

Literacy Routines (embedded in Read Aloud, Word Study, Core Reading, Independent Reading, and Writing)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking

1.1 Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
1.1 <i>communicate ideas effectively through speaking and discussion</i>	1.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses 1.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions 1.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language 1.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions 1.1(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

1.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

1.3 Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus
1.2 <i>demonstrate and apply phonetic knowledge while reading and spelling</i>	1.2(A) demonstrate phonological awareness by: (i) producing a series of rhyming words (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound (iii) distinguishing between long and short vowel sounds in one-syllable words (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends (vi) manipulating phonemes within base words (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends
	<div>Decoding (Reading) ↔ Encoding (Writing)</div>
	1.2(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences
	1.2(C) demonstrate and apply spelling knowledge by: (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs (R)
	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables ↔ (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables (R)
	(vi) identifying and reading at least 100 high-frequency words from a research-based list ↔ (iv) spelling high-frequency words from a research-based list (S)
	(iv) using knowledge of base words to decode common compound words and contractions
	(v) decoding words with inflectional endings, including -ed, -s, and -es
1.3 <i>use skills to support strategies for determining the meaning of unknown words while reading</i>	(iii) spelling words using sound-spelling patterns (S)
	1.2(D) demonstrate print awareness by identifying the information that different parts of a book provide
	1.2(E) alphabetize a series of words to the first or second letter and use a dictionary to find words
	1.3(A) use a resource such as a picture dictionary or digital resource to find words (S)
	1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings (R)
	1.3(C) identify the meaning of words with the affixes -s, -ed, and -ing (S)
	1.3(D) identify and use words that name actions, directions, positions, sequences, categories, and locations

Core Reading										
Tools to Know ⓘ										
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking										
1.3 Vocabulary. The student uses newly acquired vocabulary expressively.										
1.4 Fluency. The student reads grade-level text with fluency and comprehension.										
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts										
1.6 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.										
Reading Process: Thinking Within the Text						Comprehension: Thinking with the Text				
1.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	1.6(A) establish purpose for reading assigned and self-selected texts with adult assistance	1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings (R)	1.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	1.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance (S)	1.6(D) create mental images to deepen understanding with adult assistance	1.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	1.6(E) make connections to personal experiences, ideas in other texts, and society with adult assistance (R)	1.6(F) make inferences and use evidence to support understanding with adult assistance (R)	1.6(G) evaluate details to determine what is most important with adult assistance (R)	1.6(H) synthesize information to create new understanding with adult assistance (R)

Ways to Show: Thinking About the Meaning							
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts							
1.8 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.							
1.9 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.							
1.10 Author's purpose.							
Application	Instructional Focus	Fiction ⓘ	Poetry	Drama	Informational ⓘ	Persuasive	Multimodal/Digital
<i>1.8/1.9/1.10 comprehend the author's purpose and meaning in texts to include multiple genres; describe literary elements and structure</i>	Genre Characteristics	1.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes (S)	1.9(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (S)	1.9(C) discuss elements of drama such as characters, dialogue, and setting (S)	1.9(D) recognize characteristics and structures of informational text, including: (ii) features and simple graphics to locate or gain information (S)	1.9(E) recognize characteristics of persuasive text with adult assistance ...	1.9(F) recognize characteristics of multimodal and digital texts
	Overall Meaning	1.10(A) discuss the author's purpose for writing text (R) 1.8(A) discuss topics and determine theme using text evidence with adult assistance (S)	1.10(A) discuss the author's purpose for writing text (R) 1.8(A) discuss topics and determine theme using text evidence with adult assistance (S)	1.10(A) discuss the author's purpose for writing text (R) 1.8(A) discuss topics and determine theme using text evidence with adult assistance (S)	1.10(A) discuss the author's purpose for writing text (R) 1.9(D) (i) [recognize] the central idea and supporting evidence with adult assistance (R)	1.10(A) discuss the author's purpose for writing text (R) 1.9(E) ... state what the author is trying to persuade the reader to think or do (R)	1.10(A) discuss the author's purpose for writing text
	Analysis for Deeper Meaning	1.8(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (R) 1.8(B) describe the main character(s) and the reason(s) for their actions (R) 1.8(D) describe the setting (S)	1.8(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (R) 1.8(B) describe the main character(s) and the reason(s) for their actions (R) 1.8(D) describe the setting (S)	1.8(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (R) 1.8(B) describe the main character(s) and the reason(s) for their actions (R) 1.8(D) describe the setting (S)	1.9(D) (iii) [recognize] organizational patterns such as chronological order and description with adult assistance (S)		(refer to the genre)

