

ELEMENTARY LANGUAGE ARTS CURRICULUM

Third Grade

With Access Points

Revised June, 2008
Updated, 2010

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INTRODUCTION

The Wakulla County Elementary Language Arts Curriculum is organized and based upon the 2006 edition of the Florida Sunshine State Standards for Language Arts. The numbering system for the benchmarks is read as follows:

LA.	3.	1.	1.	1
Subject	Grade	Strand	Standard	Benchmark

Benchmarks and expectations are specific to each grade level. Where there are overlapping or repeated benchmarks it is understood that the skill will be taught and practiced with grade-level appropriate text.

Assessment information is provided at the point of use throughout this document. FCAT information is taken directly from the Test Specifications document and should be used by the teacher to thoroughly understand the scope and requirements of the benchmark.

The following Appendices are referenced throughout the document and are found at the end of the document:

Appendix A – FCAT Test Specification Information (updated for FCAT 2.0)

Appendix B – 220 High Frequency Words

Appendix C – Elaboration and Extension in Writing

Appendix D – Zaner Bloser Continuous Stroke Method for forming manuscript letters

Appendix E – Steps to Mastery of Vocabulary

Appendix F – The Writing Portfolio

Appendix G -- FCAT Reading Reporting Categories and Content Focus Chart

Other resources are located on the District Web Site – <http://www.wakullaschooldistrict.org> under the Curriculum Tab. They include, but are not limited to,

- A keyboarding chart – This can be downloaded and used to help students develop appropriate fingering on the keyboard.
- Links to a variety of reading strategies and resources
- Links to Six Traits of Writing resources

DOCUMENTATION EXPECTATION:

The date columns are provided to allow teachers to document when a benchmark is taught. The teacher is not expected to enter a date each time the concept is mentioned since instruction in many of the concepts is ongoing. The expectation is that the teacher will note when s/he feels the benchmark is fully covered and/or assessed. Appropriate markings might be “9/10 and ongoing” or 10/11-10/15. The date(s) noted should align with planbook documentation. It is hoped that this will help the teacher pace instruction during subsequent years.

LANGUAGE ARTS CURRICULUM
Third Grade

STRAND: Reading Process

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.1.4.1	<ul style="list-style-type: none"> ▪ use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words: 	<p><u>Harcourt Storytown</u> Example: p.T126-127, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Work 	<p>Note: 1) An example of a derivational ending would be an ending that could change a verb into a noun or adjective. Example: commend to commendation; danger to dangerous, etc. The idea here is not to define derivational but to be able to read words that may have derivational endings. 2) The focus of this benchmark is the student's ability to decode. Word meaning is covered under the Vocabulary standard (standard 3).</p>				
LA.3.1.4.2	<ul style="list-style-type: none"> ▪ use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families; 		<p>Activity: 1) Ask students to find all of the words from a word family on the word wall. Write them in a list and pronounce. 2) When introducing a new word (ex. achieve) give the student a known word (believe) and ask him/her to try to pronounce the new word based on what they know about the known word.</p>				
LA.3.1.4.3	<ul style="list-style-type: none"> ▪ decode multi-syllabic words in isolation and in context; 	<p><u>Harcourt Storytown</u> Example: p.T30, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Work 					

Phonics/Word Analysis **Standard:** The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.1.4.4	<ul style="list-style-type: none"> ▪ use self-correction when subsequent reading indicates an earlier misreading. 	<ul style="list-style-type: none"> ▪ Running Records <p><u>Harcourt <i>Storytown</i></u> Example: p.T152, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies ▪ Teacher Resource Book for Reader's Theater 					

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Manipulate individual phonemes in CVC words through addition, deletion, and substitution; ▪ Identify and segment initial, final, and medial phonemes in CVC, CCVC, and CVCC words; ▪ Blend three to four phonemes to form words; ▪ Decode words with common long and short vowel spelling patterns (CVC and CVCCe words); ▪ Decode phonetically regular CVC, CCVC, and CVCC words; ▪ Recognize high frequency sight words and contractions; ▪ Use self-correction when subsequent reading indicates an earlier misreading. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Produce common sounds associated with ten or more letters; ▪ Identify segment, and blend syllables and onset-and-rime in familiar words; ▪ Identify and initial and final phonemes in CVC words; ▪ Blend sounds to decode VC and CVC words; ▪ Recognize high frequency sight words; ▪ Use self-correction when subsequent reading indicates an earlier misreading. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Respond to spoken words, gestures/signs, referent objects, pictures, or symbols used in daily activities.
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STRAND: Reading Process

Fluency		Standard : The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.1.5.1	<ul style="list-style-type: none"> apply letter-sound knowledge to decode unknown words quickly and accurately in context; 	<u>Harcourt Storytown</u> Example: p.T56, Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> Skills & Strategies - Fluency 					
LA.3.1.5.2	<ul style="list-style-type: none"> adjust reading rate based on purpose, text difficulty, form and style. End-of-year target rate: Low risk (LR) is 110-128 words/minute. Above average (AA) is 129+ words/minute. 	<u>Harcourt Storytown</u> Example: p.T87, Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> Day 5 Read Aloud Routine 	Note: Teachers should spend time helping students build prosody as well as rate. Activity: 1) Choral Reading 2) Reader’s Theatre 3) Echo Reading 4) Assisted Reading				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<i>Independent:</i> The student will <ul style="list-style-type: none"> Read text with high frequency sight words and phonetically regular words with accuracy. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> Name ten or more letters and produce their sounds; Read phonetically regular one-syllable words (CVC and VC). 			<i>Participatory:</i> The student will: <ul style="list-style-type: none"> Respond consistently to objects, gestures/signs, pictures or symbols in one or more daily tasks; Request continuation of a familiar daily task when it has been interrupted. 		

STRAND: Reading Process

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.1.6.1	<ul style="list-style-type: none"> ▪ use new vocabulary that is introduced and taught directly; 	<p><u>Harcourt Storytown</u> Example: p.T35, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Robust Vocabulary 	<p>Note: All vocabulary benchmarks should be addressed in Social Studies, Science and Math as well as in Reading and Language. Active word walls are a requirement in all classrooms to provide students with multiple practice and exposure to needed vocabulary. Resource: Science Curriculum– words to be taught to mastery- Marzano’s steps for teaching vocabulary. Also see Appendix E.</p>				
LA.3.1.6.2	<ul style="list-style-type: none"> ▪ listen to, read, and discuss familiar and conceptually challenging text; 	<p><u>Harcourt Storytown</u> Example: p.T42, Theme 1 Covered throughout text</p>					
LA.3.1.6.3	<ul style="list-style-type: none"> ▪ use context clues to determine meanings of unfamiliar words; 	<p>FCAT – MC LA.A.1.2.3 – Reporting Category 1-Vocabulary (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T178, Theme 1 Covered throughout text</p>					
LA.3.1.6.4	<ul style="list-style-type: none"> ▪ categorize key vocabulary and identify salient features; <ul style="list-style-type: none"> ○ <u>Salient</u> – Noticeable/Striking 	<p>Reporting Category 1-Vocabulary (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T188, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Robust Vocabulary 					
LA.3.1.6.5	<ul style="list-style-type: none"> ▪ relate new vocabulary to familiar words; 	<p><u>Harcourt Storytown</u> Example: p.T92, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Robust Vocabulary 					

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.1.6.6	<ul style="list-style-type: none"> ▪ identify “shades of meaning” in related words (e.g. blaring, loud); 	<p>FCAT – MC Tested with: LA.3.1.6.6 Reporting category 1-Vocabulary (See Appendix A)</p>	<p>Note: All vocabulary benchmarks should be addressed in Social Studies, Science and Math as well as in Reading and Language. Active word walls are a requirement in all classrooms to provide students with multiple practice and exposure to needed vocabulary. Resource: Science Curriculum– words to be taught to mastery- Marzano’s steps for teaching vocabulary. Also see Appendix E.</p>				
LA.3.1.6.7	<ul style="list-style-type: none"> ▪ use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words; <ul style="list-style-type: none"> ○ While many others may be reviewed and/or introduced, the following affixes should be taught to mastery in third grade: prefixes (<i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>non-</i>), suffixes (<i>-er</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>, <i>-ly</i>, <i>-or</i>, <i>-ness</i>) 	<p>FCAT – MC Reporting Category 1-Vocabulary (See Appendix A)</p>					
LA.3.1.6.8	<ul style="list-style-type: none"> ▪ use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words; 	<p>FCAT – MC Reporting Category 1-Vocabulary (See Appendix A)</p> <p><u>Harcourt <i>Storytown</i></u> Example: p.T83, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Skills & Strategies – Robust Vocabulary 					
LA.3.1.6.9	<ul style="list-style-type: none"> ▪ determine the correct meaning of words with multiple meanings in context; 	<p>FCAT – MC Also assesses LA.3.1.6.6. Reporting Category 1-Vocabulary (See Appendix A)</p>					

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.1.6.10	<ul style="list-style-type: none"> ▪ determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools. <ul style="list-style-type: none"> ○ Specific skills to be mastered in third grade: <ul style="list-style-type: none"> --guide words --difference between an index and a glossary --knowledge of types of information that can be found in a dictionary or thesaurus 	Harcourt <i>Storytown</i> Example: p.T244-245, Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> ▪ Skills & Strategies 	Examples: Digital tools may include, but are not limited to, word processing software; Franklin Speller; Internet; Merrian-Webster.com				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<i>Independent:</i> The student will <ul style="list-style-type: none"> ▪ use new vocabulary that is introduced and taught directly; ▪ listen to, read, and discuss stories and informational text; ▪ use context clues and illustrations to determine meaning of unknown words; ▪ categorize key vocabulary; ▪ relate new vocabulary to familiar words; ▪ identify common antonyms; ▪ identify the correct meaning of words using a picture dictionary or digital tools. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> ▪ use new vocabulary that is introduced and taught directly; ▪ listen to and talk about stories and informational text; ▪ identify the meaning of words paired with pictures or symbols; ▪ sort pictures paired with words into common categories; ▪ relate new vocabulary to familiar words; and ▪ use information from pictures, symbols, or text to determine the meaning of unknown words. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ respond to new vocabulary that is introduced and taught directly; ▪ listen and respond to stories and informational text; ▪ identify familiar persons, objects, and actions by name in daily activities; ▪ match objects, pictures, gestures/signs, or symbols to tasks in routines. 			

