description**

*Notice elements of author's craft such as dialogue and description.*

**Indicator 4.c.13****Create mental pictures based on reading**

*Create mental pictures based on reading.*

**Benchmark 4.d****Use Context to Clarify Meaning of Unfamiliar Words**

The student will use context to clarify meaning of unfamiliar words.

**Indicator 4.d.1****Use context clues to clarify meanings to make meaning of text**

Apply understanding of language structure to make meaning from text by using context clues, such as a restatement, a renaming or synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.

**Indicator 4.d.2****Use context clues to construct meaning when reading new terms**

*Use context clues to construct meaning when reading new terms.*

**Indicator 4.d.3****Use context to distinguish amongst multiple meanings of a word**

*Use the context of the sentence to distinguish which of the multiple meanings of a word makes sense.*

**Benchmark 4.e****Read Fiction and Nonfiction Fluently and Accurately**

The student will read fiction and nonfiction fluently and accurately.

**Indicator 4.e.1****Read familiar fiction and nonfiction with fluency and accuracy**

*Read familiar fiction and nonfiction with fluency and accuracy.*

**Indicator 4.e.2****Read a variety of forms**

*Read a variety of forms such as friendly letters, stories, information (simple explanations and short reports), poetry.*

**Benchmark 4.f****Reread and Self-Correct When Necessary**

The student will reread and self-correct when necessary.

**Indicator 4.f.1****Know when meaning breaks down and reread to self-correct**

*Use surface features of text to make meaning of text by knowing when meaning breaks down and then rereading to self correct.*

**Indicator 4.f.2****Understand that reading should make sense**

*Understand that reading should make sense.*

**Indicator 4.f.3****Recognize when to use self-correcting strategies**

*Recognize when an error has been made and use reading strategies to self-correct.*

**Indicator 4.f.4****Describe thinking used to solve reading problems**

*Describe thinking used to solve reading problems.*

**ELA.G3****Standard 5****READ AND DEMONSTRATE COMPREHENSION OF FICTION**

The student will read and demonstrate comprehension of fiction.

**Benchmark 5.a****Set a Purpose for Reading**

The student will set a purpose for reading.

**Indicator 5.a.1****Locate information in a reading selection**

Read for a specific purpose by locating information in a reading selection.

**Indicator 5.a.2****Identify details that support a stated main idea**

Read for a specific purpose by identifying details that support a stated main idea.

**Indicator 5.a.3****Express a stated main idea in their own words**

Read for a specific purpose by expressing a stated main idea in their own words.

**Benchmark 5.b****Make Connections between Experiences and Reading Selections**

The student will make connections between previous experiences and reading selections.

**Indicator 5.b.1****Make connections between experiences and reading selections**

Make a variety of connections with the text, such as connections between their own personal experiences and what is happening in the text.

**Indicator 5.b.2****Make connections between current text and other texts**

Make a variety of connections with the text, such as connections between the text they are reading and other texts they have read, such as identifying a similar plot or character.

**Indicator 5.b.3****Make connections between what they know, what they're reading**

Make a variety of connections with the text, such as connections between what they already know about the topic and what they find in the reading that is new to them.

**Benchmark 5.c****Make, Confirm, or Revise Predictions**

The student will make, confirm, or revise predictions.

**Indicator 5.c.1****Identify experiences and knowledge that supports predictions**

Use specific details to make, justify, and modify predictions by identifying details from their own experiences and knowledge that supports their predictions.

**Indicator 5.c.2****Identify information in text that supports, contradicts predictions**


Use specific details to make, justify, and modify predictions by identifying information from the text that supports or contradicts a prediction.


**Indicator 5.c.3****Revise predictions based on new understandings**

Use specific details to make, justify, and modify predictions by revising predictions based on new understandings.


