

Utah Core Essential Elements and Range of Complexity Examples for English Language Arts

Third Grade

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COMMON CORE ESSENTIAL ELEMENTS AND COMPLEXITY EXAMPLES FOR THIRD GRADE

Third Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Key Ideas and Details</p> <p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>EERL.3.1. Answer questions to demonstrate understanding of text.</p>	<p>Students will: EERL.3.1. Ask and answer questions to demonstrate understanding of a text. Ex. While reading or listening to a text, ask a question, “Why stop?” Ex. While reading or listening to a text, answer questions about the text.</p> <p>Students will: EERL.3.1. Answer questions to demonstrate understanding of a text. Ex. Select from choices the picture of a character from the story in response to the question, “Who got a new toy?” Ex. Answer question about the setting of a story, pointing to illustrations in the text to show the answer.</p> <p>Students will: EERL.3.1. With prompting, answer questions to demonstrate understanding of a text. Ex. Answer question by pointing to picture/word with guidance and support (e.g., after asking the question, the teacher says, “Remember that the boy said he could put it in his backpack. Which would fit in his backpack?”).</p> <p>Students will: EERL.3.1. With guidance and support, answer a question from a familiar book about a personal experience. Ex. After repeated shared readings of a book about a class activity, select the correct object when asked, “What did we make?”</p>

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<p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>EERL.3.2. Retell stories, including fables, folktales, and myths from diverse cultures, including details from the text.</p>	<p>Students will: EERL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures, including key details from the text. Ex. After repeated shared reading of a folktale (<i>The Day it Rained Tortillas</i>), give a recount of the tale including key details in own words. Ex. After repeated shared reading from the collection <i>African Myths and Folktales</i>, recount one or more of the myths or folktales, including key details in own words.</p> <p>Students will: EERL.3.2. Retell stories, including fables, folktales, and myths from diverse cultures, including details from the text. Ex. After repeated shared reading of a folktale (<i>The Day it Rained Tortillas</i>), retell it, including details. Ex. After repeated shared reading from the collection <i>African Myths and Folktales</i>, retell one or more of the myths or folktales, including details. Ex. After repeatedly listening to and shared reading of fairy and folktales, use technology to answer questions about them.</p> <p>Students will: EERL.3.2. Retell parts of stories, including fables, folktales, and myths from diverse cultures, including details from the text. Ex. After repeated shared reading of a fable (e.g., <i>The Tortoise and the Hare</i>), retell any part of the story, including a detail (e.g., the hare was brown). Ex. While looking through the pages of a familiar folktale, tell about two or more pages of the book.</p> <p>Students will: EERL.3.2. With guidance and support, identify a detail from a familiar story, fable, folktale, or myth.</p>

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		Ex. After repeated shared reading of a familiar fable (e.g., <i>The Tortoise and the Hare</i>), identify a picture of a race to show what they were doing.
<p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>EERL.3.3. Identify the traits, motivations, or feelings of characters in a story.</p>	<p>Students will: EERL.3.3. Describe the traits, motivations, or feelings of characters in a story. Ex. After hearing a reading of <i>Pinocchio</i> and being asked, “Tell me something about Pinocchio,” respond, “Lies.”</p> <p>Students will: EERL.3.3. Identify the traits, motivations, or feelings of characters in a story. Ex. During a shared reading of the book <i>Ramona Quimby, Age 8</i>, respond to the question, “Was Ramona happy to be in school?”</p> <p>Students will: EERL.3.3. With prompting, identify the traits, motivations, or feelings of characters in a familiar story. Ex. Use symbols (happy face, sad face), pictures, or words to identify the feelings of a specific character in a familiar story. Ex. Identify character’s feelings on a “feeling chart” with illustrations or pictures.</p> <p>Students will: EERL.3.3. With guidance and support, identify symbols, objects, or other factual representations of feelings depicted in a familiar story. Ex. Given a set of picture symbols, the teacher says, “The boy is really happy right now. Show me happy. Look for the picture that shows someone smiling. We smile when we are happy.”</p>
<p>Craft and Structure</p>	<p>EERL.3.4. Determine whether something</p>	<p>Students will: EERL.3.4. Determine which words or phrases in a text are literal versus</p>

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<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>described in the text could be true.</p>	<p>non-literal. Ex. Use graphic organizers to sort words and phrases (e.g., non-literal = “The cow jumped over the moon”; literal = Kansas and Maine are the names of real places in <i>Sarah, Plain and Tall</i>).</p> <p>Students will: EERL.3.4. Determine whether something described in the text could be true. Ex. Find phrases that would be silly (e.g., not true) in a story, such as <i>raining cats and dogs</i>. Ex. Read a variety of silly stories (e.g., <i>Alone in His Teacher’s House; Wayside School is Falling Down; Silly Mixed Up Farm</i>) and identify whether elements of the story could be true (yes) or not true (no).</p> <p>Students will: EERL.3.4. Identify things in the text that have happened in their own life. Ex. During shared reading of <i>Miss Nelson is Missing</i>, use a single-message voice output device to say, “I did that” each time the teacher reads about something the students have done before. Ex. Given a list of events from a familiar story, mark yes or no indicating whether they have done that before.</p> <p>Students will: EERL.3.4. With guidance and support, identify one event from a story. Ex. Given an array of pictures, choose one that matches something that happened in the story. Ex. Answer yes-or-no questions to indicate whether an event was in the story.</p>
<p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking</p>	<p>EERL.3.5. Determine the beginning, middle, and end of a story.</p>	<p>Students will: EERL.3.5. Sequence the beginning, middle, and end of a story. Ex. Using picture clues or sentence strips, sequence three or more events</p>

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<p>about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>		<p>in the correct order. Ex. Act out a story, including the beginning, middle, and end in the correct order.</p> <p>Students will: EERL.3.5. Determine the beginning, middle, and end of a story. Ex. Use picture clues to identify an event that occurred in the beginning, middle, or end of the story. Ex. Using a story map, fill in the beginning and end of the story.</p> <p>Students will: EERL.3.5. Identify the beginning or ending of a story. Ex. Use picture clues to identify the beginning of a story. Ex. Given a story map with the beginning and middle completed, identify the ending.</p> <p>Students will: EERL.3.5. With guidance and support, identify one event from a story. Ex. Given an array of pictures, choose one that matches something that happened in the story. Ex. Answer yes-or-no questions to indicate whether an event was in the story.</p>
<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>EERL.3.6. Identify personal point of view about a character or the narrator.</p>	<p>Students will: EERL.3.6. Explain personal point of view about a character. Ex. State what they like and do not like about a character or narrator in a story. Ex. Express feelings about a character in the story and indicate why.</p> <p>Students will: EERL.3.6. Identify personal point of view about a character or narrator. Ex. Answer questions about how the students feel about the character in the story.</p>

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		<p>Ex. Identify the character in the story that the students feel is most like them.</p> <p>Students will: EERL.3.6. With prompts and support, state opinion about a character. Ex. Create a collage to promote a character students like. Ex. Answer the question, “Which characters do you like in the story?” and support the answer by selecting from three choices (“I like <i>Stuart Little</i> because he is small, he drives a car, and he loves his family”). Ex. Show feelings about a character using visuals (e.g., happy or sad face).</p> <p>Students will: EERL.3.6. Identify a favorite character in a story. Ex. Given an array of pictures of characters in the story, select a favorite.</p>
<p>Integration of Knowledge and Ideas</p> <p>RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>EERL.3.7. Identify parts of illustrations that depict a particular mood, setting, or character.</p>	<p>Students will: EERL.3.7. Identify the part of an illustration that supports mood, setting, or character as described in the text. Ex. After hearing the teacher read a portion of the text, find the part of the illustration that matches the text.</p> <p>Students will: EERL.3.7. Identify parts of illustrations that depict a particular mood, setting, or character. Ex. Find the part of the illustration that shows that the character is mad (e.g., the face, a fist, red face). Ex. Find the part of the illustration that shows that the setting is gloomy (e.g., clouds, gray sky, no color).</p> <p>Students will: EERL.3.7. Use illustrations to describe characters and setting. Ex. Using an illustration from the text, generate words (character and</p>

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		<p>setting), which are then put into sentences and are repeatedly accessed and used in the classroom (Calhoun’s Picture Word Inductive Model [PWIM]).</p> <p>Ex. Using an illustration of a character from the text, identify words from a list that describes how the character looks in the illustration.</p> <p>Students will: EERL.3.7. With guidance and support, identify character or setting in an illustration from the text. Ex. With guidance and support, identify the illustration that shows setting. Ex. With guidance and support, identify the character from the text within an illustration. Ex. Touch a picture of a character from the story when given two illustrations, at least one of which is from the story. Ex. Touch a picture of the setting of the story when given two illustrations, at least one of which is from the story.</p>
RL.3.8. (Not applicable to literature)	EERL.3.8. N/A	
RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	EERL.3.9. Identify similarities in the settings of two stories by the same author.	<p>Students will: EERL.3.9. Identify similarities and differences in settings of stories by the same authors. Ex. Using a graphic organizer (i.e., Venn diagram), identify similarities and differences in the setting for stories by the same author by placing the descriptive words in the appropriate position on the graphic organizer. Ex. Using a T-chart, identify what is alike and what is different between two books by the same author.</p> <p>Students will: EERL.3.9. Identify similarities in the settings of two stories by the same author.</p>

