

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

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

Application	Instructional Focus
2.1 <i>communicate ideas effectively through speaking and discussion</i>	2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses 2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions 2.1(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language 2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others 2.1(E) develop social communication such as distinguishing between asking and telling

Word Study

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

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

2.3 Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus
2.2 <i>demonstrate and apply phonetic knowledge while reading and spelling</i>	2.2(A) demonstrate phonological awareness by: (i) producing a series of rhyming words (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed (iv) manipulating phonemes within base words
	<div>Decoding (Reading) ↔ Encoding (Writing)</div>
	2.2(B) demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, trigraphs, and blends
	2.2(C) demonstrate and apply spelling knowledge by: (ii) spelling words with silent letters such as knife and gnat (R)
	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables ↔ (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (R)
	(iv) decoding compound words, contractions, and common abbreviations ↔ (iii) spelling compound words, contractions, and common abbreviations (R)
	(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV ↔ (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word (S)
	(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est ↔ (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est (S)
	(vii) identifying and reading high-frequency words from a research-based list
	(iv) spelling multisyllabic words with multiple sound-spelling patterns (S)
2.3 <i>use skills to support strategies for determining the meaning of unknown words while reading</i>	2.2(D) alphabetize a series of words and use a dictionary or glossary to find words 2.3(A) use print or digital resources to determine meaning and pronunciation of unknown words (S) 2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words (R) 2.3(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion (S) 2.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (S)

Core Reading										
Tools to Know ⓘ										
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking										
2.3 Vocabulary. The student uses newly acquired vocabulary expressively.										
2.4 Fluency. The student reads grade-level text with fluency and comprehension.										
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts										
2.6 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			
2.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	2.6(A) establish purpose for reading assigned and self-selected texts	2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words (R)	2.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	2.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures (S)	2.6(D) create mental images to deepen understanding	2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	2.6(E) make connections to personal experiences, ideas in other texts, and society (R)	2.6(F) make inferences and use evidence to support understanding (R)	2.6(G) evaluate details read to determine key ideas (R)	2.6(H) synthesize information to create new understanding (R)

Ways to Show: Thinking About the Meaning							
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts							
2.8 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.							
2.9 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.							
2.10 Author's purpose.							
Application	Instructional Focus	Fiction ⓘ	Poetry	Drama	Informational ⓘ	Persuasive	Multimodal/Digital
<i>2.8/2.9/2.10 comprehend the author's purpose and meaning in texts to include multiple genres; describe literary elements and structure</i>	Genre Characteristics	2.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales (S)	2.9(B) explain visual patterns and structures in a variety of poems (S)	2.9(C) discuss elements of drama such as characters, dialogue, and setting (S)	2.9(D) recognize characteristics and structures of informational text, including: (ii) features and graphics to locate and gain information (S)	2.9(E) recognize characteristics of persuasive text	2.9(F) recognize characteristics of multimodal and digital texts
	Overall Meaning	2.10(A) discuss the author's purpose for writing text (R) 2.8(A) discuss topics and determine theme using text evidence with adult assistance (S)	2.10(A) discuss the author's purpose for writing text (R) 2.8(A) discuss topics and determine theme using text evidence with adult assistance (S)	2.10(A) discuss the author's purpose for writing text (R) 2.8(A) discuss topics and determine theme using text evidence with adult assistance (S)	2.10(A) discuss the author's purpose for writing text (R) 2.9(D) (i) [recognize] the central idea with supporting evidence with adult assistance (R)	2.10(A) discuss the author's purpose for writing text (R) 2.9(E) (i) stating what the author is trying to persuade the reader to think or do (R)	2.10(A) discuss the author's purpose for writing text
	Analysis for Deeper Meaning	2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (R)	2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (R)	2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (R)	2.9(D) (iii) [recognize] organizational patterns such as chronological order and cause and effect stated explicitly (S)	2.9(E) (ii) distinguishing facts from opinion (R)	<i>(refer to the genre)</i>
		2.8(B) describe the main character's (characters') internal and external traits (R)	2.8(B) describe the main character's (characters') internal and external traits (R)	2.8(B) describe the main character's (characters') internal and external traits (R)			
		2.8(D) describe the importance of the setting (S)	2.8(D) describe the importance of the setting (S)	2.8(D) describe the importance of the setting (S)			