STRAND: Reading Process

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.1.7.1	<ul style="list-style-type: none"> ▪ identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading; 	<p><u>Harcourt Storytown</u> Example: p.T45, Theme 1</p>					
LA.3.1.7.2	<ul style="list-style-type: none"> ▪ identify the author's purpose (e.g., to inform, entertain, persuade, or explain) in text and how an author's perspective influences text; 	<p>FCAT – MC Reporting Category 2-Reading Applications (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T53, Theme 1</p>	<p>Note: Perspective = point of view. Teacher questions should include questions that ask students to determine the author's perspective and/or point of view.</p>				
LA.3.1.7.3	<ul style="list-style-type: none"> ▪ determine explicit ideas and information in grade-level text, including but not limited to, <ul style="list-style-type: none"> ○ main idea, relevant supporting details ○ strongly implied message and inference ○ chronological order of events; 	<p>FCAT – MC Reporting Category 2-Reading Applications (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T29 & 49, Theme 1</p>					
LA.3.1.7.4	<ul style="list-style-type: none"> ▪ identify cause-and-effect relationships in text; 	<p>FCAT – MC Reporting Category 2-Reading Applications (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T50, Theme 1</p>					

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.1.7.5	<ul style="list-style-type: none"> identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text; 	<p>FCAT – MC Reporting Category 2-Reading Applications (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T243, Theme 1</p>	<p>Note: Teachers should be sure to discuss differences in text organizational structure and how the author uses it to help impart meaning.</p>				
LA.3.1.7.6	<ul style="list-style-type: none"> identify themes or topics across a variety of fiction and non-fiction selections; 	<p>FCAT – MC Reporting Category 2-Reading Applications (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T432, Theme 1</p>					
LA.3.1.7.7	<ul style="list-style-type: none"> compare and contrast topics, settings, characters, and problems in two texts; 	<p>FCAT – MC Reporting Category 2-Reading Applications (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T432, Theme 1</p>	<p>Resource: Venn Diagram Sample Activity: Compare the pig in “Babe” to the pig in “Charlotte’s Web”.</p>				

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.							
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.1.7.8	<ul style="list-style-type: none"> ▪ use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to: <ul style="list-style-type: none"> ○ rereading ○ checking context clues ○ predicting, summarizing, questioning, and clarifying by checking context clues ○ predicting, summarizing, questioning, and clarifying by checking other sources. 	<ul style="list-style-type: none"> ▪ Running Record <p><u>Harcourt Storytown</u> Example: p.T224, Theme 1</p>					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ preview text features (e.g., title, headings, illustrations) and use prior knowledge to make predictions of content of text; ▪ identify the author's purpose (e.g., tell a story, give information) in familiar read-aloud text; ▪ identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g. who, what, where, when), and sequence of events; ▪ identify cause and effect relationships in pictures; ▪ identify similarities and differences within stories and informational text (e.g. topics, events); ▪ use strategies to repair comprehension, including but not limited to what happens next, connecting to life experiences, and checking own understanding when reminded. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ preview text features (e.g., illustrations, title) and use prior knowledge to make predictions about a story; ▪ identify familiar books that tell stories; ▪ identify details, including but not limited to who, what, and where, in read-aloud stories and informational text; ▪ identify familiar cause and effect relationships in pictures; ▪ identify similarities in elements, characters, and actions in read-aloud stories and informational text; ▪ use strategies to repair comprehension, including but not limited to connecting characters, actions, settings, and events in reading aloud stories and informational text to life experiences. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ recognize referent objects, pictures, gestures/signs, or symbols used in daily classroom activities; ▪ respond to pictures of characters, objects, or actions in familiar read-aloud and informational text used in daily activities; ▪ seek assistance to clarify the meaning of pictures, symbols, gestures/signs, or words in classroom activities with prompting. 			

STRAND: Literary Analysis

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.2.1.1	<ul style="list-style-type: none"> understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama); 	<u>Harcourt Storytown</u> Example: p.T130, Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> Skills & Strategies 					
LA.3.2.1.2	<ul style="list-style-type: none"> identify and explain the elements of story structure, including character/character development, setting, plot, chronological order, character point of view, and problem resolution in a variety of fiction; 	FCAT – MC Reporting Category 3: Literary Analysis Fiction/Non-fiction (See Appendix A) <u>Harcourt Storytown</u> Example: p.T32, Theme 1	Resource: Story Map				
LA.3.2.1.3	<ul style="list-style-type: none"> identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language); 	<u>Harcourt Storytown</u> Example: p.T164, Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> Skills & Strategies 					
LA.3.2.1.4	<ul style="list-style-type: none"> identify an author’s theme, and use details from the text to explain how the author developed that theme; 	<u>Harcourt Storytown</u> Example: p.T71, Theme 1	Example: The theme in the <i>Frog and Toad</i> books is Friendship.				
LA.3.2.1.5	<ul style="list-style-type: none"> respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); 	<u>Harcourt Storytown</u> Example: p.T148, Theme 1					

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.2.1.6	<ul style="list-style-type: none"> write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution; 		Resource: <ul style="list-style-type: none"> How to Write a Book Report: http://www.infoplease.com/homework/wsbookreportelem.html Book Report Form: http://office.microsoft.com/en-us/templates/TC300018061033.aspx?CategoryID=CT101043361033 Book Report Ideas: http://www.proteacher.com/070092.shtml 				
LA.3.2.1.7	<ul style="list-style-type: none"> Will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings and objects; 	FCAT – MC Reporting Category 3: Literary Analysis Fiction/Non-fiction (See Appendix A) <u>Harcourt Storytown</u> Example: p.T48, Theme 1					

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.2.1.8	<ul style="list-style-type: none"> select a balance of age-and ability-appropriate fiction materials to read (e.g. chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<u>Harcourt Storytown</u> Example: p.T26, Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> Literacy Centers in Reading Log 	Resource: The District Reading List				

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> identify common forms of literature (e.g., stories, poetry); Identify characters, settings, main problem, and sequence of events in fiction; Identify words that describe people, objects, and feelings in poetry; Identify the main idea or topic of a literature selection; Recognize the meaning of figurative language (e.g., raining cats and dogs); Write a description of a literature selection that identifies characters, setting, main problem, or events; Respond to a read-aloud literature selection by relating the main idea or events to life experiences; Select a variety of fiction materials to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Identify common forms of literature (e.g., familiar stories, rhyming poetry); Identify characters, settings, and actions in read-aloud fiction; Identify words that describe people in read-aloud poetry; Identify the topic of a familiar literature selection; Contribute to a written description that identifies the main topic, characters, actions, or setting from a read-aloud story, and Contribute to a group response to read-aloud literature by connecting characters, actions, settings, or events to life experiences; Select fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Respond to patterns of language in read-aloud literature (e.g., predictable books, poetry); Identify characters or objects in familiar stories; Use referent objects, gestures/signs, pictures, symbols, or words to respond to characters, objects, or actions from a familiar read-aloud story; Express a preference for familiar read-aloud stories, or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge.
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STRAND: Literary Analysis

Non-Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.2.2.1	<ul style="list-style-type: none"> ▪ identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations); 	<p>FCAT – MC Reporting Category 3: Literary Analysis Fiction/Non-fiction (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T213, Theme 1</p>	<p>Activity: Text Walk: Similar to picture walks, text walks involve going through a text before reading it and looking at all of the headings, inserts and words that are italicized or bolded in order to activate prior knowledge and attend to important information. Make sure that your students know that the pictures, diagrams, and other inserts in a text include important information and should be read before anything else on that page.</p>				
LA.3.2.2.2	<ul style="list-style-type: none"> ▪ use information from the text to answer questions related to explicitly stated main ideas or relevant details; 	<p><u>Harcourt Storytown</u> Example: p.T68, Theme 1</p>					
LA.3.2.2.3	<ul style="list-style-type: none"> ▪ organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing; 	<p><u>Harcourt Storytown</u> Example: p.T224, Theme 1</p>	<p>Resource: Graphic Organizers</p> <ul style="list-style-type: none"> • http://www.indiana.edu/~reading/ieo/bibs/graphetele.html 				
LA.3.2.2.4	<ul style="list-style-type: none"> ▪ identify the characteristics of a variety of types of text (e.g., reference, children's news magazines, practical/functional texts); <ul style="list-style-type: none"> ○ practical/functional text could be a recipe or a "how to" article 	<p><u>Harcourt Storytown</u> Example: p.T419, Theme 1</p>					

Non-Fiction **Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.

Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.2.2.5	<ul style="list-style-type: none"> ▪ select a balance of age and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history) based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><u>Harcourt Storytown</u> Example: p.T26, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Literacy Centers 					

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Identify text features (e.g., title, headings, illustrations); ▪ Use information from read-aloud text with graphics to answer literal questions; ▪ Identify main ideas or topics in non-fictional text; ▪ Identify non-fiction text (e.g., simple reference materials, picture dictionary); ▪ Select a variety of non-fiction materials on different topics to listen to or read; based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Identify text features (e.g., illustrations, title); ▪ Use information in pictures, symbols, and words to answer literal questions; ▪ Identify topics in non-fiction read-aloud text ▪ Identify familiar non-fiction pictures, symbols, or read-aloud text (e.g., photographs, signs); ▪ Select non-fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Recognize referent objects, pictures, or symbols, used in daily classroom activities; ▪ Respond purposefully to referent objects or pictures of persons, objects, or actions in familiar read-aloud informational text used in daily activities; ▪ Respond to differences in referent objects, gestures/signs, pictures, or symbols used in routines; ▪ Express a preference for familiar read-aloud non-fiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge.
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STRAND: Writing Process

Pre-Writing		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.					
Benchmark: The student will prewrite by:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.3.1.1	<ul style="list-style-type: none"> generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material); 	<ul style="list-style-type: none"> Wakulla Writes Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T59, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Writing 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook -Ideas 				
LA.3.3.1.2	<ul style="list-style-type: none"> determining the purpose (e.g., to entertain, to inform, to communicate, to explain) and the intended audience of a writing piece; 	<ul style="list-style-type: none"> Wakulla Writes Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T59, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Writing 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook -Ideas -Voice 				
LA.3.3.1.3	<ul style="list-style-type: none"> using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea. 	<ul style="list-style-type: none"> Wakulla Writes Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T59, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Writing 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook -Organization 				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> Generating ideas for writing about a picture related to desired topics or experiences through activities (e.g., responding to prompts, viewing pictures, listening to text, group discussion); Identifying the purpose for writing (e.g. inform, tell a story). 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Prewrite by generating ideas for pictures that tell a story about persons, objects, actions, or events through activities (e.g., responding to questions, exploring objects, viewing pictures). 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Associate information or wants and needs with referent objects, gestures/signs, pictures, symbols, or words. 		

STRAND: Writing Process

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.					
Benchmark: The student will draft writing by:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.3.2.1	<ul style="list-style-type: none"> Using a pre-writing plan to develop the main idea with supporting details that describe or provide facts and/or opinions; 	<ul style="list-style-type: none"> Wakulla Writes Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T75, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Writing 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook -Ideas 				
LA.3.3.2.2	<ul style="list-style-type: none"> Organizing information into a logical sequence through the use of time-order words and cause/effect transitions. 	<ul style="list-style-type: none"> Wakulla Writes Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T75, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Writing 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook -organization 				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> Creating a picture; Developing a description of topics or experiences; Sequencing ideas in a logical manner. 		<p><i>Supported:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> Creating a picture; Dictating words, phrases, or sentences to tell a story or describe the picture. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Make an initial attempt to convey information, wants, and needs, with prompting as necessary, using referent objects, gestures/signs, pictures, symbols, or words. 			

STRAND: Writing Process

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.					
Benchmark: The student will revise by:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.3.3.1	<ul style="list-style-type: none"> ▪ Evaluating the draft for use of ideas and content; logical organizations, voice (e.g., formal or informal), point of view, and word choice; <ul style="list-style-type: none"> ○ Examples of each of these are found in the Six Traits of Writing Notebook 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T75, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Writing 	<p>Resource:</p> <ul style="list-style-type: none"> • Six Traits of Writing Notebook 				
LA.3.3.3.2	<ul style="list-style-type: none"> ▪ Creating clarity by using a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning; 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T75, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Writing 	<p>Resource:</p> <ul style="list-style-type: none"> • Six Traits of Writing Notebook -Sentence Fluency -Organization 				
LA.3.3.3.3	<ul style="list-style-type: none"> ▪ Creating interest by adding supporting details (e.g. dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus, word walls); <ul style="list-style-type: none"> ○ Students should be taught the difference between elaborations and extensions. See Appendix C. 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T75, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Writing 	<p>Resource:</p> <ul style="list-style-type: none"> • Six Traits of Writing Notebook -Ideas -Word Choice 				
LA.3.3.3.4	<ul style="list-style-type: none"> ▪ Applying appropriate tools or strategies to refine the draft (e.g. peer review, checklists, rubrics). 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T85, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Writing 	<p>Resource:</p> <ul style="list-style-type: none"> • Six Traits of Writing Notebook -rubric section 				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will revised the draft by:</p> <ul style="list-style-type: none"> ▪ Reviewing the picture dictation; ▪ Changing the description or picture to add or modify details or rearrange sequence of ideas; ▪ Using strategies or resources to improve the draft (e.g., teacher review, dictionary). 		<p><i>Supported:</i> The student will revised the draft by:</p> <ul style="list-style-type: none"> ▪ Reviewing the picture and dictation; ▪ Adding details to the picture and dictation with prompting; ▪ Copying dictated words and phrases. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs. 			

STRAND: Writing Process

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.					
Benchmark: The student edits writing for grammar and language conventions, including the correct use of :		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.3.4.1	<ul style="list-style-type: none"> Spelling, using spelling patterns and generalizations (e.g., word families, diphthongs, consonant diagraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T30-31, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Word Work Phonics & Spelling 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook -Conventions 				
LA.3.3.4.2	<ul style="list-style-type: none"> Capitalization for proper nouns, including holidays, product names, titles used with someone’s name, initials, and geographic locations; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Grammar Lessons 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook -Conventions 				
LA.3.3.4.3	<ul style="list-style-type: none"> Punctuation, including end punctuation, apostrophes, commas, quotation marks in dialogue, and apostrophes in singular possessives; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Grammar Lessons 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook -Conventions 				
LA.3.3.4.4	<ul style="list-style-type: none"> Present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Grammar Lessons 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook -Conventions 				
LA.3.3.4.5	<ul style="list-style-type: none"> Subject/verb and noun/pronoun agreement in simple and compound sentences; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Grammar Lessons 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook -Conventions 				

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.					
Benchmark: The student edits writing for grammar and language conventions, including the correct use of :		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.3.4.6	<ul style="list-style-type: none"> ▪ End punctuation for command, declarative, interrogative, and exclamatory sentences. 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Grammar Lessons 	<p>Resource:</p> <ul style="list-style-type: none"> • Six Traits of Writing Notebook -Conventions 				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will edit writing for the correct use of:</p> <ul style="list-style-type: none"> ▪ Left-to-right progression and sequencing; ▪ Common spelling patterns for phonetically regular CVC words and spelling of high frequency words using a word bank or other resource as necessary; ▪ Capitalization, including familiar names and the pronoun "I." 		<p><i>Supported:</i> The student will correctly use:</p> <ul style="list-style-type: none"> ▪ Left-to-right progression and sequencing for words and phrases; ▪ Capitalization of own first and last name. 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Adjust nonverbal expression or language (e.g., referent objects, gestures/signs, pictures, symbols, words) with prompting as necessary to communicate wants and needs. 		

STRAND: Writing Process

Publishing		Standard: The student will write a final product for the intended audience.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.3.5.1	<ul style="list-style-type: none"> Prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia); 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Reading/Writing Weekly Writing Lesson 					
LA.3.3.5.2	<ul style="list-style-type: none"> Add graphics where appropriate; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Reading/Writing Weekly Writing Lesson 					
LA.3.3.5.3	<ul style="list-style-type: none"> Share the writing with the intended audience. 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Reading/Writing Weekly Writing Lesson 					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> Produce writing that is clear, legible, and appropriate for the purpose; Share the writing with others 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Produce pictures with legible and understandable stories or descriptions; Share the picture stories with others. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Effectively communicate information, wants, and needs using referent objects, gestures/signs, pictures, symbols, or words. 			