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		<p>Ex. Given two stories by the same author (e.g., Louis Sachar), identify similar settings and place those settings on a graphic organizer (i.e., Venn diagram). The diagram should illustrate similarities in the setting.</p> <p>Students will: EERL.3.9. Recognize that two stories have the same setting. Ex. Describe the setting in two stories and decide if they are the same or different (e.g., Narnia and Wayside School). Ex. Read two familiar stories and match each story with the setting (e.g., Narnia is in a forest; Wayside School in a building/schoolhouse).</p> <p>Students will: EERL.3.9. With guidance and support, identify the setting of a story. Ex. Touch an illustration from a story showing the setting. Ex. Identify the setting that is the same as in a familiar story.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>EERL.3.10. **This Literature Essential Element references all elements above.</p>	

Third Grade English Language Arts Standards: Reading (Informational Text)

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<p>Key Ideas and Details.</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>EERI.3.1. Answer questions related to a familiar text.</p>	<p>Students will:</p> <p>EERI.3.1. Ask and answer questions using the text or illustration as evidence. Ex. Develop a graphic organizer to illustrate/answer questions from the text. Ex. Highlight supporting evidence in an informational text via text or illustrations.</p> <p>Students will:</p> <p>EERI.3.1. Answer questions related to a familiar text. Ex. Place sticky notes next to text to answer a question written on the note. Ex. Use a highlighter to highlight a word or picture in text in answer to a question. Ex. Pick from an array words that answer questions about a familiar text.</p> <p>Students will:</p> <p>EERI.3.1. Answer questions related to a specific section of the familiar text. Ex. Answer a question by pointing to the detail/word in the text with prompts. Ex. Listen to directions and answer simple yes-or-no questions, such as “Does this part show how to bake the brownies?”</p> <p>Students will:</p> <p>EERI.3.1. With prompts and supports, answer questions about text or illustrations. Ex. Given a map of the school they have seen before, identify the location of the classroom.</p>
<p>RI.3.2. Determine the main idea of a text; recount the</p>	<p>EERI.3.2. Identify a detail of a text.</p>	<p>Students will:</p> <p>EERI.3.2. Determine the key details of a text.</p>

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<p>key details and explain how they support the main idea.</p>		<p>Ex. Use a graphic organizer to demonstrate key details of an informational text. Ex. Develop a timeline for a historical event that the class read about.</p> <p>Students will: EERI.3.2. Identify a detail of a text. Ex. Using guiding questions, identify a detail from a set of directions from choices (e.g., directions for a “paper airplane”; need “glue, paper”). Ex. Use text supporting illustrations to identify a detail about the text.</p> <p>Students will: EERI.3.2. With guidance and support, identify a detail of a text. Ex. Use guiding questions to identify key details. Ex. Use highlighting tape to find key details. Ex. Using wax string, encircle or underline key words or details in a text (or in a set of picture directions, identify a step).</p> <p>Students will: EERI.3.2. With guidance and support, match the topic of a text. Ex. Given two pictures, pick the one that is related to the text. Ex. After reading the title and steps for a series of directions, repeat the title.</p>
<p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>EERI.3.3. List the progression of a series of events.</p>	<p>Students will: EERI.3.3. Compare the progression of a series of events, ideas, and concepts (historical, scientific, or technical). Ex. Using a timeline, compare the beginning of a progression to the present (e.g., caterpillar--butterfly). Ex. After reading <i>From Seed to Plant</i>, sequence pictures in the correct order to show the growth of a seedling and match the appropriate text for size/stage of seed growth (i.e., small, medium, large or seed, seedling, plant).</p>

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		<p>Students will: EERI.3.3. List the progression of a series of events. Ex. Using a timeline, place events from an historical text in sequence. Ex. Using a graphic organizer, sequence events in a “first, then, then” progression. Ex. After reading <i>From Seed to Plant</i>, sequence pictures in the correct order to show the growth of a seedling.</p> <p>Students will: EERI.3.3. With prompting, list the progression of a series of events given the first event. Ex. Given three directions to complete a task and the first direction, use sequence strips to order the remaining steps in the procedure correctly. Ex. After repeated readings about Lewis and Clark’s expedition, place three pictures in sequence to represent progression of events on their expedition.</p> <p>Students will: EERI.3.3. With guidance and support, determine sequence of events. Ex. Shown the first step of a previously taught sequenced activity, indicate what comes next from illustrations on an activity sheet. Ex. Repeat a sequence of two directions in order.</p>
<p>Craft and Structure</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topics or subject area</i>.</p>	<p>EERI.3.4. Determine the meaning of vocabulary related to a familiar text.</p>	<p>Students will: EERI.3.4. Explain the meaning of key vocabulary specific to the text. Ex. Find the phrase or word that connects to a given definition. Ex. Find (highlight, identify, etc.) the sentence that describes the meaning of a key vocabulary word within the text.</p> <p>Students will: EERI.3.4. Determine the meaning of vocabulary related to a familiar text. Ex. Use visual tool (e.g., vocabulary graphic organizers) to visualize the</p>

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		<p>relationships between words and their possible meanings using pictures, definitions, or non-examples. Ex. Use an open-ended reading procedure to identify the correct word when choices are provided. Ex. Use a word bank to choose the meaning of a word in a familiar informational text. Ex. Use a picture dictionary to find the meaning of a word from a familiar text.</p> <p>Students will: EERI.3.4. Identify vocabulary in an informational text. Ex. Match vocabulary words to the word in a text. Ex. Choose from an array of familiar words to complete sentences read aloud by an adult.</p> <p>Students will: EERI.3.4. With guidance and support, locate identified vocabulary. Ex. Given choices read by the teacher, match pictures to words. Ex. Respond when hearing the correct word out of a choice of three words.</p>
<p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>EERI.3.5. Identify text features and search tools.</p>	<p>Students will: EERI.3.5. Identify text features and search tools to locate information. Ex. Select a key word to locate additional information about a topic. Ex. Identify Google as a search engine to locate information.</p> <p>Students will: EERI.3.5. Identify text features and search tools. Ex. From an array of three choices, identify a bold word in text. Ex. Identify a page number in a text. Ex. Use a kid-friendly search engine with adult assistance.</p>

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		<p>Students will: EERI.3.5. Identify text features. Ex. Point to text features, such as bolded words or illustrations.</p> <p>Students will: EERI.3.5. With guidance and support, identify text features. Ex. When given a verbal request, point to pictures of specific illustrations.</p>
<p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p>	<p>EERI.3.6. Identify a personal point of view about a text.</p>	<p>Students will: EERI.3.6. Distinguish between personal point of view and that of others. Ex. State “I think . . .” or the equivalent when telling what they think about an assignment and “They think . . .” or the equivalent when telling what the others think about a text.</p> <p>Students will: EERI.3.6. Identify a personal point of view about a text. Ex. Given three choices, select the choice that best represents their point of view about an assignment. Ex. Point to the part or step on an activity sheet that they like best.</p> <p>Students will: EERI.3.6. Identify personal point of view about the topic. Ex. Given two choices, select the choice that best represents their own point of view about a topic (e.g., “Do you like ____ activity or do you like ____ activity best?”).</p> <p>Students will: EERI.3.6. With guidance and support, express point of view about a topic. Ex. Respond with gestures or facial expressions to topic.</p>
<p>Integration of Knowledge and Ideas</p>	<p>EERI.3.7. Demonstrate an understanding of text by</p>	<p>Students will: EERI.3.7. Explain how certain visual elements and words in the text</p>

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<p>RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>connecting a visual element.</p>	<p>support the ideas or understanding of events. Ex. Describe how the pictures in <i>A Drop of Water</i> increase understanding of water. Ex. Given an array of visual elements from the text, identify one that best supports the events described in the text.</p> <p>Students will: EERI.3.7. Demonstrate an understanding of text by connecting a visual element. Ex. During shared reading about the westward movement, connect the covered wagon to travel. Ex. During a shared reading about the westward movement, connect Native Americans to illustrations of their dwellings (e.g., teepees and cliff dwellings).</p> <p>Students will: EERI.3.7. Identify a visual element in the text. Ex. Match pictures and objects to represent the illustrations in a text.</p> <p>Students will: EERI.3.7. With guidance and support, select a picture/object or section of text that supports the text. Ex. Touch objects from an array of choices that relate to the text. Ex. Use props to discuss the text.</p>
<p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>EERI.3.8. N/A (See EERI.3.3.)</p>	