Author's Craft: Thinking About the Writing

2.10 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
2.10 <i>identify, explain, and discuss the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking</i>	Point of View	2.10(E) identify the use of first or third person in a text (S)	2.10(E) identify the use of first or third person in a text (S)	2.10(E) identify the use of first or third person in a text (S)			2.10(E) identify the use of first or third person in a text
	Structure	2.10(B) discuss how the use of text structure contributes to the author's purpose (S)	2.10(B) discuss how the use of text structure contributes to the author's purpose (S)	2.10(B) discuss how the use of text structure contributes to the author's purpose (S)	2.10(B) discuss how the use of text structure contributes to the author's purpose (S)	2.10(B) discuss how the use of text structure contributes to the author's purpose (S)	2.10(B) discuss how the use of text structure contributes to the author's purpose
		2.10(C) discuss the author's use of print and graphic features to achieve specific purposes (S)	2.10(C) discuss the author's use of print and graphic features to achieve specific purposes (S)	2.10(C) discuss the author's use of print and graphic features to achieve specific purposes (S)	2.10(C) discuss the author's use of print and graphic features to achieve specific purposes (S)	2.10(C) discuss the author's use of print and graphic features to achieve specific purposes (S)	2.10(C) discuss the author's use of print and graphic features to achieve specific purposes
	Language	2.10(D) discuss the use of descriptive, literal, and figurative language (S)	2.10(D) discuss the use of descriptive, literal, and figurative language (S)	2.10(D) discuss the use of descriptive, literal, and figurative language (S)	2.10(D) discuss the use of descriptive, literal, and figurative language (S)	2.10(D) discuss the use of descriptive, literal, and figurative language (S)	2.10(D) discuss the use of descriptive, literal, and figurative language
		2.10(F) identify and explain the use of repetition (S)	2.10(F) identify and explain the use of repetition (S)	2.10(F) identify and explain the use of repetition (S)	2.10(F) identify and explain the use of repetition (S)	2.10(F) identify and explain the use of repetition (S)	2.10(F) identify and explain the use of repetition

Independent Reading

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

2.5(A) self-select text and read independently for a sustained period of time

Responding to Text (applied to both Reading and Writing)

2.7 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)

2.7(A) describe personal connections to a variety of sources	2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text (R)	2.7(C) use text evidence to support an appropriate response (R)	2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order (S)	2.7(E) interact with sources in meaningful ways such as illustrating or writing	2.7(F) respond using newly acquired vocabulary as appropriate
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Writing	
Composition: listening, speaking, reading, writing, and thinking using multiple texts	
2.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
2.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	
Application	Tools to Know (Writing Process) ⓘ
2.12(A) compose literary texts , including personal narratives and poetry 2.12(B) compose informational texts , including procedural texts and reports (R) 2.12(C) compose correspondence such as thank you notes or letters	2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming
	2.11(B) develop drafts into a focused piece of writing by: (i) organizing with structure (R) (ii) developing an idea with specific and relevant details (R)
	2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences (R)
	2.11(D) edit drafts using standard English conventions, including: (S) (i) complete sentences with subject-verb agreement (R) (ii) past, present, and future verb tense (R) (iii) singular, plural, common, and proper nouns (S) (iv) adjectives, including articles (S) (v) adverbs that convey time and adverbs that convey place (S) (vi) prepositions and prepositional phrases (S) (vii) pronouns, including subjective, objective, and possessive cases (S) (viii) coordinating conjunctions to form compound subjects and predicates (S) (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter (S) (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates (S) (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words (R)
	2.11(E) publish and share writing
	2.2(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters

Research (embedded skills throughout Reading and Writing)	
2.13 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
2.13 <i>use research skills to plan and present in written, oral, or multimodal formats</i>	2.13(A) generate questions for formal and informal inquiry with adult assistance 2.13(B) develop and follow a research plan with adult assistance 2.13(C) identify and gather relevant sources and information to answer the questions 2.13(D) identify primary and secondary sources 2.13(E) demonstrate understanding of information gathered 2.13(F) cite sources appropriately 2.13(G) 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.