STRAND: Writing Applications

Creative		Standard : The student develops and demonstrates creative writing					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.4.1.1	<ul style="list-style-type: none"> ▪ Write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; 	<ul style="list-style-type: none"> ▪ Wakulla Writes ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Reading/Writing ▪ Weekly Writing Lesson 	<p>Resource:</p> <ul style="list-style-type: none"> • Six Traits of Writing Notebook 				
LA.3.4.1.2	<ul style="list-style-type: none"> ▪ Write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format. ○ Note: This is asking that the student experience writing in a variety of formats. 	<ul style="list-style-type: none"> ▪ Wakulla Writes ▪ Writing Portfolio (See Appendix F)v <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Reading/Writing ▪ Weekly Writing Lesson 	<p>Resource:</p> <ul style="list-style-type: none"> • Six Traits of Writing Notebook -Conventions 				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Write a narrative that includes a main idea and characters; ▪ Contribute to group writing of poetry, rhymes, or songs. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Produce a narrative by creating a picture that tells a story about familiar persons, objects, or actions with dictated words and phrases; ▪ Recite poetry, rhymes, and chants with expression; ▪ Contribute to group recitation of poetry, rhymes, and chants with expression. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Communicate information that tells about familiar persons, objects, and actions; ▪ Respond to patterns of language in read-aloud poems, rhymes, and songs. 			

STRAND: Writing Applications

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.4.2.1	<ul style="list-style-type: none"> Write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics); 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Reading/Writing Weekly Writing Lesson 	<p>Resource: S</p> <ul style="list-style-type: none"> ix Traits of Writing Notebook <p>Connection: Social Studies, Science, Health, Math</p>				
LA.3.4.2.2	<ul style="list-style-type: none"> Record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Reading/Writing Weekly Writing Lesson 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook <p>Connection: Social Studies, Science, Health, Math</p>				
LA.3.4.2.3	<ul style="list-style-type: none"> Write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Reading/Writing Weekly Writing Lesson 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook <p>Connection: Social Studies, Science, Health, Math</p>				
LA.3.4.2.4	<ul style="list-style-type: none"> Write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Reading/Writing Weekly Writing Lesson 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook <p>Connection: Social Studies, Science, Health, Math</p>				
LA.3.4.2.5	<ul style="list-style-type: none"> Write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map. 	<p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Reading/Writing Weekly Writing Lesson 	<p>Connection: Social Studies, Math</p>				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> Record information (e.g., lists, logs, labels) related to a topic; Write labels for common objects in the classroom; Create expository text with pictures and sentences that contain relevant information about a topic; Write thank-you notes and simple messages; Produce functional text (e.g., two-step directions, rules) by creating instructions with pictures and sentences. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Record expository information by creating pictures and dictating labels or lists; Compose informal invitations, messages, and thank-you notes by copying from a model; Produce functional text (e.g., one-step directions for daily activities) by creating pictures and dictating words, phrases and sentences. 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Express wants and needs; Communicate information about daily activities; Communicate information about familiar persons, objects, or actions, using non-verbal expression, gestures/signs, pictures, symbols, or words. 		

STRAND: Writing Applications

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.							
Benchmark: The student will:		Assessment / Correlation Information		Resources/Notes		10/11	11/12	12/13	13/14
LA.3.4.3.1	<ul style="list-style-type: none"> Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader. 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><i>Harcourt Storytown</i> See the following sections throughout text:</p> <ul style="list-style-type: none"> Reading/Writing Weekly Writing Lesson 							
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES									
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> Create a picture of a preferred item (e.g., food, pet, person) and dictate a reason why this item is the favorite. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Choose a favorite item (e.g., food, pet, toy, person) and tell what he or she likes about it. 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Communicate a preference for familiar persons, objects or actions in daily activities. 				

STRAND: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.5.1.1	<ul style="list-style-type: none"> ▪ Demonstrate beginning cursive writing skills. <ul style="list-style-type: none"> ○ Cursive writing is introduced and taught in third grade. The Zaner Bloser method of letter formation is used. (See Appendix D) 	<u>Zaner Bloser TE</u>					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<i>Independent:</i> The student will <ul style="list-style-type: none"> ▪ Write words using upper case and lower case letters, proper spacing, and sequencing. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> ▪ Write first name and copy letters and words from left-to-right with a visual cue. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ Use pictures, symbols, gestures/signs, or words to communicate meaning. 			

STRAND: Communication

Listening and Speaking							Standard: The student effectively applies listening and speaking strategies.			
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14			
LA.3.5.2.1	<ul style="list-style-type: none"> Recall, interpret, and summarize information presented orally; 	<u>Harcourt Storytown</u> See the following sections throughout text: <ul style="list-style-type: none"> Speaking & Listening Activities 								
LA.3.5.2.2	<ul style="list-style-type: none"> Plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion. 	<u>Harcourt Storytown</u> See the following sections throughout text: <ul style="list-style-type: none"> Speaking & Listening Activities 								
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES										
<i>Independent:</i> The student will <ul style="list-style-type: none"> Identify details from a variety of oral presentations (e.g., stories, poems, skits, songs, information); Present information orally using appropriate voice, eye contact, and body movements for the occasion. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> Identify details from oral presentations (e.g., stories, songs, verbal messages); Use words, phrases, and simple sentences for oral expression in classroom activities using appropriate voice. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> Attend to oral presentations (e.g., stories, songs, verbal messages); Use language and nonverbal expression to communicate in daily group activities. 						

STRAND: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.6.1.1	<ul style="list-style-type: none"> read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task. 	<p>FCAT – MC Reporting Category 4: Informational Text/Research Process (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T32-33, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Skills & Strategies 					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> Read information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Use information in pictures, symbols, and environmental print to answer questions and perform tasks. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Recognize pictures of persons and objects to perform specific tasks in daily activities. 			

STRAND: Information and Media Literacy

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.6.2.1	<ul style="list-style-type: none"> ▪ Determine information needed for a search by narrowing or broadening a topic, identify key words; 	<p>Harcourt <i>Storytown</i> Example: p.T12-13, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Theme Project 	<p>Note: This could happen with a topic search using print materials or an Internet search. The point is learning techniques for finding the information the student needs to find. It is understood that this occurs with grade level appropriate materials and topics.</p>				
LA.3.6.2.2	<ul style="list-style-type: none"> ▪ Use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information; 	<p>Harcourt <i>Storytown</i> Example: p.T12-13, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Theme Project 	<p>Connection: Social Studies and Science reports.</p>				
LA.3.6.2.3	<ul style="list-style-type: none"> ▪ Communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map); 	<p>Harcourt <i>Storytown</i> Example: p.T12-13, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Theme Project 	<p>Connection: Social Studies and Science reports.</p>				

Research Process **Standard:** The student uses a systematic process for the collection, processing, and presentation of information.

Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.6.2.4	<ul style="list-style-type: none"> ▪ Record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas). 	<p><u>Harcourt Storytown</u> Example: p.T319, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Writing 	<p>Example: Citing sources for a science fair project.</p>				

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Generate ideas for a search; ▪ Use resources (e.g., pictures, non-fiction books) to obtain information; ▪ Communicate responses to search questions in dictated, written or visual format (e.g., picture stories); ▪ Identify titles, authors, and illustrators of books. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Use objects and pictures to identify topics for a search; ▪ Use teacher-recommended materials (e.g., objects, pictures, read-aloud text) to obtain information; ▪ Communicate responses to search questions using dictated words or phrases and pictures; ▪ Identify titles and authors on the book covers of familiar books. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Select a familiar object to explore; ▪ Explore and interact with the functions of the selected object; ▪ Communicate about the selected object using nonverbal expression, gestures/sign, pictures, symbols, or words; ▪ Recognize familiar books or print materials.
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STRAND: Information and Media Literacy

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.6.3.1	<ul style="list-style-type: none"> Determine main content and supporting details, including distinguishing fact from opinion, in a print media message; 						
LA.3.6.3.2	<ul style="list-style-type: none"> Identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production. 		Example: Use of PowerPoint or other presentation software for a report; production of school news; production of a class video.				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<i>Independent:</i> The student will <ul style="list-style-type: none"> Identify main ideas and details in print media (e.g., pictures, symbols, text); Identify basic production elements used in media messages (e.g., color, sound, animation). 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> Identify details in print media (e.g. pictures, symbols, text); Recognize basic productions elements used in familiar media messages (e.g. color, sound). 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> Respond to familiar print media (e.g., pictures, symbols, text); Respond to basic production elements in media messages (e.g., motion sound). 			

STRAND: Information and Media Literacy

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.3.6.4.1	<ul style="list-style-type: none"> Use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); 						
LA.3.6.4.2	<ul style="list-style-type: none"> Use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats. 						
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<i>Independent:</i> The student will <ul style="list-style-type: none"> Use appropriate available technologies to enhance communication; Use digital tools (e.g., writing, drawing software) to produce pictures, letters and words. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> Use an appropriate available technology to enhance communication; Use digital tools (e.g., writing, drawing software) to produce pictures, letters and words. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> Use an appropriate available technology to enhance communication; Use technology resources to support learning. 			

APPENDIX A
Specific FCAT Test Specification Information

Reporting Category 1—Vocabulary

LA.3.1.6.3

Benchmark The student will use context clues to determine meanings of unfamiliar words.

Benchmark Clarification The student, using context clues, will identify the meaning of an unfamiliar word.