**Indicator 5.c.4****Predict information an author will include**


*Predict information an author will include.*

 **Indicator 5.c.5**  
**Confirm predictions based on reading**  
*Confirm predictions based on reading.*


 **Indicator 5.c.6**  
**Use information from the selection to confirm predictions**  
*Use information from the selection to confirm predictions.*


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 **Benchmark 5.d**  
**Compare and Contrast Settings, Characters, and Events**  
The student will compare and contrast settings, characters, and events.

 **Indicator 5.d.1**  
**Identify a character's attributes (traits)**  
Apply knowledge of characterization by identifying a character's attributes (traits).


 **Indicator 5.d.2**  
**Use evidence from text to support generalizations about character**  
Apply knowledge of characterization by using evidence from the text to support generalizations about the character.


 **Indicator 5.d.3**  
**Identify similarities and differences between characters**  
Apply knowledge of characterization by identifying how the attributes of one character are similar to or different from those of another character.

 **Indicator 5.d.4**  
**Identify time and place of story, using supporting details from text**  
Apply knowledge of setting by identifying the time and place of a story, using supporting details from the text.


 **Indicator 5.d.5**  
**Identify details that make two settings similar or different**  
Apply knowledge of setting by identifying the details that make two settings similar or different.


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 **Benchmark 5.e**  
**Identify the Author's Purpose**  
The student will identify the author's purpose.

 **Indicator 5.e.1**  
**Identify the author's purpose**  
Identify the author's purpose.

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 **Benchmark 5.f**  
**Ask and Answer Questions**  
The student will ask and answer questions.

 **Indicator 5.f.1**  
**Ask and answer questions to clarify meaning**  
Gain meaning before, during, and after reading by asking and answering questions to clarify meaning.

**Indicator 5.f.2****Ask and answer questions to predict what will happen next**

Gain meaning before, during, and after reading by asking and answering questions to predict what will happen next.

**Indicator 5.f.3****Understand that info needs to be put together to answer questions**

Gain meaning before, during, and after reading by understanding that sometimes two or more pieces of information need to be put together to answer a question.

**Indicator 5.f.4****Understand that some questions are answer directly in the text**

Gain meaning before, during, and after reading by understanding that some questions are answered directly in the text.

**Indicator 5.f.5****Know that some answers are inferred from background experiences**

Gain meaning before, during, and after reading by understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge.

**Indicator 5.f.6****Discuss what has been read, ask questions to clarify understanding**

*Discuss what has been read with others and ask questions to clarify understanding.*

**Indicator 5.f.7****Ask simple who, what, when, where, why, and how questions**

*Ask simple who, what, when, where, why, and how questions.*

**Benchmark 5.g****Draw Conclusions About Character and Plot**

The student will draw conclusions about character and plot.

**Indicator 5.g.1****Draw conclusion about a character and/or the plot from a selection**

Draw conclusion about a character and/or the plot from a selection.

**Indicator 5.g.2****Make generalizations about a character based on info in selection**

Make generalizations about a character based on that character's response to a problem, the character's goal, and what the character says to other characters.

**Indicator 5.g.3****Support generalizations about characters from a selection**

Support with specific details generalizations about characters from a selection.

**Indicator 5.g.4****Compare characters within or among selections**

Compare two characters within a selection or between/among two or more selections.

**Indicator 5.g.5****Identify the problem and the steps taken to solve it**

*Identify the problem and the steps taken to solve it.*

**Indicator 5.g.6****Identify the problem, solution, and the main idea**

*Identify the problem, solution, and the main idea.*

**Indicator 5.g.7****Form opinions, make inferences, draw conclusions based on text**

*Form opinions, make inferences, and draw conclusions based on text.*

**Indicator 5.g.8****Support conclusions and opinions with statements from text**

*Support conclusions and opinions with statements from text.*

**Benchmark 5.h****Organize Information and Events Logically**

The student will organize information and events logically.