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<p>RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>EERI.3.9. Identify similarities of two resources on the same topic.</p>	<p>Students will: EERI.3.9. Identify similarities and differences of two resources on the same topic. Ex. Given a Venn diagram that is explained to them, point out a similarity and a difference. Ex. During class discussion of two resources on the same topic, point out or say one similarity and one difference between the two.</p> <p>Students will: EERI.3.9. Identify similarities of two resources on the same topic. Ex. Sort pictures into two groups by a given feature. Ex. After shared reading of <i>A Frontier Fort on the Oregon Trail</i> and <i>The Journal of Jedediah Barstow: An Emigrant on the Oregon Trail</i>, identify a similarity between life in the fort and life on the wagon train.</p> <p>Students will: EERI.3.9. Locate a second resource on the same topic. Ex. Make a T-chart (what is alike/what is different). Ex. Categorize objects. Ex. From a display of three books recently read aloud in class (<i>Jedediah Barstow</i> and <i>Wayside School</i>), identify the book that was about the Oregon Trail.</p> <p>Students will: EERI.3.9. With guidance and support, identify the topic of one resource. Ex. Point to an object that is the topic of a resource the teacher is discussing. Ex. Touch a word or picture that is the topic of a resource the teacher is discussing (e.g., the teacher is showing resources about ducks and the student touches a card with the picture of a duck or the word <i>duck</i> on it.</p>

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<p>Range of Reading and Level of Text Complexity</p> <p>RI.3.10. By the end of the year, read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>EERI.3.10. **This Informational Text Essential Element references all elements above.</p>	

DRAFT

Third Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Phonics and Word Recognition</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>EERF.3.3. Apply letter-sound skills in decoding consonant sounds of familiar one-syllable words.</p> <p>a. In context, demonstrate basic knowledge of letter-sound correspondences.</p>	<p>Students will:</p> <p>EERF.3.3.a. Use letter-sound knowledge to accurately represent the initial sound in single-syllable words. Ex. Given a word spoken by an adult, indicate the initial sound from the magnet letters or the rubber stamp for the letter.</p> <p>Students will:</p> <p>EERF.3.3.a. In context, demonstrate basic knowledge of letter-sound correspondences. Ex. Given a sound spoken by an adult during a shared writing activity, say or point to the corresponding letter. Ex. During a shared reading or writing activity, the teacher points to a letter A and the students say the associated sound “/a/”. Ex. Given two different letter-sounds, identify the ___ letter.</p> <p>Students will:</p> <p>EERF.3.3.a. In context, recognize three or fewer letter-sound correspondences. Ex. Indicate the sound of the initial letter of own and peers’ names. Ex. During a shared writing activity of an alphabet book, indicate the letter or letters that match the sound produced by a teacher.</p> <p>Students will:</p> <p>EERF.3.3.a. Repeat letter-sounds. Ex. Repeat the beginning letter-sound for a familiar word after the teacher, when paired with representations of familiar words.</p>
<p>b. Decode words with common Latin suffixes.</p>	<p>EERF.3.3.b. With models and supports, decode single-syllable words with common spelling patterns</p>	<p>Students will:</p> <p>EERF.3.3.b. Decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes). Ex. Write words on folded strips of paper that allow the initial or final</p>

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	(consonant-vowel-consonant [CVC] or high-frequency rhymes).	<p>sound to be substituted to create a new word. Then, the student pronounces the new words.</p> <p>Students will: EERF.3.3.b. With models and supports, decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes). Ex. Given a printed keyword with a common spelling pattern (e.g., <i>cat</i>), use the word to decode a word that has the same spelling pattern (e.g., <i>bat</i>). Ex. Given a printed example of a common CVC word (e.g., <i>fan</i>), use that word to decode a word with the same vowel (e.g., <i>fat</i>). Ex. Given notecards placed in order with the letters t - o - p, listen to the teacher sound out the word, then blend and pronounce together. When the teacher trades the first sound (t) for a new card (m) repeat the process, this time independently.</p> <p>Students will: EERF.3.3.b. Identify the beginning sound of familiar words beginning with a single-consonant sound. Ex. Asked what the first sound in <i>cat</i> is, respond with the /k/ sound. Ex. Asked to indicate which word from two choices (<i>dog</i> and <i>cat</i>) begins with /d/ sound, point to <i>dog</i>.</p> <p>Students will: EERF.3.3.b. With guidance and support, identify the initial sound that matches. Ex. Given two picture cards (one of a cat and one of a dog) with the word written under it and asked which one is a cat, identify the picture/word card that matches.</p>
c. Decode multi-syllable words.	EERF.3.3.c. N/A	

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>d. Read grade-appropriate irregularly spelled words.</p>	<p>EERF.3.3.d. Recognize 40 or more written words.</p>	<p>Students will: EERF.3.3.d. Recognize 50 or more written words. Ex. Given a familiar book, read 50 or more words in the book with accuracy.</p> <p>Students will: EERF.3.3.d. Recognize 40 or more written words. Ex. Given a familiar book, read 40 or more words in the book with accuracy. Ex. Given a familiar text, such as a lunch menu, read the words on the menu. Ex. Given 40 word or picture cards, identify the words (<i>the, a, house, mother, father</i>, etc. – select high-frequency words from Dolch or Frye word lists).</p> <p>Students will: EERF.3.3.d. Recognize 10 or more written words. Ex. When asked, read 10 or more words on the classroom word wall (can point to words as the teacher calls them or read them orally). Ex. When given a list of familiar CVC words, successfully read 10 or more words.</p> <p>Students will: EERF.3.3.d. With guidance and support, identify personally relevant, familiar words. Ex. Recognize own name and friends’ names in print.</p>
<p>Fluency.</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>EERF.3.4. Read text comprised of familiar words to support comprehension.</p> <p>a. Read familiar text with</p>	<p>Students will: EERF.3.4.a. Read ability-appropriate, novel text with purpose and understanding. Ex. When given a new book at the same grade-level difficulty as previously read, read it successfully.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
a. Read grade-level text with purpose and understanding.	purpose and understanding.	<p>Ex. Answer questions about a novel text to demonstrate understanding.</p> <p>Students will: EERF.3.4.a. Read familiar text with purpose and understanding. Ex. Given a familiar text, read a selected passage. For example, when reading <i>Ribsy</i>, reads the passage, “Henry Huggins said”</p> <p>Students will: EERF.3.4.a. Listen to familiar text with purpose and understanding. Ex. Given a familiar text, listen to a familiar passage read aloud and answer comprehension questions.</p> <p>Students will: EERF.3.4.a. Listen to familiar text. Ex. When the teacher reads a familiar text, orient to the reader and attend to the task. Ex. Attend to a book on tape of a familiar text.</p>
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	EERF.3.4.b. N/A	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	EERF.3.4.c. Use context to determine missing words in familiar texts.	<p>Students will: EERF.3.4.c. Use context to determine missing words in a novel text. Ex. Complete MAZE tasks with ability-appropriate text that is unfamiliar. Ex. Listen while an adult reads a novel text and provide an appropriate word when the teacher provides an exaggerated pause. Ex. Use website activities to select words based on context clues.</p> <p>Students will: EERF.3.4.c. Use context to determine missing words in familiar texts.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. Complete MAZE tasks with familiar text.</p> <p>Ex. Listen while an adult reads a familiar text and provide an appropriate word when the teacher provides an exaggerated pause.</p> <p>Students will: EERF.3.4.c. Select from two words or symbols a word or item that completes a sentence in a way that makes sense.</p> <p>Ex. Select, during a predictable chart writing activity, a symbol reflecting a favored food to complete the sentence, "I like to eat . . ."</p> <p>Students will: EERF.3.4.c. With guidance and support, identify a word that completes a familiar statement.</p> <p>Ex. Given the statement, "My name is _____," fill in the blank.</p> <p>Ex. Given the statement, "I am _____ years old," provide a word to complete the sentence.</p>

Third Grade English Language Arts Standards: Writing²

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Text Types and Purposes</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p>	<p>EEW.3.1.a-b. Select a text and write to state an opinion about it and one reason to support the opinion.</p>	<p>Students will:</p> <p>EEW.3.1.a-b. Select a text and write to state an opinion about it with reasons to support the opinion.</p> <p>Ex. Select a book from the library, use a computer-based word bank to write <i>It's the best</i>, and then refer to the book to find two or more examples of what makes it the best and write about them.</p> <p>Ex. Select a text, write a word to express an opinion about it (e.g., <i>lk</i> [like]) and then add reasons (e.g., <i>fne</i> [funny], <i>gd pits</i> [good pictures]).</p> <p>Ex. Listen to a digital text, rate it, and type two or more reasons why.</p> <p>Students will:</p> <p>EEW.3.1.a-b. Select a text and write to state an opinion about it and one reason to support the opinion.</p> <p>Ex. Select a book from the library, use a computer-based word bank to write <i>It's the best</i>, and then refer to the book to find an example of what makes it the best and write about it.</p> <p>Ex. Select a text, write a word to express an opinion about it (e.g., <i>lk</i> [like]) and then, given a written frame with the word "because," add a reason (e.g., <i>fne</i> [funny]).</p> <p>Students will:</p> <p>EEW.3.1.a-b. With guidance and support, select a text and write, draw, or dictate an opinion about it and one reason to support the opinion.</p> <p>Ex. Select a book from a collection of recently read books and working with a teacher who guides the student to "write those words" and "type the sounds you hear in those words," use a talking word processor and word prediction software to write <i>good book</i> and add one reason (e.g., <i>lik</i></p>

² Throughout, writing can include standard writing instruments, computers, or alternative writing tools.