Content Focus Context Clues

Content Limits Grade-level appropriate texts will be used to assess words unfamiliar to most students. Excerpted text will contain clear and sufficient context for determining the meaning of the assessed word. The unfamiliar word will be no more than two grade levels above the assessed grade.

Text Attributes Texts will be literary or informational.
Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain a word unfamiliar to most students, and sufficient context must be present for students to determine the meaning of the word.

Distractor Attributes Distractors may include, but are not limited to, the following:

- Incorrect meanings of the assessed word;
- Meanings of the assessed word that are correct but are not appropriate for the context surrounding the word;
- Contextual meanings drawn from the text but unrelated to the assessed word or question; and
- plausible but incorrect distractors based on the text.

Sample Items **Context Clues**

Read these sentences from the story.

His toes grabbed a long thin willow branch that hung out over the water. But the branch sagged under his weight.

When the branch sagged it

- A. *bent B. disappeared C. dripped D. grew

Context Clues

Read these sentences from the story.

With one more powerful swish of her tail and a snap of her jaws, the wet blackbird would be hers—feet, feathers, and all?

But just as the bass was about to lunge for the bird, an otter came streaking through the water.

When the bass was about to lunge for the bird, she meant to

- A. dive down and swim under him.
- B. *move quickly forward and grab him.
- C. jump out of the water and splash him.
- D. turn around and swim away from him.

Reporting Category 1—Vocabulary

LA.3.1.6.7

Benchmark	The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.
Benchmark Clarification	The student will identify familiar base words with prefixes and/or suffixes to determine the meanings of complex words in a text. Simple analysis and/or direct inference may be required.
Content Focus	Base Words, Affixes
Content Limits	Grade-level appropriate texts will contain vocabulary for assessing prefixes (e.g., <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , <i>in-</i> , <i>non-</i>), suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i> , <i>-less</i> , <i>-able</i> , <i>-ly</i> , <i>-or</i> , <i>-ness</i>), and base words. Assessed words will be on grade level. Contractions will not be assessed. Excerpted text will contain the assessed word to provide clear and sufficient context.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain appropriate words to assess knowledge of base words or affixes.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• incorrect meanings of words• correct meaning of words that do not fit the context• words with construct similar to correct response(e.g., same prefix);• plausible but incorrect distracters based on the text.
Sample Items	<p>Base Words Read this sentence from the article. You can make a collection box of stuff to leave for birds so they can help themselves. Which word has the same base word as <i>collection</i>? A. Collar B. *collector C. Conclusion D. Condition</p> <p>Affixes Read this sentence from the story. The little brown bird held tightly to a stem and flapped his wings. If <i>tight</i> means “firm,” what does <i>tightly</i> mean? A. To make firm B. Able to be firm C. One who is firm D. *in a way that is firm</p>

Reporting Category 1—Vocabulary

LA.3.1.6.8

Benchmark	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.
Benchmark Clarification	The student will use antonyms and synonyms to determine the meaning of a word within a text. Simple analysis and/or direct inference may be required to comprehend the meaning of the word.
Content Focus	Antonyms, Synonyms
Content Limits	Grade-level appropriate texts will use antonyms and synonyms to determine the meaning of a word within a text. Simple analysis and/or direct inference may be required to comprehend the meaning of the word. Homophones and homographs will not be assessed. Contractions will not be assessed. The terms <i>synonym</i> and <i>antonym</i> will not be used in the stem construction. Wording will be similar to <i>means almost the same as</i> or <i>has the opposite meaning of</i> . Excerpted text will contain the assessed word to provide clear and sufficient context.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain appropriate words to assess knowledge of synonyms and antonyms at grade level.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• incorrect meanings of assessed words• meanings of the assessed words that are correct but are not appropriate for the context;• words with construct similar to correct response(e.g., same prefix);• words and details drawn from the text but unrelated to the assessed word or question; and• plausible but incorrect distracters based on the text. Note: Items assessing antonyms will NOT include synonyms as distracters; conversely, items assessing synonyms will not include antonyms as distractors.
Sample Items	<p>Synonyms Which pair of words from the story has almost the SAME meaning? A. *noticed, saw B. dropped, hung C. grabbed, spilled D. struggled, screamed</p> <p>Antonyms Read this sentence from the story. Now his parents circled wildly above him, squawking and shrieking. Which word has the OPPOSITE meaning of the word <i>wildly</i>? A. bravely B. *calmly C. faithfully D. merrily</p>

Reporting Category 1—Vocabulary

LA.3.1.6.9

Benchmark

The student will determine the correct meaning of words with multiple meanings in context. *Also assesses LA.3.1.6.6 The student will identify “shades of meaning” in related words (e.g., blaring, loud).*

Benchmark Clarification

The student will analyze words that have multiple meanings and determine the correct meanings of the words as used in the text. For shades of meaning, the student will analyze the word to determine small, subtle differences in meaning between related words (e.g., glance, glare, and peek all refer to the concept of looking, but each one has a different meaning or connotation.).

Content Focus

Multiple Meanings, Analyze Words in Text

Content Limits

Grade-level appropriate texts will be used to assess words with multiple meanings or shades of meaning. The words will be assessed using words below grade level, or on grade level. Excerpted text will contain clear and sufficient context to determine the meaning of the assessed word.

Text Attributes

Texts will be literary or informational.

Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain words with multiple meanings or shades of meaning and must provide clear and sufficient context for the student to determine the correct meaning.

Distractor Attributes

Distractors may include, but are not limited to, the following:

- Correct meanings of the assessed word but inappropriate to the text;
- Meanings drawn from the text but unrelated to the meaning of the assessed word or question;
- Incorrect connotation of a word based on the use of the word in the text (use only to assess shades of meaning);
- Words constructed similarly to the correct response; and
- plausible but incorrect distracters based on the text.

Sample Items

Multiple Meanings

Read this sentence from the article.

Keep your bird station away from places where cats hang out.

Which meaning of the word *station* is the same one used in the sentence above?

- A. *location B. office C. rank D. situation

Multiple Meanings

Read this sentence from the article.

Scientists think that the white stuff reminds birds of cotton fluff they find in the wild.

- A. The wild kitten would not let us pet it.
B. My uncle makes us laugh with his wild stories.
C. The swimmer enjoyed playing in the wild waves.
D. *We saw the most beautiful flowers growing in the wild.

Analyze Words in Text

Read this sentence from the article.

Even though birds can help us recycle some of our junk by using it to build nests, they also need to use lots of natural materials.

What feeling does the word *junk* create?

- A. alarm *B. dislike C. pleasure D. worry

Reporting Category 2—Reading Application

LA.3.1.7.2

- Benchmark** The student will identify the author’s purpose (e.g., to inform, entertain, or explain) in text and how an author’s perspective influences text.
- Benchmark Clarification** The student will identify the author’s purpose or perspective. The student will analyze the impact of the author’s purpose or perspective within a text.
- Content Focus** Author’s Purpose; Author’s Perspective
- Content Limits** Grade-level appropriate texts used in assessing author’s purpose will contain an identifiable author’s purpose for writing, including, but not limited to, informing, telling a story, conveying a particular mood, entertaining, or explaining. The author’s perspective will be recognizable within texts.
- Text Attributes** Texts will be literary or informational.
Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts may include, but are not limited to, persuasive articles, diaries, and informational articles.
- Distractor Attributes** Distractors may include, but are not limited to, the following:
- facts and details that do not support the author’s purpose or represent the author’s perspective;
 - incorrect interpretations of the author’s purpose or perspective;
 - incorrect analysis or evaluation of the impact of the author’s purpose or perspective on the text; and
 - plausible but incorrect distractors based on the text.
- Note: Distractors will NOT be a list of general categories (e.g., to inform, to persuade) but will include specific examples related to the text.
- Sample Items**
- Author’s Purpose**
Why did the author MOST LIKELY write the story “Swim, Baby, Swim!”?
- B. to show how pond animals live B. *to tell about a bird learning to fly
C. to explain why fish hunt young birds. D. to describe how animals raise their babies
- Author’s Perspective**
With which statement would the author of this article MOST LIKELY agree?
- E. *Birds show us how to recycle.
F. Birds create trash for us to recycle.
G. Birds need our help to build their nests.
H. Birds prefer natural materials in their nests.

Reporting Category 2—Reading Application

LA.3.1.7.3

Benchmark	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.
Benchmark Clarification	The student will determine the main idea (state or implied), locate relevant details and facts, draw logical conclusions, or make appropriate inferences within or across grade-level appropriate texts. In addition, students will identify chronological order (sequencing of events).
Content Focus	Main Idea (state or implied), Relevant Details, Conclusions/Inferences, Chronological Order
Content Limits	Grade-level appropriate texts will include an identifiable main idea (state or strongly implied) and relevant details from which students may draw logical conclusions or make inferences. In addition, a text may conclude a clear, identifiable chronological order (sequence of events). Paraphrasing will not be assessed. Multiple-choice items may assess a student’s ability to identify a strongly stated main idea.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include a main idea (state or strongly implied), relevant details, and an identifiable chronological order that will enable students to draw logical conclusions and make appropriate inferences.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• Details that do not support the main idea;• Incorrect interpretations of the main idea;• Incorrect inferences or conclusions based on details found in the text;• Events that are drawn from the text and presented out of order, and• plausible but incorrect distracters based on the text.
Sample Items	Main Idea What is the MOST important lesson the young bird learns in this story? A. Stay close to your nest. B. *Be careful where you land. C. Swimming is easier than flying. D. The marsh is sager than the pond.