**Indicator 5.h.1****Organize information or events**

*Organize information or events.*

**Indicator 5.h.2****Identify the sequence of ideas or events from reading**

*Identify the sequence of ideas or events from reading.*

**Indicator 5.h.3****Use graphic organizers to organize info read, heard, or viewed**

*Organize information read, heard, or viewed using graphic organizers such as K/W/L charts, timelines, or Venn diagrams.*

**Benchmark 5.i****Summarize Major Points Found in Fiction Materials**

The student will summarize major points found in fiction materials.

**Indicator 5.i.1****Summarize major points in a selection**

*Summarize major points in a selection.*

**Indicator 5.i.2****Discuss and identify main idea**

*Discuss and identify main idea.*

**Benchmark 5.j****Understand Basic Plots of Fairy Tales, Myths, Folktales, etc.**

Understand basic plots of fairy tales, myths, folktales, legends, and fables.

**Indicator 5.j.1****Gain meaning by understanding basic plots of myths, legends, etc.**

*Gain meaning before, during, and after reading by understanding the basic plots of fairy tales, myths, folktales, legends, and fables.*

**Benchmark 5.k****Write Responses That Go Beyond Literal Restatements**

The student will write responses that go beyond literal restatements.

**Indicator 5.k.1****Write responses that go beyond literal restatements**

Write responses that go beyond literal restatements.

**Indicator 5.k.2****Respond to story elements such as setting, characters, etc.**

*Respond to story elements such as setting, characters, and character traits.*

**ELA.G3****Standard 6****CONTINUE TO READ, DEMONSTRATE COMPREHENSION OF NONFICTION**

**The student will continue to read and demonstrate comprehension of nonfiction.**

**Benchmark 6.a****Identify the Author's Purpose**

The student will identify the author's purpose.

**Indicator 6.a.1****Identify the author's purpose**

Identify the author's purpose.

**Benchmark 6.b****Make Connections Between Experiences and Reading Selections**

The student will make connections between previous experiences and reading selections.

**Indicator 6.b.1****Make connections between personal experiences and text**

Make a variety of connections with the text, such as connections between their own personal experiences and the text.

**Indicator 6.b.2****Make connections between current text and other texts**

Make a variety of connections with the text, such as connections between the text they are reading and other texts they have read.

**Indicator 6.b.3****Make connections between what is known and what is new to them**

Make a variety of connections with the text, such as connections between what they already know about the topic and what they find in the reading that is new to them.

**Benchmark 6.c****Ask and Answer Questions About What is Read**

The student will ask and answer questions about what is read.

**Indicator 6.c.1****Ask and answer questions to clarify meaning**

Gain meaning before, during, and after reading by asking and answering questions to clarify meaning.

**Indicator 6.c.2**

**Understand that info needs to be put together to answer questions**

Gain meaning before, during, and after reading by understanding that sometimes two or more pieces of information need to be put together to answer a question.

**Indicator 6.c.3****Understand that some questions are answered directly in the text**

Gain meaning before, during, and after reading by understanding that some questions are answered directly in the text.

**Indicator 6.c.4****Discuss what was read, ask questions to clarify understanding**

*Discuss what has been read with others and ask questions to clarify understanding.*

**Indicator 6.c.5****Confirm the answer to a question about a topic of study**

*Confirm the answer to a question about a topic of study.*

**Benchmark 6.d****Draw Conclusions**

The student will draw conclusions.

**Indicator 6.d.1****Draw conclusions about what they have read**

Draw conclusions about what they have read.

**Indicator 6.d.2****Support conclusions with statements from text**

*Support conclusions with statements from text.*

**Benchmark 6.e****Organize Information and Events Logically**

The student will organize information and events logically.

**Indicator 6.e.1****Use graphic organizers to organize information**

Organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting.