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>barz [Like bears]).</p> <p>Ex. Select a book from a collection of recently read books, state an opinion (e.g., “bad’), attempt to write the word, and then have a teacher show how to use a word wall word (e.g., <i>sad</i>) to spell the word conventionally.</p> <p>Ex. Select a book from a collection of recently read books, then the teacher navigates through the student’s multiple-message communication device to reveal messages that express an opinion and selects a message communicating an opinion (e.g., “It’s really good!”); when the teacher asks, “What makes it good?,” use the device to answer (e.g., says “boy,” which the teacher interprets to mean the student liked the main character, who was a boy) and write in chart form.</p> <p>Students will:</p> <p>EEW.3.1.a-b. With guidance and support, state an opinion about a book.</p> <p>Ex. Look at, touch, or take a book from a selection of two when the teacher asks, “Show me your favorite,” and then write <Student’s name> likes <name of book> on the small group chart text.</p> <p>Ex. The media specialist shows two books that the student might want to check out, and the student looks at one of them and smiles as the media specialist assists the child in completing a written checkout card or computer screen.</p> <p>Ex. In a small, teacher-led group, select 2-3 snack choices, write them down on a menu, and then select snack for later in the day from the menu.</p> <p>Ex. Look at, touch, or take a book from a selection of two when the teacher asks, “Show me your favorite.”</p> <p>Ex. The media specialist shows two books that the student might want to check out, and he or she looks at one of them and smiles.</p>
c. Use linking words and phrases (e.g., <i>because, therefore, since, for</i>	EEW.3.1.c. N/A	

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<i>example</i>) to connect opinion and reasons.		
d. Provide a concluding statement or section.	EEW.3.1.d. N/A	
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p>	<p>EEW.3.2.a-b. Select a topic and write about it, including one fact or detail.</p>	<p>Students will: EEW.3.2.a-b. Select a topic and write about it including facts or details. Ex. Select a topic by looking through a class photo album and then write labels for the people and objects in the photo. Ex. Select a topic from a book used during shared reading and then write facts from the book. Ex. Look through photos from a class field trip and select a picture (e.g., a flower) and then write about it using an alternative keyboard (e.g., producing <i>flowr</i> [flower], <i>red</i>, <i>levs</i> [leaves]).</p> <p>Students will: EEW.3.2.a-b. Select a topic and write about it, including one fact or detail. Ex. Select a topic by looking through a class photo album and then write a label for one of the items in the photo. Ex. Select a topic from a book used during shared reading and then write one fact from the book. Ex. Select a topic from a class chart of recent activities and then write a remembered detail with an alternative keyboard (e.g., <i>garden</i>, <i>dg dr</i> <dig dirt>).</p> <p>Students will: EEW.3.2.a-b. Write a fact or detail about a given topic. Ex. Given an interactive whiteboard with a bank of words on a given topic, select words from the bank that are related to the topic to write a fact or detail about it. Ex. Select a fact or detail about a given topic from a list of facts and details. Ex. Given a repeated line frame, contribute one detail to a group list about</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>the topic (e.g., whales: Whales eat <fish>. Whales eat <krill>. Whales eat <plankton>.).</p> <p>Ex. Having been read a short text by the teacher, suggest one idea to the class’s semantic web of details (e.g., pterodactyl: winged lizard, 40 feet long, flies, eats bugs, has four fingers), which the teacher writes and adds to the class dinosaur blog.</p> <p>Students will: EEW.3.2.a-b. With guidance and support, select a topic for use during shared writing. Ex. Given a choice of three topics to use during shared writing, eye gaze, point, or touch one to indicate a choice which the group will then write about and read aloud for the student. Ex. Select the topic for a shared writing activity from two or more choices offered by the teacher, and then select a related picture on the topic to type about, from which the teacher will model a related fact (e.g., child has a picture of a rock and types “ewfsatrhgr” and the teacher says, “I like your writing. I could use that <i>r</i> (as she points) and write ‘rock.’ I see a rock”).</p>
c. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	EEW.3.2.c. N/A	
d. Provide a concluding statement or section.	EEW.3.2.d. N/A	
W.3.3. Write narratives to develop real or imagined experiences or events	EEW.3.3.a. Select an event or personal experience and write one thing about it.	Students will: EEW.3.3.a. Select an event or personal experience and write several things about it.