Relevant Details

At the end of the story, where does the young bird land safely?

- A. On the shore
- B. *in the cattails
- C. In the farm pond.
- D. On a willow branch

Chronological Order

What happens AFTER the baby bird falls into the pond but BEFORE his is noticed by the bass?

- A. *He learns to swim.
- B. He reaches the shore.
- C. He is saved by an otter.
- D. He is fed by his parents.

Reporting Category 2—Reading Application

LA.3.1.7.4

Benchmark	The student will identify cause-and-effect relationships in text.
Benchmark Clarification	The student will identify cause-and-effect relationships within text. Additionally, the student may need to discern a causal relationship implied in the text through the assimilation of facts and details provided.
Content Focus	Cause and Effect
Content Limits	Grade-level appropriate texts used in assessing cause-and-effect relationships will contain identifiable causal relationships embedded in the text and/or contain sufficient facts and details to assist students in discerning implied causal relationships. When constructing cause-and-effect items using literary text, situations between characters may be attributed to benchmark LA.3.2.1.2 and the content focus of character development and/or character point of view.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include an identifiable cause-and-effect relationship that may be state or implied.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• incorrect causal relationships based on text;• incorrect rationales and /or interpretations of implied causal relationships; and• plausible but incorrect responses based on the text
Sample Items	<p>Cause and Effect Birds probably chose white yarn over other colors because the white yarn</p> <p>A. is short. B. Is warm. C. Looks like cotton in the wild. D. Looks like lint from a clothes dryer.</p> <p>Cause and Effect Why does the little bird fall in the pond?</p> <p>A. *He slips off a thin branch. B. He is learning how to swim. C. His wings get tired from flying. D. His wing tips dip too low in the water.</p>

Reporting Category 2—Reading Application

LA.3.1.7.5

Benchmark	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.
Benchmark Clarification	The student will identify the text structures/organizational patterns and determine how they impact meaning within text.
Content Focus	Text Structures/Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events)
Content Limits	Text structures found within grade-level appropriate texts will be identifiable and may include, but are not limited to, comparison/contrast, cause/effect, and sequence of events (chronological order). Lists will not be assessed as a text structure/organizational pattern. Text features will not be assessed in this benchmark but will be assessed in LA.3.2.2.1 for literary text and LA.3.4.1.1 for informational text.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text structures must be clearly evident as indicated by signal words and phrases. Texts will contain an identifiable organizational pattern.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• Incorrect interpretations of text structures/organizational patterns;• Incorrect relationships (e.g., cause/effect, comparison/contrast) within the organizational pattern;• Incorrect details drawn from text;• Incorrect sequence of events (chronological order); and• plausible but incorrect responses based on the text Note: Distractors may include a brief elaboration on how the organizational pattern impacts meaning in the text and will NOT be a list of general categories (e.g., sequence of events [chronological order], compare/contrast, cause/effect)/
Sample Items	Text Structure What information can be found under the heading “Picky, Picky”? <ol style="list-style-type: none">A. a description of a nestB. A comparison of nestsC. The steps to build a nextD. *the reason nests are built

Reporting Category 2—Reading Application

LA.3.1.7.6

Benchmark	The student will identify themes or topics across a variety of fiction and nonfiction selections.
Benchmark Clarification	The student will identify themes (e.g., save our earth, never give up) or topics (e.g., recycling, citizenship, freedom) that may be stated or implied within a text. Note: In Grade 3, students are required to work within only one text.
Content Focus	Themes or Topics (Grade 3 within one text)
Content Limits	Grade-level appropriate texts used to assess themes and/or topics must have a clear and identifiable topic and theme.

Text Attributes Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include an identifiable theme or topic.

Distractor Attributes Distractors may include, but are not limited to, the following:

- Facts and details that may contribute to but do not significantly support the theme or topic;
- Facts, details, or ideas drawn from the text but unrelated to the test item;
- Incorrect interpretation of the theme or topic;
- A summary statement that is unrelated to the overall theme; and
- plausible but incorrect responses based on the text.

Note: Theme is neither the story’s plot (what happens) nor the story’s topic expressed in a word (e.g., childhood, friendship).
A theme must be stated in a complete sentence or phrase (e.g., *the rewards of old age*, or *Old age can be a time of great satisfaction*).

Sample Items

Topics
What topic is covered in this article?

- A. Collecting trash
- B. Protecting nature
- C. *recycling in nature
- D. Decorating with scraps

Reporting Category 2—Reading Application

LA.3.1.7.7

Benchmark	The student will compare and contrast elements, settings, characters, and problems in two texts.
Benchmark Clarification	The student will identify similarities between elements within one text or will identify differences between elements within one text (e.g., between two settings, characters, and problems). Note: In Grade 3, students are required to work within only ONE text.
Content Focus	Compare (similarities: Grade 3 within one text); Contrast (differences: Grade 3 within one text)
Content Limits	Grade-level appropriate texts will include elements that can be compared or contrasted and may include, but are not limited to, character, setting, subject, author’s purpose, author’s perspective, and main idea. When constructing compare-and-contrast items using literary text, situations involving one or more characters changing over time will be assessed under LA.3.2.1.2 and the content focus of character development. When constructing a test question, <i>alike or different</i> is the preferred wording for this benchmark; however, in Grade 3, those words will appear in all capital letters. Similarities and differences will not be assessed together.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include elements that compare or contrast. To assess this benchmark within a text, items will be based upon elements that can be compared or contrasted.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• Incorrect comparison;• Incorrect contrast;• Similarities or differences that are drawn from the text but unrelated to the test question;• Facts and details drawn from the text but unrelated to the test question; and• plausible but incorrect responses based on the text. Note: In constructing a comparison item distractors will NOT contrast elements. In a contrast item, distractors will NOT compare elements.
Sample Items	Compare Read the sentence from the article “Birds Do It! RECYCLE!” Yarn is big on an oriole’s shopping list when nest building. What is the author comparing an oriole to in the above sentence? <ul style="list-style-type: none">A. A bird that can write.B. A bird that collects paperC. A person who lives in a houseD. *a person who buys things at a store

Contrast

How do the parents change from BEFORE the baby bird falls into the pond to AFTER he lands on the shore?

- A. First they are calm; then they are anxious.
- B. First they are peaceful; then they are restless.
- C. First they are protective; then they are relaxed.
- D. *First they are nervous; then they are frightened.

Reporting Category 3—Literary Analysis – Fiction/Nonfiction

LA.3.2.1.2

Benchmark

The student will identify and explain the elements of story structure, including character/character development, setting, plot and problem/resolution in a variety of fiction.

Benchmark Clarification

The student will identify and interpret elements of story structure within a text. The student will also identify and interpret other literary elements, such as character development, character point of view, setting, and plot within a text. In addition, the student identifies how story events in the text contribute to problem/resolution. Note: In Grade 3, students are required to work within only one text.

Content Focus

Character Development; Character Point of View; Setting; Plot Development; Problem/Resolution

Content Limits

Texts will be grade-level appropriate and contain identifiable literary elements (e.g., character development/character point of view, setting, plot development, problem/resolution).

Text Attributes

Texts will be literary and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.

To assess this benchmark, items will be based on one text that contains a variety of literary elements.

Distractor Attributes

Distractors may include, but are not limited to, the following:

- Details that may contribute to but do not significantly support plot, character development, and problem/resolution;
- Facts, details, or ideas drawn from the text but unrelated to the test item;
- Inaccurate interpretations of character, point of view, plot development, setting, or problem/resolution; and
- plausible but incorrect responses based on the text.

Note: In constructing a comparison items distractors will NOT contrast elements. In a contrast item, distractors will NOT compare elements.

Sample Items

Plot Development

What is the young bird’s MAIN problem in the story?

- A. finding the marsh
- B. drying his feathers
- C. *getting out of the pond
- D. escaping from the otter

Character Development

Which word BEST describes the parents in this story?

- A. brave
- B. curious
- C. gentle
- D. *protective

Reporting Category 3—Literary Analysis – Fiction/Nonfiction

LA.3.2.1.7

Benchmark	The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.
Benchmark Clarification	The student will identify and interpret the author’s use of descriptive or figurative language and will determine how the author’s use of language impacts meaning in grade-appropriate text.
Content Focus	Descriptive Language (e.g., mood, imagery); Figurative Language (e.g., simile, metaphor, personification)
Content Limits	Grade-level appropriate texts will contain clear examples of descriptive language (e.g., mood, imagery) and figurative language (e.g., simile, metaphor, personification). Common idioms and symbolism will not be assessed.
Text Attributes	Texts will be literary and may include, but are not limited to fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.
Distractor Attributes	Distractors may include, but are not limited to, <ul style="list-style-type: none">• Examples of descriptive language or figurative language drawn from the text but unrelated to the test item;• Inaccurate interpretations of descriptive language or figurative language; and• plausible but incorrect responses based on the text. Note: In constructing a comparison items distractors will NOT contrast elements. In a contrast item, distractors will NOT compare elements.
Sample Items	Descriptive Language Read these sentences from the story. Meanwhile, the bird’s frantic parents were watching from the willow tree. They shrieked and screamed and darted about in the branches while the young bird swam on. What mood does the author create by writing that the bird’s parents <i>shrieked</i> and <i>screamed</i> . <ul style="list-style-type: none">A. gloomyB. joyfulC. proudD. *scary

Figurative Language

How is the author comparing the little bird's parents to humans?