**Indicator 6.e.2****Identify the sequence of ideas, events, or directions from reading**

*Identify the sequence of ideas, events, or directions from reading.*

**Indicator 6.e.3****Begin to use knowledge of transition words**

*Begin to use knowledge of transition words (signal words) such as first, next, and soon, to understand how information is organized.*


**Indicator 6.e.4****Classify and categorize information obtained from reading**

*Classify and categorize information obtained from reading.*

**Indicator 6.e.5****Discuss cause and effect**

*Discuss cause and effect.*

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 **Benchmark 6.f**

**Summarize Major Points Found in Nonfiction Materials**

The student will summarize major points found in nonfiction materials.

 **Indicator 6.f.1**


**Summarize what they have read**

Summarize what they have read.

 **Indicator 6.f.2**

**Identify details that support the main idea of a nonfiction selection**


Identify details that support the main idea of a nonfiction selection.

 **Indicator 6.f.3**

**State in their own words the main idea of a nonfiction selection**


State in their own words the main idea of a nonfiction selection.

---

 **Benchmark 6.g**

**Identify the Characteristics of Biographies and Autobiographies**


The student will identify the characteristics of biographies and autobiographies.

 **Indicator 6.g.1**

**Know similarities/differences of biographies and autobiographies**


Know the shared and distinguishing characteristics of autobiography and biography.

---

 **Benchmark 6.h**

**Compare, Contrast People Described in Biographies, Autobiographies**


The student will compare and contrast the lives of two people described in biographies and/or autobiographies.

 **Indicator 6.h.1**

**Compare, contrast people described in biographies, autobiographies**


Compare and contrast the lives of two people described in biographies and/or autobiographies.

---

 **Benchmark 6.i**


**Read Nonfiction Print Materials That Reflect VASOL in Four Core**

The student will read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.

 **Indicator 6.i.1**

**Read nonfiction print materials that reflect VASOL in four core**

Read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.

 **Indicator 6.i.2**

**Read, discuss literature about different cultures, historical periods**

*Read and discuss literature about different cultures or historical periods.*

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**ELA.G3****Standard 7****DEMONSTRATE COMPREHENSION OF INFO FROM PRINT RESOURCES**

The student will demonstrate comprehension of information from a variety of print resources.

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**Benchmark 7.a****Use Dictionary, Thesaurus, etc. Including Online Reference Materials**

The student will use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.

**Indicator 7.a.1****Decide on best resource for locating specific information**

Make decisions about which resource is best for locating a given type of information.

**Indicator 7.a.2****Locate selected information in glossaries, dictionaries, etc.**

Locate selected information in glossaries, dictionaries, thesauruses, encyclopedias, atlases, and other print and online reference materials.

**Indicator 7.a.3****Retrieve information from electronic sources**

Retrieve information from electronic sources.

**Indicator 7.a.4****Locate info in textbooks, other trade books to answer questions**

Locate information in textbooks and other trade books to answer questions.

**Indicator 7.a.5****Use resources for spelling and editing**

Use resources for spelling and editing.

**Indicator 7.a.6****Use reference books to help determine the meaning of words**

Use a dictionary, glossary, and simple thesaurus to help determine the meaning of words.

**Indicator 7.a.7****Alphabetize words to the second and third letter**

Alphabetize words to the second and third letter.

**Indicator 7.a.8****Locate words using first, second, and third letter**

Locate words using first, second, and third letter.

**Indicator 7.a.9****Locate guide words, definitions, etc. in dictionaries and indices**

Locate guide words, entry words, and definitions in dictionaries and indices.


**Indicator 7.a.10****Locate info using table of contents, index, headings, graphs, etc.**


Locate information using a table of contents, index, pictures, headings, graphic organizers, graphs, charts.


---

**Benchmark 7.b****Use Available Technology**


The student will use available technology.

 **Indicator 7.b.1**  
**Retrieve information from electronic sources**  
Retrieve information from electronic sources.

 **Indicator 7.b.2**  
**Use the Internet to find information on a given topic**  
Use the Internet to find information on a given topic.


 **Indicator 7.b.3**  
**Use a printer to create hard copies of info retrieved electronically**  
Use a printer to create hard copies of information retrieved from electronic sources.