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		<p>Ex. Choose to write about own birthday and write <i>pte</i> [party], <i>fnd</i> [friends], <i>icm</i> [ice cream] and <i>sg</i> [sing].</p> <p>Ex. Choose to write about going to visit grandparents and write <i>fn</i> [fun] and <i>pla</i> [play].</p> <p>Students will: EEW.3.3.a. Select an event or personal experience and write one thing about it. Ex. Choose to write about his own birthday and write <i>pte</i> [party]. Ex. Choose to write about going to visit grandparents and write <i>fn</i> [fun].</p> <p>Students will: EEW.3.3.a. With guidance and support, select an event or personal experience and write one thing about it. Ex. Choose to write about own birthday party and, with support from the teacher who stretches out the word to isolate the sounds, write <i>prte</i> [party]. Ex. Choose to write about the “fun” had going to visit grandparents and with support from the teacher, who stretches out the word to isolate the sounds, write <i>fan</i> [fun].</p> <p>Students will: EEW.3.3.a. With guidance and support, select an event or personal experience to write about in shared writing. Ex. Choose, by looking, pointing, or touching, an event from two choices presented by the teacher, which the teacher then writes in the group’s shared text. Ex. Given a teacher modeling the use of a multiple-message voice output device and talking about the messages on the student’s <i>My News</i> page, select a message on a personal experience to use in shared writing (e.g., <i>I went to my dad’s softball game. They won</i>), which the teacher will write</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>down, reread aloud while pointing, and save.</p> <p>Ex. Express a reaction to a personal experience to be shared (e.g., after the teacher reviews free choice selections engaged in that day, she points to and labels each of the visual supports, and asks, “Did you like it?” The student responds [e.g., indicates <i>yes</i> by smiling], and the teacher writes, <i>Brian liked art. Brian did not like the sand table. Brian liked his story</i>, in his home-school journal, reading each aloud as she writes it and the entire text while pointing after she finishes).</p>
<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>EEW.3.3.b. N/A</p>	
<p>c. Use temporal words and phrases to signal event order.</p>	<p>EEW.3.3.c. N/A</p>	
<p>d. Provide a sense of closure.</p>	<p>EEW.3.3.d. N/A</p>	
<p>Production and Distribution of Writing</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific</p>	<p>EEW.3.4. With guidance and support, produce writing that expresses more than one idea.</p>	<p>Students will:</p> <p>EEW.3.4. With guidance and support, produce writing that expresses three or more ideas.</p> <p>Ex. Working with peers, write one fact about a group project, talk with peers about the fact, and write two more things with peer support.</p> <p>Ex. Working with the teacher and a group of peers, contribute to a shared reading product that includes multiple ideas related to a selected topic.</p> <p>Ex. Select three pictures from a text, insert one in each of three panels, and write about them (e.g., “Two boys. Find money. Give to poor family”).</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>expectations for writing types are defined in standards 1–3 above.)</p>		<p>Students will: EEW.3.4. With guidance and support, produce writing that expresses more than one idea. Ex. Working with peers, write one fact about a group project, talk with peers about the fact, and add one more fact with peer support. Ex. Working with the teacher and a group of peers, contribute to a shared writing about a shared reading that includes at least two ideas related to a selected topic.</p> <p>Students will: EEW.3.4. With guidance and support, produce writing that expresses an idea. Ex. Use a preprogrammed computer set-up with full alphabet access to write one idea. Ex. Working with the teacher and a group of peers, contribute a written idea to a shared writing project.</p> <p>Students will: EEW.3.4. With guidance and support, express an idea. Ex. Working with the teacher and a group of peers on a shared writing project, select from an array of choices to express an idea. Ex. Using a preprogrammed single message voice output device, express an idea to include in a writing project.</p>
<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>EEW.3.5. With guidance and support from adults and peers, revise own writing by adding more information.</p>	<p>Students will: EEW.3.5. With guidance and support from adults and peers, revise own writing by adding and elaborating on existing information. Ex. Select writing from own writing folder, share it with peers, and then revise it by adding more information based on the ideas provided by peers and elaborating details of existing information (e.g., color, size, or shape of an object). Ex. Share writing with the teacher using a talking word processor to read it</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>out loud, listen to the teacher talk about the writing, and then add more information based on what the teacher says and by elaborating details of existing information (e.g., color, size, or shape of an object).</p> <p>Students will: EEW.3.5. With guidance and support from adults and peers, revise own writing by adding more information. Ex. Select writing from own writing folder, share it with peers, and then revise it by adding more information based on the ideas provided by peers. Ex. Share writing with the teacher using a talking word processor to read it out loud, listen to the teacher talk about the writing, and then add more information based on what the teacher says.</p> <p>Students will: EEW.3.5. With guidance and support from adults and peers, add more to own writing. Ex. Working with a small group of peers to write a thank you note to a parent who helped the class, write one word and add another when a peer says, “Tell them why you’re thanking them,” or “Tell them more about why you liked them helping.” Ex. Write using a talking word processor, read it back to the group using the software, and then add more when suggestions are offered by peers.</p> <p>Students will: EEW.3.5. With guidance and support, produce writing. Ex. Working on a tablet computer with an onscreen keyboard that speaks the letter names, select letters to produce writing. Ex. Using two-switch partner-assisted scanning, direct an adult to point to/say the next letter of the alphabet and indicate, “Write that one down” when the teacher points to/says a desired letter.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>EEW.3.6. With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.</p>	<p>Students will: EEW.3.6. Use technology to produce writing while interacting and collaborating with others. Ex. Use a single switch to scan through choices in an onscreen word bank and help peers expand on the word in a collaborative writing project. Ex. Use an alternative keyboard or standard keyboard to work with a peer to produce a collaborative writing project. Ex. Use assistive technology to write back and forth with another student in a digital written conversation environment (e.g., e-mail, text message). Ex. Use assistive technology to compose responses to teacher questions in a digital publishing environment (e.g., blog or wiki).</p> <p>Students will: EEW.3.6. With guidance and support from adults, use technology to produce writing while interacting and collaborating with others. Ex. With guidance and support from adults, use a single switch to scan through choices in an onscreen word bank and help peers expand on the word in a collaborative writing project. Ex. With guidance and support from adults, use an alternative keyboard while a peer uses a standard keyboard for the pair to work together in producing a collaborative writing project. Ex. With guidance and support from adults, use assistive technology to post a comment in response to a text posted on an Internet site (e.g., a children’s reading site, a class science blog, or a children’s author’s homepage). Ex. With guidance and support, use assistive technology to engage in instant messaging with another student or volunteer in a digital communication environment (e.g., a cellphone, an online communication site).</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Students will: EEW.3.6. With guidance and support from adults, use technology to produce writing. Ex. Working with the teacher, use a switch to scan through choices in an onscreen word bank and select words to produce writing. Ex. Working with the classroom aide, use spelling prediction and voice output to compose simple texts for inclusion in a class anthology. Ex. Working with an adult and word prediction software, select a letter on the keyboard, scan through the choices that are produced by the word prediction software, and select a word to produce writing. Ex. With guidance and support from adults, use a single switch to scan through choices in an onscreen word bank and help peers expand on the word(s) in a collaborative writing project.</p> <p>Students will: EEW.3.6. With guidance and support from adults, use technology to produce written communications. Ex. With guidance and support from an adult, use a multiple-message voice output device to make a choice, which is then written down, read aloud to the student, and acted upon. Ex. With guidance and support from an adult, use an app on a tablet device to make a comment, which is saved and/or printed. Ex. Take turns selecting preprogrammed messages from an alternative keyboard, listen as the message is read/typed by a talking word processing program, and then observe as others act on the message (e.g., “May I please have another book to read?” “Could I please go to the writing center now?” “Is it time for recess?”).</p>
<p>Research to Build and Present Knowledge W.3.7. Conduct short</p>	<p>EEW.3.7. Gather information about a topic for a group research project.</p>	<p>Students will: EEW.3.7. Gather information about a topic from multiple sources for a group research project. Ex. Use sticky notes to mark pages in several books where there is</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>research projects that build knowledge about a topic.</p>		<p>information for a group research project. Ex. Given screen reading software that reads the text on a webpage, interact with two or more websites to identify information to include in a group research project. Ex. Use assistive technology and visual planning software to take notes that can be transferred to digital authoring software for expansion.</p> <p>Students will: EEW.3.7. Gather information about a topic from one source for a group research project. Ex. Given a text displayed on an interactive whiteboard, select one piece of information to include in a group research activity. Ex. Given screen reading software that reads the text on a webpage, select information to include in a group research project. Ex. With guidance and support, locate information, then copy and paste it from a digital document into the group’s digital writing software.</p> <p>Students will: EEW.3.7. With guidance and support, gather information about a topic from one source for a group research project. Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify one piece of information to include in a group research project. Ex. Given screen reading software that reads the text on a webpage, work with peers to identify information to include in a group research project.</p> <p>Students will: EEW.3.7. With guidance and support, explore one information source while writing. Ex. Use a single switch to advance through the pages of a digitized text, while using assistive technology. Ex. Explore a webpage with a screen reader on a tablet device, then use</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>assistive technology to type letters while looking at a picture from the webpage.</p> <p>Ex. While looking through a digital presentation of pictures related to a group’s research project, choose letters and words to accompany a picture, which will be added to the project.</p> <p>Ex. Select a digital picture for a classmate to add to the project and write about, always reading aloud the resulting product to other students.</p>
<p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>EEW.3.8. Sort information into two provided categories and write information learned about them.</p>	<p>Students will:</p> <p>EEW.3.8. Sort information into three or more provided categories and write information learned about them.</p> <p>Ex. Given pictures and words from a science unit, separate into piles information about birds, fish, and reptiles, and write down one thing learned about each.</p> <p>Ex. Given three characters’ names, following reading or listening to a story, use assistive technology to write one characteristic of each (e.g., Lucy—bossy, Charlie Brown—nice, Pigpen—dirty).</p> <p>Students will:</p> <p>EEW.3.8. Sort information into two provided categories and write information learned about them.</p> <p>Ex. With guidance and support, given a list of adjectives that describe people, sort them into words that are nice and not nice, then write a summary statement about one or both categories (e.g., <i>Nice people help. Mean people hurt you</i>).</p> <p>Ex. With guidance and support, list tools and clothing used when planting in the class garden, and then make a statement about the use of each (e.g., <i>Clothing helps skin. Tools dig dirt</i>).</p> <p>Students will:</p> <p>EEW.3.8. With guidance and support, sort information into provided categories and label the categories.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. Working with the teacher who identifies the categories each time, the student selects another piece of information and places each piece of information into the appropriate category.</p> <p>Ex. Working with a small group, sort adjectives that describe people, and then name the categories (e.g., nice/not nice, friendly/mean), and write a group repeated line text (e.g., <i>Nice people help. Nice people smile. Nice people say please</i>).</p> <p>Ex. With guidance and support of an adult, given pictures or words displayed on an interactive whiteboard, drag them into two boxes, label the categories, and write a statement about what is known about the categories (e.g., drag rake, shovel, and hoe into a category and name it <i>tools</i> and then write as a group, “Tools help you work”).</p> <p>Students will: EEW.3.8. With guidance and support, identify information related to a given topic and write about it. Ex. With guidance and support, indicate information about a given topic (e.g., during lunch, the teacher holds up the milk carton and half of a sandwich and asks the student to “Show me the drink,” and the student eye gazes, points to, or touches the milk, and the teacher adds to a nearby drink/eat chart, “Sam drinks milk”). Ex. With guidance and support, indicate words and pictures related to a given topic (e.g., given a topic of <i>favorite foods</i>, add relevant pictures, and then using a word bank to choose and print “Yummy”).</p>
W.3.9. (Begins in grade 4)	EEW.3.9. (Begins in grade 4)	
Range of Writing W.3.10. Write routinely over extended time frames	EEW.3.10. Write routinely for a variety of tasks, purposes, and audiences.	<p>Students will: EEW.3.10. Write routinely with elaboration for a variety of tasks, purposes, and audiences. Ex. Write a note providing basic details about a favorite activity to include</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p>in the home-school notebook. Ex. Send an e-mail to a friend about a recent activity and ask a question of the friend. Ex. Collaboratively author a poem with a classmate.</p> <p>Students will: EEW.3.10. Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project. Ex. Engage in written dialogue with a classmate (e.g., instant messaging or passing paper notes).</p> <p>Students will: EEW.3.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank and alphabet access on the computer, write a note to include in the home-school notebook. Ex. Using a template with blanks to fill in, send an e-mail to a friend (e.g., Hi, _____. I like to _____. What do you like? Your friend, _____). Ex. With guidance and support, write labels to go with a display for a group research project.</p> <p>Students will: EEW.3.10. With guidance and support, communicate routinely for a variety of purposes and audiences. Ex. Using a multiple-message voice output device and given modeling from an adult communication partner, use the device to make comments during shared reading, which are written into a group comments page and reread aloud by the teacher to the group. Ex. Using a multiple-message voice output device and given modeling from</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		an adult communication partner, tell how they feel, which is then added to a class “Feelings Log” (e.g., Today is Monday, Dec. 3. John feels <happy>. Sarah feels <tired>. Ashley feels <sad>).