- A. humans crying loudly
- B. humans singing beautifully
- C. humans teaching their children
- D. *humans calling to their children

Reporting Category 3—Literary Analysis-Fiction/Nonfiction

LA.3.2.2.1

Benchmark

The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).

Benchmark Clarification

The student will identify and determine meaning from a variety of text features.

Content Focus

Text Features (e.g., titles, subtitles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, stanzas, and text boxes)

Content Limits

Text features will be assessed within grade-level appropriate texts that may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama. Texts will include a single, identifiable text feature or a variety of text features. Tables of contents, glossaries, indices, and key/guide words will not be assessed.

Text Attributes

Texts will be literary and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, or drama. Stimuli found in texts may include titles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, stanzas, and text boxes.

Distractor Attributes

Distractors may include, but are not limited to, the following:

- Facts and details or other information drawn from text features but unrelated to the test item;
- Incorrect analysis and interpretation of text features;
- Incorrect or irrelevant information drawn from text features; and
- plausible but incorrect responses based on the text.

Note: Items will NOT ask the student for literal references, such as

- *On what page would you find... ?*
- *In which chapter would you find... ?; or*
- *In what kind of reference book would you find information about... ?*

Note: When assessing a text feature, (e.g., subheadings/captions), options can be developed from other areas of the text but should be parallel and balanced.

Sample Items

Text Features

Which sentence from the story BEST describes what is happening in the illustration on page _____?

- A. He fluffed up his feathers.
- B. He dipped his wing tips low into the water.
- C. The little bird blinked his dark eyes and looked around.
- D. *The little brown bird held tightly to a stem and flapped his wings.

Text Features

The purpose of the illustration on page _____ is to show the reader

- A. why the baby bird slips.
- B. who helps the baby bird.
- C. how the baby bird escapes the bass.
- D. *how the baby bird reaches the shore.

Reporting Category 4: Informational Text/Research Process

LA.3.6.1.1

Benchmark	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
Benchmark Clarification	The student will identify and determine meaning from a variety of text features. Note: In Grade 3, students are required to work within only one text.
Content Focus	Locate, Interpret, Organize Information; Text Features (e.g., titles, subtitles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, text boxes)
Content Limits	Text features will be assessed within grade-level appropriate texts that may include, but are not limited to, functional reading materials (e.g., consumer documents, how-to articles, brochures, fliers, websites, other real-world documents). Texts will include a single, identifiable text feature or a variety of text features. Making a report, conducting interviews, preparing to take a test, and performing a task will not be assessed.
Text Attributes	Texts will be literary and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, or drama. Stimuli found in texts may include titles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, stanzas, and text boxes. Texts may include, but are not limited to, functional reading materials (e.g., consumer documents, how-to articles, brochures, fliers, websites, other read-world documents).
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• Facts and details or other information drawn from text features but unrelated to the test item;• Incorrect analysis and interpretation of text features;• Incorrect or irrelevant information drawn from text features; and• plausible but incorrect responses based on the text. Note: Items will NOT ask the student for literal references, such as <ul style="list-style-type: none">• <i>On what page would you find...?</i>• <i>In which chapter would you find...?; or</i>• <i>In what kind of reference book would you find information about...?</i>
Sample Items	Locate, Interpret, Organize Information Under which heading would you MOST LIKELY find information on materials birds find in the wild? <ul style="list-style-type: none">A. Picky, PickyB. What a YarnC. For the Birds!D. *Do It Naturally

Text Features

Why are there lines and numbers on the picture of the birdhouse?

- A. to tell what kinds of birds will use the birdhouse
- B. to label the most important parts of the birdhouse
- C. *to mark some of the steps of building a birdhouse
- D. to count the materials needed to make a birdhouse**

Text Features

Based on the article, what is the purpose for the twigs, grass, and moss listed in the “Materials you will need” section?

- A. to make the birdhouse stronger
- B. to make the birdhouse look larger
- C. to make the birdhouse more beautiful
- D. *to make it more natural to blend in with the trees

APPENDIX B
220 High Frequency Words
Source: Dolch

Listed in order of decreasing frequency

the	there	would	around	help	tell	us	read
to	some	me	want	make	much	three	why
and	out	will	don't	going	keep	our	own
he	as	yes	how	sleep	give	better	found
a	be	big	know	brown	work	hold	wash
I	have	went	right	yellow	first	buy	slow
you	go	are	put	five	try	funny	hot
it	we	come	too	six	new	warm	because
of	am	if	got	walk	must	ate	far
in	then	now	take	two	start	full	live
was	little	long	where	or	black	those	draw
said	down	no	every	before	white	done	clean
his	do	came	pretty	eat	ten	use	grow
that	can	ask	jump	again	does	fast	best
she	could	very	green	play	bring	say	upon
for	when	an	four	who	goes	light	these
on	did	over	away	been	write	pick	sing
they	what	yours	old	may	always	hurt	together
but	so	its	by	stop	drink	pull	please
had	see	ride	their	off	once	cut	thank
at	not	into	here	never	soon	kind	wish
him	were	just	saw	seven	made	both	many
with	get	blue	call	eight	run	sit	shall
up	them	red	after	cold	gave	which	laugh
all	like	from	well	today	open	fall	
look	one	good	think	fly	has	carry	
is	this	any	ran	myself	find	small	
her	my	about	let	round	only	under	

APPENDIX C

Elaborations and Extensions in Writing

When scoring writing and helping students understand how to improve writing we can look at three very concrete aspects in regards to IDEAS. In the student’s writing you will see:

- **Bare ideas** – this is the topic or basic statement of the writing. Example: *Last week we went to the beach.*
- **Extensions** – this is a listing of ideas that are related to the bare idea. Extensions, however, do not provide vivid details. Examples: *We sat on the sand. We saw many birds. We waded in the water.*
- **Elaboration** – this provides details about the extension. An elaboration occurs any time the author steps into the writing and ‘explodes the moment’. Example: *When we waded in the water I stepped on a crab. It pinched my toe with its claw. I ran screaming back up on the beach.*

If a student is able to write bare ideas and extensions and has basic organization (beginning, middle, and end) the logical place to work with the student to improve his/her writing is to teach elaboration. In FCAT Writing a paper that has extensions and clear organization would score a “3.0”. In order to move to a “4.0” the student would have to have at least one elaboration.

DO	DON'T
<ul style="list-style-type: none"> • Explain and model the difference between elaboration and extensions with students. Read examples from good literature and from student papers. Show them how to elaborate. 	<ul style="list-style-type: none"> • Just tell students to elaborate.
<ul style="list-style-type: none"> • Have students revise papers to add elaboration. 	<ul style="list-style-type: none"> • Tell students there must be three paragraphs, and each paragraph must have an elaboration.
<ul style="list-style-type: none"> • Have students limit the number of points and/or paragraphs and focus on the quality of their elaboration on fewer points. 	<ul style="list-style-type: none"> • Require a five-paragraph essay.
<ul style="list-style-type: none"> • Have students write for many purposes, audiences, and situations in draft format. 	<ul style="list-style-type: none"> • Require that every piece of writing be taken to publication.
<ul style="list-style-type: none"> • Have students maintain a writing portfolio. 	<ul style="list-style-type: none"> • Put only ‘perfect’ work in the portfolio. It should include many, many different types of writing at a variety of stages in the writing process.

Appendix D

Manuscript Letters

a b c d e f g h i j k l m n o
p q r s t u v w x y z
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

All letters begin at the top and as much as possible are made without picking up the pencil (one continuous stroke). Exceptions to the continuous stroke rule are letters that must be crossed or dotted and the letters k, x, y, K, Q, X, and Y. For further help with the strokes consult the Zaner-Bloser Kindergarten Handwriting Text.

Appendix E – Steps to Mastery of Vocabulary

Step 1: Provide a description, explanation, or example of the new term. This should be student friendly while maintaining the integrity of the word's meaning. Work at building experience with the word. Use the student's senses as much as possible.

Step 2: Ask students to restate the description, explanation, or example in their own words. You are not asking the students to simply repeat what you have said. You are asking that they construct their own descriptions and develop their own examples. These may not be comprehensive at first but must be monitored to assure that there are no major errors.

Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase. This forces students to think of the term in a totally different way. This must be modeled. Students will often prefer to just copy your definition because it is easier, but this defeats the purpose. You may allow students to work together at first. Students may draw an actual picture of the words, a symbol for the word, an example of the word, or a graphic representing the word. Students may also dramatize using cartoon figures and bubbles.