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 **ELA.G3**  
**Standard 8**  
**WRITE IN CURSIVE**


**The student will write in cursive.**


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 **Benchmark 8.a**  
**Learn and Use Cursive Style**  
The student will learn and use cursive style.

 **Indicator 8.a.1**  
**Use correct letter formation**  
Use correct letter formation.

 **Indicator 8.a.2**  
**Practice appropriate handwriting habits**  
Practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip.

 **Indicator 8.a.3**  
**Learn to write neatly in cursive**  
Learn to write neatly in cursive.


 **Indicator 8.a.4**  
**Continue to use manuscript form when appropriate**  
*Continue to use manuscript form when appropriate.*

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 **ELA.G3**  
**Standard 9**  
**WRITE DESCRIPTIVE PARAGRAPHS**

**The student will write descriptive paragraphs.**

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 **Benchmark 9.a**  
**Develop a Plan for Writing**  
The student will develop a plan for writing.

**Indicator 9.a.1**

 **Generate ideas and develop a plan for writing**

Generate ideas and develop a plan for writing.

 **Indicator 9.a.2**  
**Discuss ideas and select a topic for writing**

*Discuss ideas and select a topic for writing.*

 **Indicator 9.a.3**  
**Plan before drafting in a variety of ways**

*Plan before drafting in a variety of ways.*

---

 **Benchmark 9.b**  
**Focus on a Central Idea**

The student will focus on a central idea.

 **Indicator 9.b.1**  
**Focus on a central topic and group related ideas**

Focus on a central topic and group related ideas.


---

 **Benchmark 9.c**  
**Group Related Ideas**

The student will group related ideas.

 **Indicator 9.c.1**  
**Describe events, ideas, etc. with accurate details and sequence**

Describe events, ideas, and personal stories with accurate details and sequence.

 **Indicator 9.c.2**  
**Use a logical sequence when writing**

*Use a logical sequence when writing.*


---

 **Benchmark 9.d**  
**Include Descriptive Details That Elaborate the Central Idea**

The student will include descriptive details that elaborate the central idea.

 **Indicator 9.d.1**  
**Select specific details to paint a verbal picture of people, etc.**

Select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event.

 **Indicator 9.d.2**  
**Create verbal pictures that elaborate ideas within a sentence**

Create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence.

 **Indicator 9.d.3**  
**Use examples from reading as models to imitate in their writing**

Use examples from their reading as models to imitate in their writing.

 **Indicator 9.d.4**  
**Select info that audience will find interesting or entertaining**

Select information that the audience will find interesting or entertaining.



### Benchmark 9.e

#### Revise Writing for Clarity

The student will revise writing for clarity.



#### Indicator 9.e.1

##### Read own writing orally to check for sentence rhythm

Read their own writing orally to check for sentence rhythm (sentence variety).



#### Indicator 9.e.2

##### Revise to eliminate details that do not develop the central idea

Revise to eliminate details that do not develop the central idea.



#### Indicator 9.e.3

##### Incorporate transitional words that clarify sequence

Incorporate transitional (signal) words that clarify sequence, such as *first*, *next*, and *last*.



#### Indicator 9.e.4

##### Vary sentence structure, length, and word order in writing

Vary sentence structure, length, and word order in writing.



#### Indicator 9.e.5

##### Recognize when writing is unclear to a reader

Recognize when writing is unclear to a reader.



#### Indicator 9.e.6

##### Reread and revise purposefully when meaning is not clear

Reread and revise purposefully when meaning is not clear.



#### Indicator 9.e.7

##### Use information from writing conferences to revise for clarity

Use information from writing conferences to revise for clarity.



#### Indicator 9.e.8

##### Make written revisions of content

Make written revisions of content by adding, deleting, or substituting information.