DRAFT

Third Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Comprehension and Collaboration</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>EESL.3.1. Participate in collaborative opportunities.</p> <p>a. Engage in collaborative interactions about texts.</p>	<p>Students will: EESL.3.1.a. Initiate collaborative interactions about texts. Ex. After reading <i>The Day it Rained Tortillas</i>, describe the rain. Ex. After hearing the story of <i>The Gingerbread Man</i>, describe the gingerbread man.</p> <p>Students will: EESL.3.1.a. Engage in collaborative interactions about texts. Ex. Sign, “fox ate man” to build upon a peer’s response when the teacher asks the small group, “What happened to the gingerbread man at the end of the story?” and a peer replies, “He ate him.” Ex. After hearing the story of <i>The Gingerbread Man</i>, contribute words that describe the gingerbread man to the list being generated by peers. Ex. After shared reading of a fable in a small group, take turns talking about the fable with the teacher’s involvement. Ex. In cooperative group, tell how the story is like his/her life.</p> <p>Students will: EESL.3.1.a. Engage in multiple-turn exchanges with peers. Ex. During lunchtime, communicate about the weekend by taking multiple turns with peers and adults who are sitting at the table. Ex. Work with a peer to identify the animals that were in the gingerbread man story by eye gazing to pictures of the animals while the peer writes a list.</p> <p>Students will: EESL.3.1.a. Communicate an idea to the teacher or peer. Ex. Focus on the picture of the gingerbread man in the book, when asked who the story was about. Ex. Select the message <i>more</i> from a multiple location communication</p>

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<p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>EESL.3.1.b. Listen to others' ideas before responding.</p>	<p>device when the teacher says, "We're all done for now."</p> <p>Students will: EESL.3.1.b. Listen and seek confirmation or clarification of others' ideas before responding. Ex. Ask a peer for confirmation of their statement in a discussion of a folktale (<i>The Day it Rained Tortillas</i> or <i>African Myths and Folktales</i>) before adding own ideas. Ex. Ask the teacher, "What?" to get clarification on directions before responding.</p> <p>Students will: EESL.3.1.b. Listen to others' ideas before responding. Ex. Respond appropriately to indicate agreement or disagreement with the comments of others. Ex. Answer questions about what a peer has offered in a discussion. Ex. Add a comment following a peer's statement that indicates having listened to the peer's idea.</p> <p>Students will: EESL.3.1.b. With guidance and support, listen to others' ideas before responding. Ex. Wait for a peer to finish talking when an adult says, "Let Sally finish," and then nod or sign to indicate agreement with the peer's idea. Ex. Wait to provide a word that describes the gingerbread man when the teacher says, "One at a time. John is going first."</p> <p>Students will: EESL.3.1.b. With guidance and support, add to or support others' ideas. Ex. With guidance and support, respond yes or no after the teacher says, "John said the gingerbread man was brave. Do you think he was brave?" Ex. After interrupting when a peer or teacher is talking (e.g., vocalizing,</p>

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		speaking, activating communication device), student quiets when teacher reminds him or her to “Wait until Jose has finished.”
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	EESL.3.1.c. Ask questions that link to ideas of others.	<p>Students will: EESL.3.1.c. Ask questions to check understanding of ideas of others. Ex. Ask a peer, “How do you know?” when the peer makes an inference about a text during guided reading. Ex. Ask the teacher, “What do we do?” to seek clarification when a question is not heard or understood.</p> <p>Students will: EESL.3.1.c. Ask questions that link to ideas of others. Ex. After listening to the book, <i>Ramona Quimby, Age 8</i>, a peer says, “I like her,” and the student asks, “Who?” Ex. After a peer offers an idea about what happened in a story or activity, asks, “What about . . . ?”</p> <p>Students will: EESL.3.1.c. With guidance and support, ask questions that link to ideas of others. Ex. The teacher points to the three animals that chased the gingerbread man and says, “John liked the dog. Can you ask him why?” Then, the student uses a multiple-message voice output device to ask, “Why dog?”</p> <p>Students will: EESL.3.1.c. With guidance and support, ask questions of others. Ex. Use a single-message voice output device to ask, “What?” during a small group discussion after shared reading of a book. Ex. Select from three question words (<i>what, where, when</i>) on a voice output device to ask questions of peers during a literature circle.</p>

d.

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<p>e. Explain their own ideas and understanding in light of the discussion.</p>	<p>EESL.3.1.d. Express ideas clearly.</p>	<p>Students will: EESL.3.1.d. Explain ideas clearly. Ex. When the teacher asks students to explain their favorite part of <i>Ramona Quimby, Age 8</i>, the student answers, “Ramona break egg. It funny. Egg head.” Ex. During the morning meeting, when the teacher asks, “How should we decorate our bulletin board today?,” reply, “Blue, planets, stars, like a map.”</p> <p>Students will: EESL.3.1.d. Express ideas clearly. Ex. When the teacher asks what Ramona did with the egg, use a voice output device to combine words and say, “head break.” Ex. During the morning meeting, when the teacher asks, “How should we decorate our bulletin board today?,” reply, “Blue, planets, stars.”</p> <p>Students will: EESL.3.1.d. With guidance and support, express ideas. Ex. When the teacher shows two illustrations from the book and describes each, point to their favorite when asked, “Show me your favorite.” Ex. During the morning meeting, when the teacher shows students three colors of construction paper and says, “We are going to decorate our bulletin board for our unit on the planets. What color should we make the background?,” eye gazes to black.</p> <p>Students will: EESL.3.1.d. Communicate an idea to teacher or peer. Ex. Focus on the picture of the gingerbread man in the book, when asked who the story was about. Ex. Select the message <i>more</i> from a multiple location communication device when the teacher says, “We’re all done for now.”</p>

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<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>EESL.3.2. Ask and answer questions about details from a text read aloud or information presented orally or through other media.</p>	<p>Students will: EESL.3.2. Recount key details from a text read aloud or information presented orally or through other media. Ex. After hearing the story of Ruby Bridges read aloud, describe Ruby as a brave, young Black girl. Ex. Say, “Ruby really wanted to go to school” when asked to identify an important event in the story.</p> <p>Students will: EESL.3.2. Ask and answer questions about details from a text read aloud or information presented orally or through other media. Ex. Pick from choices to answer questions about key details presented in a story read aloud (“What did Ruby want to do?”) and follow by asking a question. Ex. Answer yes-or-no question about a story that was read aloud (e.g., indicate correct response when asked if Ruby went to school) and follow with question, “Why she go?” Ex. Ask a question about information that is shared about the schedule (“Can we go outside?”) and respond to the teacher’s question that follows (“What do you want to play?”).</p> <p>Students will: EESL.3.2. Answer questions about details from a text read aloud or information presented orally or through other media. Ex. Answer yes-or-no questions about a key detail presented in a story read aloud (e.g., indicate “no” when asked if Ruby was in the story). Ex. Select the picture symbol from an array to answer a question about a video clip the teacher shared with the class.</p> <p>Students will: EESL.3.2. Attend to media presentations.</p>

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		<p>Ex. Maintain attention to the screen during a short video presentation.</p> <p>Ex. Respond when asked, “Do you like this?” to indicate attention during a teacher-conducted demonstration.</p>
<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>EESL.3.3. Ask or answer questions about what a speaker says.</p>	<p>Students will:</p> <p>EESL.3.3. Initiate a question or answer related questions about what a speaker says.</p> <p>Ex. After listening to a peer present information on a topic, ask, “Was it fun?” and then respond when the peer says, “Yeah, it was fun. Do you want to try it?”</p> <p>Ex. After listening to a teacher explain a new topic, answer a direct question from the teacher and then ask a question (e.g., answers “banana” when asked about favorite fruit, then asks, “What you like?”).</p> <p>Students will:</p> <p>EESL.3.3. Ask or answer a question about what a speaker says.</p> <p>Ex. After listening to the teacher give directions about a class activity, answer the question, “What do we do first?” by pointing to the station where they should start.</p> <p>Ex. After listening to the teacher give directions about a class activity, ask a question using a multiple message voice output device combining the words, “Who with me?”</p> <p>Students will:</p> <p>EESL.3.3. Answer questions about what a speaker says.</p> <p>Ex. Repeat the directions when a teacher asks, “What do you need to do next?”</p> <p>Ex. Answer the question, “What do you want?” after the person working the lunch line states the options.</p> <p>Students will:</p> <p>EESL.3.3. With guidance and support, respond to questions about</p>

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		<p>presented information.</p> <p>Ex. With guidance and support, after listening to directions for an activity, look at the center where the activity will begin when asked, “Where do you go now?”</p> <p>Ex. With guidance and support after listening to an adult read the options for lunch, eye gaze to the photograph of desired meal.</p>
<p>Presentation of Knowledge and Ideas</p> <p>SL.3.4. Report on a topic or text, a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>EESL.3.4. Recount a personal experience including details.</p>	<p>Students will:</p> <p>EESL.3.4. Recount a personal experience including descriptive details.</p> <p>Ex. Use a multiple voice output communication device to report on weekend activities during a morning meeting, saying “Shopping with mom. New red shoes, funny DVD.”</p> <p>Ex. Tell a story about an event on the playground saying, “I swing really high. Jump off!”</p> <p>Students will:</p> <p>EESL.3.4. Recount a personal experience, including details.</p> <p>Ex. Using a multiple message voice output device, select three pictures to show how he or she made the cookie.</p> <p>Ex. Use a multiple voice output communication device to report on weekend activities during a morning meeting, saying, “Shopping with mom. Shoes, DVD, lunch.”</p> <p>Students will:</p> <p>EESL.3.4. Use pictures or other visual or tactual supports to recount a personal experience, including details.</p> <p>Ex. Use the class’ recipe (with printed steps, accompanied by pictures) to recount the steps to making cookies including details (e.g., “I put frosting on cookie – eyes and mouth. I ate him!”).</p> <p>Ex. Look at a photo of the class at the museum and uses multiple-message voice output device to say, “Friends went bus. Saw dinosaurs.”</p>