Author's Craft: Thinking About the Writing

1.10 Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Persuasive	Multimodal/Digital
1.10 <i>discuss the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking</i>	Point of View	1.10(E) listen to and experience first- and third-person texts (S)	1.10(E) listen to and experience first- and third-person texts (S)	1.10(E) listen to and experience first- and third-person texts (S)			1.10(E) listen to and experience first- and third-person texts
	Structure	1.10(B) discuss how the use of text structure contributes to the author's purpose (S)	1.10(B) discuss how the use of text structure contributes to the author's purpose (S)	1.10(B) discuss how the use of text structure contributes to the author's purpose (S)	1.10(B) discuss how the use of text structure contributes to the author's purpose (S)	1.10(B) discuss how the use of text structure contributes to the author's purpose (S)	1.10(B) discuss how the use of text structure contributes to the author's purpose
		1.10(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (S)	1.10(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (S)	1.10(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (S)	1.10(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (S)	1.10(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (S)	1.10(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes
	Language	1.10(D) discuss how the author uses words that help the reader visualize (S)	1.10(D) discuss how the author uses words that help the reader visualize (S)	1.10(D) discuss how the author uses words that help the reader visualize (S)	1.10(D) discuss how the author uses words that help the reader visualize (S)	1.10(D) discuss how the author uses words that help the reader visualize (S)	1.10(D) discuss how the author uses words that help the reader visualize

Independent Reading

1.5 Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

1.5(A) self-select text and interact independently with text for increasing periods of time

Responding to Text (applied to both Reading and Writing)

1.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Ways to Show (Response Skills)

1.7(A) describe personal connections to a variety of sources	1.7(B) write brief comments on literary or informational texts (R)	1.7(C) use text evidence to support an appropriate response (R)	1.7(D) retell texts in ways that maintain meaning (S)	1.7(E) interact with sources in meaningful ways such as illustrating or writing	1.7(F) respond using newly acquired vocabulary as appropriate
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Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts

1.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.**1.12 Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process) ⓘ
1.12(A) dictate or compose literary texts , including personal narratives and poetry 1.12(B) dictate or compose informational texts , including procedural texts (R) 1.12(C) dictate or compose correspondence such as thank you notes or letters	1.11(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming
	1.11(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure (R) (ii) developing an idea with specific and relevant details (R)
	1.11(C) revise drafts by adding details in pictures or words (R)
	1.11(D) edit drafts using standard English conventions, including: (S) (i) complete sentences with subject-verb agreement (R) (ii) past and present verb tense (R) (iii) singular, plural, common, and proper nouns (S) (iv) adjectives, including articles (S) (v) adverbs that convey time (S) (vi) prepositions (S) (vii) pronouns, including subjective, objective, and possessive cases (S) (viii) capitalization for the beginning of sentences and the pronoun "I" (S) (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences (S) (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance (R)
	1.11(E) publish and share writing 1.2(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words

Research (embedded skills throughout Reading and Writing)

1.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Instructional Focus
1.13 <i>use research skills to plan and present in written, oral, or multimodal formats</i>	1.13(A) generate questions for formal and informal inquiry with adult assistance 1.13(B) develop and follow a research plan with adult assistance 1.13(C) identify and gather relevant sources and information to answer the questions with adult assistance 1.13(D) demonstrate understanding of information gathered with adult assistance 1.13(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

NOTE: Readiness **(R)** and Supporting **(S)** standards are aligned with assessed curriculum at Grade 3.