### ELA.G3

#### Standard 10

#### WRITE STORIES, LETTERS, ETC. ACROSS ALL CONTENT AREAS

The student will write stories, letters, simple explanations, and short reports across all content areas.



### Benchmark 10.a

#### Use a Variety of Planning Strategies

The student will use a variety of planning strategies.



#### Indicator 10.a.1

##### Use ideas from class brainstorming activities when planning

Generate ideas and plan writing by using ideas from class brainstorming activities.

#### Indicator 10.a.2

**Generate ideas and plan writing by making lists of information**

Generate ideas and plan writing by making lists of information.

**Indicator 10.a.3****Talk to classmates about what to write when planning**

Generate ideas and plan writing by talking to classmates about what to write.

**Indicator 10.a.4****Read peer and professional authors when planning writing**

Generate ideas and plan writing by reading texts by peer and professional authors.

**Indicator 10.a.5****Use diagrams, organizers, etc. when planning writing**

Generate ideas and plan writing by using a cluster diagram, story map, or other graphic organizer.

**Benchmark 10.b****Organize Information According to the Type of Writing**

The student will organize information according to the type of writing.

**Indicator 10.b.1****Select appropriate writing form depending on genre of writing**

Generate ideas and plan writing by selecting an appropriate writing form for nonfiction writing (such as explanation, directions, simple report), expressive writing (such as narrative, reflection, and letter), and creative writing (such as fiction and poetry).

**Indicator 10.b.2****Follow organization of particular forms of writing for stories**

Follow the organization of particular forms of writing for stories - beginning, middle and end.

**Indicator 10.b.3****Follow organization of particular forms of writing for letters**

Follow the organization of particular forms of writing for letters – date, greeting, body and closing.

**Indicator 10.b.4****Follow organization of particular forms of writing for explanations**

Follow the organization of particular forms of writing for explanations – opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing.

**Indicator 10.b.5****Follow organization of particular forms of writing for short reports**

Follow the organization of particular forms of writing for short reports – opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing.

**Indicator 10.b.6****Make effective use of dialogue in writing, as appropriate**

*Make effective use of dialogue in writing, as appropriate.*

**Benchmark 10.c****Identify the Intended Audience**

The student will identify the intended audience.


**Indicator 10.c.1**

 **Identify the intended audience**

Identify the intended audience.

 **Indicator 10.c.2**  
**Consider what audience might already know and will need to know**

*Consider what the audience might already know and will need to know.*

 **Indicator 10.c.3**  
**Plan writing with an audience in mind**

*Plan writing with an audience in mind.*


---

 **Benchmark 10.d**  
**Revise Writing for Specific Vocabulary and Information**


The student will revise writing for specific vocabulary and information.

 **Indicator 10.d.1**  
**Clarify writing when revising by including specific vocab and info**

Clarify writing when revising by including specific vocabulary and information.


 **Indicator 10.d.2**  
**Make written revisions of content by adding, deleting, etc.**  
*Make written revisions of content by adding, deleting, or substituting information.* **Benchmark 10.e**  
**Use Available Technology**

The student will use available technology.



 **Indicator 10.e.1**  
**Use available technology to write**  
Use available technology to write. **ELA.G3**  
**Standard 11**  
**EDIT WRITING FOR GRAMMAR, CAPITALIZATION, SPELLING, ETC.**

The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

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 **Benchmark 11.a**  
**Use Complete and Varied Sentences**

The student will use complete and varied sentences.

 **Indicator 11.a.1**  
**Use complete sentences**  
Use complete sentences. **Indicator 11.a.2**  
**Write sentences with correct end punctuation**  
*Write declarative, interrogative, and exclamatory sentences with correct end punctuation.* **Indicator 11.a.3**

**Combine sentences**

*Combine sentences.*

**Indicator 11.a.4****Vary sentence structure and length and word order in writing**

*Vary sentence structure and length and word order in writing.*

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**Benchmark 11.b****Use the Word I in Compound Subjects**

The student will use the word I in compound subjects.