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		<p>Students will: EESL.3.4. With guidance and support, communicate a personal experience. Ex. During the morning meeting, select a single-message on <i>My News</i> page in communication system that has been programmed to say, “We went shopping this weekend. I got new shoes. Check them out! Aren’t they cool?” (Note: Student selects a single button on communication device to say this whole message.) Ex. During snack time, tell group, “I make cookies.” Ex. Given two options verbally of how to eat a gingerbread man; repeat the one preferred.</p>
<p>SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>EESL.3.5. Create a multimedia presentation of a story or poem.</p>	<p>Students will: EESL.3.5. Create a media production of a story or poem, including text. Ex. Write the text and select images, sound effects, music, or recording to go with a favorite poem. Ex. Use a multiple-message voice output device to sequence the lines of a favorite poem to put them in order in a multimedia version of the poem. Ex. Write a story about making cookies and add visuals or other features to create a multimedia version to share with the class.</p> <p>Students will: EESL.3.5. Create a multimedia presentation of a story or poem. Ex. Select images and add sound effects, music, and/or recording to go with a favorite poem. Ex. Sequence the pages of a favorite story to put them in order in a multimedia version of the book. Ex. Record the cookie-making story and play it for the class, hitting switch to display several pictures to go with the story.</p> <p>Students will: EESL.3.5. Participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of</p>

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		<p>the text. Ex. Use a single-message voice output device to record the repetitive phrase to play at appropriate times in the story (e.g., “Run, run, as fast as you can . . .”). Ex. Select the images to accompany a text typed and recorded by partners in a group.</p> <p>Students will: EESL.3.5. With guidance and support, participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text. Ex. With cueing from peers, use a single-message voice output device with the repetitive phrase recorded to play at appropriate times in the story (“Run, run, as fast as you can . . .”). Ex. Given a choice of two good photos selected by peers to accompany a page in a PowerPoint presentation of a story, use eye gazes to select the one they will use.</p>
<p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>EESL.3.6. Combine words for effective communication to clarify thoughts, feelings, and ideas.</p>	<p>Students will: EESL.3.6. Speak in complete sentences to clarify thoughts, feelings, and ideas. Ex. Says, “I like yummy cookie!” after eating cookie. Ex. After the student says, “sad,” the teacher asks, “Who is sad?” and the student replies, “He is sad,” and looks across room at classmate.</p> <p>Students will: EESL.3.6. Combine words for effective communication to clarify thoughts, feelings, and ideas. Ex. The teacher looks at the student and says, “You look happy. Why are you happy?,” the student says, “I like cookie!” Ex. Use a multiple-message voice output device to combine the words, “I want it.” When the teacher asks, “What do you mean, <i>it</i>?” the student</p>

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		<p>selects the symbol for “book.”</p> <p>Students will: EESL.3.6. Combine words to communicate thoughts, feelings, and ideas. Ex. Sign “More cookie!” Ex. Point at the book on the table and says, “I want it.”</p> <p>Students will: EESL.3.6. With guidance and support, communicate thoughts, feelings, and ideas. Ex. Student points to cookie and the adult responds, “Oh, you want more cookies?” Then, the adult signs <i>more</i>. The student imitates <i>more</i> and eats another cookie. Ex. The teacher notices that the student is looking sad and says, “You look sad. Are you sad?” and the student responds, yes or no.</p>

Third Grade English Language Arts Standards: Language

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<p>Conventions of Standard English</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p>EEL.3.1. Demonstrate standard English grammar and usage when communicating.</p> <p>a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.</p>	<p>Students will:</p> <p>EEL.3.1.a. Include noun + verb, noun + adjective, and subject + verb + object combinations in utterances that are four words and longer.</p> <p>Ex. “Car go fast.”</p> <p>Ex. “Mom works.”</p> <p>Ex. “Big, red, car”</p> <p>Students will:</p> <p>EEL.3.1.a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.</p> <p>Ex. Respond, “I like it” when asked for an opinion.</p> <p>Ex. Comment, “You nice.”</p> <p>Students will:</p> <p>EEL.3.1.a. Use noun + verb combinations when communicating.</p> <p>Ex. Say noun and verb “ball roll.”</p> <p>Ex. Signal or use communication device to say, “drink juice.”</p> <p>Students will:</p> <p>EEL.3.1.a. With guidance and support, identify common nouns and verbs in symbolic form.</p> <p>Ex. Point to symbols provided by the teacher to identify activity (e.g., when asked, “What do you want to do?” and provided with symbols for possible choices, the student points to the symbol for “drink”).</p>
<p>b. Form and use regular and irregular plural nouns.</p>	<p>EEL.3.1.b. Use plural nouns.</p>	<p>Students will:</p> <p>EEL.3.1.b. Form regular plural nouns.</p> <p>Ex. Say “dogs” when the teacher shows picture and says, “If this is one dog, these are two”</p>

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		<p>Students will: EEL.3.1.b. Use plural nouns. Ex. During snack, say, “More crackers.” Ex. During a science presentation on insects, say, “Cool bugs.”</p> <p>Students will: EEL.3.1.b. Use nouns to communicate.</p> <p>Students will: EEL.3.1.b. Recognize common nouns. Ex. Identify a symbol or picture of a noun given the task direction, “Show me the ____ (state noun).”</p>
c. Use abstract nouns (e.g., <i>childhood</i>).	EEL.3.1.c. N/A	
d. Form and use regular and irregular verbs.	EEL.3.1.d. Use present and past tense verbs.	<p>Students will: EEL.3.1.d. Use present and past tense verbs with matching nouns. Ex. Use past tense with noun to describe a past activity (e.g., the teacher asks, “What did you do?” and the student says, “Watched TV”).</p> <p>Students will: EEL.3.1.d. Use present and past tense verbs. Ex. Use past tense to describe a past activity (e.g., the teacher asks, “What did you do?,” student says, “played”).</p> <p>Students will: EEL.3.1.d. Use common present tense verbs. Ex. Use present tense verb (e.g., the teacher asks, “What did you do?,” student says, “play”).</p> <p>Students will: EEL.3.1.d. Recognize common verbs.</p>

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		Ex. Smiles when teacher says, "Let's play."
e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	EEL.3.1.e. N/A	
f. Ensure subject-verb and pronoun-antecedent agreement. <i>*[sic]</i>	EEL.3.1.f. N/A	
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	EEL.3.1.g. N/A	
h. Use coordinating and subordinating conjunctions.	EEL.3.1.h. Produce utterances using three or more words.	<p>Students will: EEL.3.1.h. Produce grammatically complete utterances. Ex. Say or communicate in complete sentences (e.g., "I can go fast").</p> <p>Students will: EEL.3.1.h. Produce utterances using three or more words. Ex. Communicate using multi-word utterances (e.g., "I go fast").</p> <p>Students will: EEL.3.1.h. Use single words to communicate. Ex. Communicate in single words (e.g., "Go").</p> <p>Students will: EEL.3.1.h. React to words in either spoken, written, or picture form.</p>

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<p>i. Produce simple, compound, and complex sentences.</p>	<p>EEL.3.1.i. Ask simple questions.</p>	<p>Students will: EEL.3.1.i. Ask questions in simple complete sentences. Ex. Ask questions in a complete sentence (e.g., “Who is she?”).</p> <p>Students will: EEL.3.1.i. Ask simple questions. Ex. Ask questions (e.g., “Who girl?”).</p> <p>Students will: EEL.3.1.i. With guidance and support, ask questions using <i>who</i> or <i>what</i>. Ex. With guidance and support, ask <i>who</i> questions (e.g., the teacher asks, “What do you want to know?,” student says, “Who?”).</p> <p>Students will: EEL.3.1.i. Respond to simple questions.</p>
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p>	<p>EEL.3.2. Apply conventions of standard English including capitalization and spelling.</p> <p>a. Capitalize the first letter of a familiar place.</p>	<p>Students will: EEL.3.2.a. Capitalize the first letter of familiar names. Ex. Given the name of familiar holidays, replace lowercase letter with capital letter on the holiday name.</p> <p>Students will: EEL.3.2.a. Capitalize the first letter of a familiar place. Ex. Given the name of own street, replace lowercase letter with capital letter on the street name.</p> <p>Students will: EEL.3.2.a. Capitalize first letter of own name.</p> <p>Students will: EEL.3.2.a. With guidance and support, respond to own name in print.</p>