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks. Some sample activities include, but are not limited to,

- Marking a prefix or suffix that will help them remember the meaning
- Identifying synonyms or antonyms
- Drawing an additional picture or graphic
- Listing related words
- Writing brief cautions or reminders of common confusions
- Comparing and contrasting terms

Step 5: Periodically ask students to discuss terms with one another. Students can

- Compare their descriptions of the term
- Describe/explain their pictures to each other
- Identify areas of disagreement or confusion
- Choose a word to teach to another student
- Make up riddles to describe the word for another student to guess

Step 6: Involve students periodically in games that allow them to play with terms. Jeopardy and Pictionary formats can be used. Some samples are provided on the next page.

IMPORTANT: Students must have MULTIPLE experiences with a word in order for it to go into long term memory. Teachers should post words on the class word wall. Teachers should also revisit and hold students accountable for words from previous years as appropriate to the content.

- adapted from **Building Academic Vocabulary** by Robert Marzano and Debra Pikerling

Appendix F – The Writing Portfolio

Ongoing assessment is key in the writing classroom. Having students maintain a Writing Portfolio allows both teacher and student to view and analyze writing progress.

THE WRITING PORTFOLIO AND ASSESSMENT

Formative: As a part of the instructional process, formative assessment provides information that helps teachers adjust instruction to meet student needs throughout the grading period.

Summative: Benchmark assessments that occur periodically to determine where a student is in relation to the standard. This is a snapshot of the student's learning at a specific point in time.

DETERMINE THE PURPOSE OF THE WRITING PORTFOLIO

Is it for progress monitoring your students so that you can adjust your instruction to meet their needs (formative)? Is it to compile representative works in order to show student achievement (summative)? Is it for a combination of these things?

WHAT IS IMPORTANT?

It is important for the student to evaluate according to the Six Traits his/her own work in the portfolio and determine areas of need and areas of growth. It is important to have a variety of writing in a variety of stages in the portfolio. It is important for the portfolio to be active (often looked at, assessed, added to, and revised by student and teacher) rather than static (a lot of paper to which no one refers until it goes home at the end of the year). A portfolio is not just a storage folder.

Management of the Writing Portfolio:

- **Who 'owns' the portfolio?** The student owns the portfolio. However, it is usually best if the portfolio remains in the writing classroom. Portfolios should be kept in an established place so that students are able to access them as needed.
- **Who determines what is placed in the portfolio?** Both the teacher and the student make decisions about what is kept in the portfolio. It should include a variety of writing genres in a variety of stages. Drafts as well as published pieces should be kept to show student growth and showcase performance. Not every piece of writing needs to be kept. All pieces should be dated. Some examples of writing might be:
 - Reflective Writing piece (letter to reviewer)
 - Personal Expressive Writing (memoir, etc.)
 - Literary Writing (poetry, plays, etc.)
 - Expository and Persuasive Writing (speech, editorial, etc.)
 - Pieces from two or three other categories
 - Scored writing from demand prompts
- **How often is the portfolio viewed?** The portfolio should be actively included in writing assessment. Students should pull draft pieces from the portfolio when working on revision. The writing in the portfolio should be the pieces in which the students have invested a part of themselves resulting in ownership of the writing. Teachers should use the pieces in the portfolio to conference with students about areas of growth. Teachers can use the portfolio to note areas of needs that they will work on with students, but from the student standpoint it should be a showcase of growth.

Resource(s):

- http://www.upcsinstitute.org/DMSFiles/Powerful_Portfolio_Handout.doc
- http://www.education.ky.gov/users/otl/KYWritingHnbk/Spring_2007_Handbook_Update_pages_Parts_I_and_II_all_grades.pdf
- <http://www.mandygregory.com/ManagementIdeasforWritersWorkshop.htm>
- <http://denaharrison.com>

**APPENDIX G:
FCAT READING REPORTING CATEGORIES AND CONTENT FOCUS CHART**

FCAT READING BENCHMARKS GRADES 3-5		
Reporting Category 1: Vocabulary		Content Focus
<p>Grade 3 LA.3.1.6.3 Grade 4 LA.4.1.6.3 Grade 5 LA.5.1.6.3</p>	<p>The student will use context clues to determine meanings of unfamiliar words.</p>	<ul style="list-style-type: none"> • Context clues
<p>Grade 3 LA.3.1.6.7 Grade 4 LA.4.1.6.7 Grade 5 LA.5.1.6.7</p>	<p>The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.</p> <p>The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.</p> <p>The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.</p> <p><i>All assesses LA. 5.1.6.11 – The student will use meaning of familiar roots and affixes derived from Greek And Latin to determine meanings of unfamiliar complex words.</i></p>	<ul style="list-style-type: none"> • Base Words • Affixes • Roots (grade 5)
<p>Grade 3 LA.3.1.6.8 Grade 4 LA.4.1.6.8 Grade 5 LA.5.1.6.8</p>	<p>The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of unfamiliar complex words.</p>	<ul style="list-style-type: none"> • Antonyms • Synonyms
<p>Grade 3 LA.3.1.6.9 Grade 4 LA.4.1.6.9 Grade 5 LA.5.1.6.9</p>	<p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.3.1.6.6 – The student will identify “shades of meaning” in related words (e.g., blaring, loud)</i></p> <p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA,4.1.6.6 – The student will identify “shades of meaning” in related words (e.g., blaring, loud)</i></p> <p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA,5.1.6.6 – The student will identify “shades of meaning” in related words (e.g., blaring, loud)</i></p>	<ul style="list-style-type: none"> • Multiple Meanings • Analyze Words in Text

Reporting Category 2: Reading Application		Content Focus
<p>Grade 3 LA.3.1.7.2 Grade 4 LA.4.1.7.2 Grade 5 LA.5.1.7.2</p>	<p>The student will identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text.</p> <p>The student will identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text.</p>	<ul style="list-style-type: none"> • Author’s Purpose • Author’s Perspective
<p>Grade 3 LA.3.1.7.3 Grade 4 LA.4.1.7.3 Grade 5 LA.5.1.7.3</p>	<p>The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order or events.</p> <p>The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message, inferences, chronological order of events, summarizing, and paraphrasing.</p> <p>The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.</p>	<ul style="list-style-type: none"> • Main Idea (state or implied) • Relevant Details • Conclusions/Inferences • Chronological Order
<p>Grade 3 LA.3.1.7.4 Grade 4 LA.4.1.7.4 Grade 5 LA.5.1.7.4</p>	<p>The student will identify cause-and-effect relationships in text.</p>	<ul style="list-style-type: none"> • Cause and Effect
<p>Grade 3 LA.3.1.7.5 Grade 4 LA.4.1.7.5 Grade 5 LA.5.1.7.5</p>	<p>The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.</p>	<ul style="list-style-type: none"> • Text Structures/Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events)
<p>Grade 3 LA.3.1.7.6 Grade 4 LA.4.1.7.6 Grade 5 LA.5.1.7.6</p>	<p>The student will identify themes or topics across a variety of fiction and nonfiction selections</p>	<ul style="list-style-type: none"> • Themes/Topics (Grade 3 within one text; Grades 4-5 within/across texts)
<p>Grade 3 LA.3.1.7.7 Grade 4 LA.4.1.7.7 Grade 5 LA.5.1.7.7</p>	<p>The student will compare and contrast elements, settings, characters, and problems in two texts.</p> <p>The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).</p> <p>The student will compare and contrast elements in multiple texts</p>	<ul style="list-style-type: none"> • Compare (similarities: Grade 3 within one text; Grades 4-5 within/across texts) • Contrast (differences: Grade 3 within one text; Grades 4-5 within/across texts)

Reporting Category 3: Literary Analysis—Fiction/Nonfiction		Content Focus
Grade 3 LA.3.2.1.2	The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.	<ul style="list-style-type: none"> • Character Development • Character Point of view • Setting • Plot Development • Problem/Resolution
Grade 4 LA.4. 2.1.2	The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.	
Grade 5 LA.5.2.1.2	The student will locate and analyze the elements of plot structure, including exposition, setting character development, rising/falling action, problem-resolution, and theme in a variety of fiction	
Grade 3 LA.3.2.1.7 Grade 4 LA.4.2.1.7 Grade 5 LA.5.2.1.7	The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects	<ul style="list-style-type: none"> • Descriptive Language (e.g., mood, imagery) • Figurative Language (e.g., simile, metaphor, personification)
Grade 3 LA.3. 2.2.1	The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).	<ul style="list-style-type: none"> • Text Features (e.g., titles, subtitles, headings, text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, stanzas)
Grade 4 LA.4.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).	
Grade 5 LA.5. 2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).	
Reporting Category 4: Informational Text/Research Process		Content Focus
Grade 3 LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.	<ul style="list-style-type: none"> • Locate, Interpret, Organize Information • Text Features (e.g., titles, subtitles, headings, text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps, key/legends)
Grade 4 LA.4.6.1.1	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).	
Grade 5 LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions.	
Grade 5 LA.5.6.2.2	The student will reading and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.	<ul style="list-style-type: none"> • Determine the Validity and Reliability of Information (within/across texts)