**Indicator 11.b.1****Use the word I in compound subjects**

Use the word / in compound subjects.

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**Benchmark 11.c****Use Past and Present Verb Tense**

The student will use past and present verb tense.

**Indicator 11.c.1****Use past and present verb tenses**

Use past and present verb tenses.

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**Benchmark 11.d****Use Singular Possessives**

The student will use singular possessives.

**Indicator 11.d.1****Use singular possessives**

Use singular possessives.

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**Benchmark 11.e****Use Commas in a Simple Series**

The student will use commas in a simple series.

**Indicator 11.e.1****Punctuate correctly commas in a simple series**

Punctuate correctly commas in a simple series.

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**Benchmark 11.f****Use Simple Abbreviations**

The student will use simple abbreviations.

**Indicator 11.f.1****Use simple abbreviations**

Use simple abbreviations.

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 **Benchmark 11.g**  
**Use Apostrophes in Contractions with Pronouns**

The student will use apostrophes in contractions with pronouns.

 **Indicator 11.g.1**  
**Punctuate apostrophes correctly in contractions with pronouns**

Punctuate apostrophes correctly in contractions with pronouns, e.g., *I'd, we've*.

---

 **Benchmark 11.h**  
**Use Correct Spelling for High-Frequency Sight Words**


The student will use correct spelling for high-frequency sight words, including regular plurals.

 **Indicator 11.h.1**  
**Use correct spelling for frequently used words**

Use correct spelling for frequently used words, including irregular plurals, e.g., *men, children*.


 **Indicator 11.h.2**  
**Apply knowledge of letter sound relationships, word patterns, etc.**

*Apply knowledge of letter sound relationships, word patterns, known spelling, and spelling generalizations.*


 **Indicator 11.h.3**  
**Use resources for spelling and editing**

*Use resources for spelling and editing.*

---


 **Benchmark 11.i**  
**Identify Nouns, Verbs, and Pronouns**

The student will identify nouns, verbs, and pronouns.

 **Indicator 11.i.1**  
**Identify nouns, verbs, and pronouns in a sentence**

*Identify nouns, verbs, and pronouns in a sentence.*

---

 **Benchmark 11.j**  
**Use Capital Letters Correctly**

The student will use capital letters correctly.

 **Indicator 11.j.1**  
**Use capital letters at the beginning of names, sentences and in titles**

*Use capital letters at the beginning of names and sentences and in titles.*

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 **ELA.G3**  
**Standard 12**

**READ AND WRITE REGULARLY, INDEPENDENTLY AND COLLABORATIVELY**







*The student will read and write regularly, both independently and collaboratively.*

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**Benchmark 12.a**

 **Read and Write Independently**



*The student will read and write independently.*

 **Indicator 12.a.1**  
**Select topics for reading or writing**  
*Select topics for reading or writing.* **Indicator 12.a.2**  
**Maintain a reading log**  
*Maintain a reading log.* **Indicator 12.a.3**  
**Use available time to read and write beyond what is assigned**  
*Use available time to read and write beyond what is assigned.* **Indicator 12.a.4**  
**Read about topics of interest or study**  
*Read about topics of interest or study.* **Indicator 12.a.5**  
**Read self-selected literature each day for enjoyment**  
*Read self-selected literature each day (fiction and nonfiction) for enjoyment.* **Indicator 12.a.6**  
**Establish reading goals and realize when a goal has been met**  
*Establish reading goals and realize when a goal has been met.*

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 **Benchmark 12.b****Collaborate with Others for a Variety of Writing, Reading Purposes**

*The student will collaborate with others for a variety of writing or reading purposes.*

 **Indicator 12.b.1**  
**Work with a small group to organize info related to a topic of study**  
*Work with a small group to find, organize, or share information related to a topic of study.* **Indicator 12.b.2**  
**Discuss independent reading or writing**  
*Discuss independent reading or writing.*