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b. Use commas in addresses.	EEL.3.2.b. N/A	
c. Use commas and quotation marks in dialogue	EEL.3.2.c. N/A	
d. Form and use possessives	EEL.3.2.d. N/A	
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).	EEL.3.2.e. Spell common high-frequency words accurately.	<p>Students will: EEL.3.2.e. Spell single-syllable words accurately when writing. Ex. Spell Dolch or Frye high-frequency words.</p> <p>Students will: EEL.3.2.e. Spell common high-frequency words accurately. Ex. Spell words from Dolch lists used in own writing. Ex. Spell words from Frye lists used in own writing.</p> <p>Students will: EEL.3.2.e. Identify the letters in high frequency words. Ex. Say letter names in familiar words (e.g., the teacher points to a high-frequency word during shared reading and says, “Spell it for me.” The student then says the name of each letter in the word). Ex. Point to each letter as the teacher calls the letter names (e.g., the teacher points to a word on a bulletin board in the hall and says, “Can you show me the <i>t</i>?” and then continues with the rest of the letters as the student points to each letter).</p> <p>Students will: EEL.3.2.e. Identify a letter versus a non-letter.</p>

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<p>f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p>	<p>EEL.3.2.f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.</p>	<p>Students will: EEL.3.2.f. N/A</p> <p>Students will: EEL.3.2.f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. Ex. Given a word that represents a common spelling pattern in single-syllable words (e.g., <i>man, stop, pin</i>), use the word to spell a word that shares the spelling pattern (e.g., <i>can, hop, tin</i>).</p> <p>Students will: EEL.3.2.f. Match words with the same spelling pattern. Ex. Sort words with two different spelling patterns into the correct column or pile (e.g., one column has the word, <i>can</i>, and the other pile has the word, <i>hid</i>. The student sorts cards such with words such as <i>man, fan, ran, tan, kid, lid, hid</i>, and <i>did</i> into the appropriate column).</p> <p>Students will: EEL.3.2.f. Identify own name. Ex. Point to own name when given three names.</p>
<p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>EEL.3.2.g. Consult print in the environment to support reading and spelling.</p>	<p>Students will: EEL.3.2.g. Actively use print in the environment to support reading and spelling.</p> <p>Students will: EEL.3.2.g. Consult print in the environment to support reading and spelling.</p> <p>Students will: EEL.3.2.g. Identify print and signs in the environment.</p>

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		<p>Students will: EEL.3.2.g. With guidance and support, use symbols to communicate.</p>
<p>Knowledge of Language</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*[sic]</p>	<p>EEL.3.3. Use language to achieve desired outcomes when communicating.</p> <p>a. Use language to make simple requests.</p>	<p>Students will: EEL.3.3.a. Use language to make or respond to requests.</p> <p>Students will: EEL.3.3.a. Use language to make simple requests.</p> <p>Students will: EEL.3.3.a. Combine two or more words to make requests.</p> <p>Students will: EEL.3.3.a. Look at or touch a word, object, or symbol to make a request.</p>
<p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>EEL.3.3.b. Use language to comment or share information.</p>	<p>Students will: EEL.3.3.b. Use language to comment or share information. Ex. Combine three or more words when speaking, signing, or using a multi-message communication system to comment to tell about something (e.g., “That is scary,” “I did that”).</p> <p>Students will: EEL.3.3.b. Use language to comment or share information. Ex. Use words to comment on something that is happening (e.g., stove hot; hot outside; stop, go).</p> <p>Students will: EEL.3.3.b. Use single words, objects, signs, or symbols to comment or share information.</p> <p>Students will: EEL.3.3.b. Use a preprogrammed messages on a communication device to comment or share information.</p>

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<p>Vocabulary Acquisition and Use</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>EEL.3.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <p>a. N/A</p>	
<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>	<p>EEL.3.4.b. Identify the temporal meaning of words when common affixes (-ing, ed) are added to common verbs.</p>	<p>Students will: EEL.3.4.b. Add affixes to words to accurately reflect temporal meanings. Ex. When reporting on activities from the previous weekend, accurately report that he or she <i>went</i> shopping or that he or she <i>shopped</i> on the weekend. Ex. Add -ing or -ed to a verb of own choosing to indicate when an activity occurred.</p> <p>Students will: EEL.3.4.b. Identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.</p> <p>Students will: EEL.3.4.b. Identify yesterday, today, and tomorrow as temporal concepts.</p> <p>Students will: EEL.3.4.b. With guidance and support, demonstrate an understanding of</p>

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		first-next as temporal concepts.
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	EEL.3.4.c. N/A	
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	EEL.3.4.d. N/A	
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	EEL.3.5. Demonstrate understanding of word relationships. a. N/A	
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	EEL.3.5.b. Identify real-life connections between words and their use (e.g., <i>happy</i> : “I am <i>happy</i> ”).	Students will: EEL.3.5.b. Identify real-life connections between words and their use for expressing related emotions (e.g., <i>angry, depressed, or excited</i>). Ex. Use feeling words to describe reactions to real-life experiences (e.g., the teacher asks, “What makes you excited?” and the student says, “Christmas!”). Ex. Use feeling words to describe reactions to real-life experiences (e.g.,

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		<p>the teacher asks, “What makes you frustrated?”). Ex. Use feeling words to describe reactions to real-life experiences (e.g., the teacher asks, “What makes you proud?”).</p> <p>Students will: EEL.3.5.b. Identify real-life connections between words and their use (e.g., <i>happy</i>: “I am <i>happy</i>”). Ex. Connect feeling words to real-life activities (e.g., the teacher says, “If I gave you \$5, how would you feel?” and the student says, “happy!”). Ex. Connect feeling words to real-life activities (e.g., the teacher says, “If I said we could not go to recess, how would you feel?” and the student says, “sad”).</p> <p>Students will: EEL.3.5.b. With guidance and support, identify real-life connections between words and their use (e.g., <i>happy</i>: “I am <i>happy</i>”). Ex. With guidance and support, connect words to reactions (e.g., the teacher says, “You are smiling. Are you happy or sad?” and the student says, “happy”). Ex. With guidance and support, connect words to reactions (e.g., the teacher says, “You are yawning. Are you mad or tired?” and the student says, “tired”).</p> <p>Students will: EEL.3.5.b. With guidance and support, demonstrate understanding of words in real-life situations. Ex. With guidance and support, react to words (e.g., the teacher says, “How do you look when I say we can’t go to recess?” and the student frowns).</p>
c. Distinguish shades of meaning among	EEL.3.5.c. Identify words that describe personal	<p>Students will: EEL.3.5.c. Use words that describe personal emotional states in others.</p>

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<p>related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, and wondered</i>).</p>	<p>emotional states.</p>	<p>Students will: EEL.3.5.c. Identify words that describe personal emotional states.</p> <p>Students will: EEL.3.5.c. Recognize simple emotion words (e.g., <i>happy, sad, and mad</i>).</p> <p>Students will: EEL.3.5.c. With guidance and support, recognize simple emotion words (e.g., <i>happy, sad, and mad</i>).</p>
<p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>EEL.3.6. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>).</p>	<p>Students will: EEL.3.6. Use words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>). Ex. Use <i>behind</i> and <i>under</i> to describe spatial relationship of objects or people (e.g., the teacher asks, “Where is Jeremy?” and the student responds, “Behind me”). Ex. Use <i>after, soon, next, and later</i> to describe temporal relationships of activities (e.g., the teacher asks, “When are we going to read?” and the student responds “Later”).</p> <p>Students will: EEL.3.6. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>). Ex. Respond <i>behind</i> and <i>under</i> used to describe spatial relationship of objects or people (e.g., the teacher asks, “The book is under your chair?” and student looks under his/her chair). Ex. Respond to <i>after, soon, next, and later</i> to describe temporal relationships of activities (e.g., the teacher says, “We can read later” and the student puts away book).</p> <p>Students will: EEL.3.6. With guidance and support, demonstrate understanding of words</p>

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		<p>that signal spatial and temporal relationships (e.g., <i>behind</i>, <i>under</i>, <i>after</i>, <i>soon</i>, <i>next</i>, <i>later</i>).</p> <p>Ex. Respond <i>behind</i> and <i>under</i> used to describe spatial relationship of objects or people (e.g., the teacher asks, “The book is under your chair?” and points under the student’s chair. The student looks under his or her chair).</p> <p>Ex. Respond to <i>after</i>, <i>soon</i>, <i>next</i>, and <i>later</i> to describe temporal relationships of activities (e.g., the teacher says, “We can read later” and puts away his or her book. Then, the student puts away his or her own book).</p> <p>Students will:</p> <p>EEL.3.6. With guidance and support, put <i>in</i> or take <i>out</i> when asked.</p> <p>Ex. Activate a sequenced message switch to tell an adult to take a counting cube out of the box (e.g., “Take one <i>out</i>”).</p> <p>Ex. Activate a sequenced message switch to tell an adult to put pennies in the class piggy bank (e.g., “Put it <i>in</i>”).</p>