

Language Arts

Grade 3

Instructional Planning:

- Pre-read the selection
- Identify reading concept/competency
- Teach pre-requisite lessons
- Organize thinking by use of graphic organizer
- Formulate strategic question/learning goal
- Develop critical vocabulary

- Select before, during, and after strategies
 - ✓ Connect text with learner's prior knowledge
 - ✓ Predict, picture walk, revisit original prediction
 - ✓ Continue predictions throughout
 - ✓ Clarify unclear concepts/words
 - ✓ Model think-aloud process

- ✓ Monitor student thinking (metacognition)
- ✓ Provide personal connection to text
- ✓ Provide opportunities for discussion
- ✓ Provide opportunities for informal writing to learn
- ✓ Respond through discussion, writing/illustration
- ✓ Re-read to verify
- ✓ Provide opportunities to reflect on learning

COMPONENT	OBJECTIVES	COMPETENCY
<p>3.1 Reading/Literature</p>	<p>The following objectives must be used to support the competencies:</p> <p>1.1 Reads a variety of material with fluency and expression and participates in repeated readings such as buddy, choral, echo etc.</p> <p>1.2 Listens to daily reading, on or above grade level, from a wide variety of genres, e.g., nonfiction, fiction, poetry, with a special emphasis on fables, tall tales, and mysteries as well as stories of science and nature while recognizing basic characteristics/text features of these genre</p> <p>1.3 Responds to literature through a variety of activities including choral speaking, role playing, Readers' Theater, plays, writing, art, and music and multimedia presentations</p> <p>1.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge)</p> <p>1.5 Relates reading to own experiences; makes predictions by relating new information to prior knowledge by previewing titles, pictures, scanning text, or relating to previous text; sets a purpose for reading</p> <p>1.6 Identifies and explores favorite authors/illustrators and titles, and engages in the study of two or more authors, also begins to develop an understanding of gender and other stereotypic and cultural biases portrayed in pictures and in written and oral language</p> <p>1.7 Uses reference research components, pictures, graphs, charts, maps, and captions to gain meaning from the text</p> <p>1.8 Uses reading strategies and critical thinking to understand information presented in a story or informational text</p> <ul style="list-style-type: none"> • identifies and recalls narrative story elements (setting, plot, characters, problem (conflict/solution/resolution) 	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational and literary text.</p> <p>1.A. Main Idea/Essential Message Identifies relevant supporting details/facts, essential message and arranges events in chronological order</p> <ul style="list-style-type: none"> • After reading grade level, informational and narrative text or participating in other literacy activities, the student will demonstrate comprehension: <ol style="list-style-type: none"> a. through writing including retelling b. by responding to main idea questions (short and extended response) e.g., What is the Main Idea of this passage? e.g., Why do you think this story/article has the title _____? (L.A.A.2.2.1)(L.A.C.2.2.1)(L.A.E.2.2.4) <p>1.B. Plot Development Understands the development of plot and how conflicts are resolved in a story</p> <ul style="list-style-type: none"> • After reading grade level text or participating in other literacy activities the student will demonstrate comprehension <ol style="list-style-type: none"> a. through writing including retelling b. by responding to a plot development question (short and extended response) e.g., What problems did the characters face?

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	<ul style="list-style-type: none"> • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • identifies main idea (stated or implied), theme and support information • demonstrates organizational thinking of main idea through use of graphic organizers, e.g., main idea table, two column note • identifies specific information including placing events or steps in sequence • generates and responds to details such as who, what, where, and when • asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands different types of questions • draws conclusions/makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end • understands and uses context clues both meaning and structure • understands structural analysis, phonetic and picture clues • creates mental images (visualizes) while reading to gain information, to perform a task and learn a new task • distinguishes between fact and opinion <p>1.9 Increases comprehension by rereading, retelling, and discussing text elements both narrative and expository (informational text) emphasizing main idea</p> <p>1.10 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p> <p>1.11 Includes story elements in a narrative retelling: main characters, setting, sequence of events, and problem (conflict) solution/ resolution</p> <p>1.12 Includes text elements in an expository retelling: topic/process/ people, problem/goal, steps/events, resolution</p>	<p>e.g., What events lead to the resolution of the problem in the story? (L.A.E.1.2.2)</p> <p>1.C. Author's Purpose L.A.A.2.2.2. Identifies author's purpose in a simple text</p> <ul style="list-style-type: none"> • After reading grade level text or participating in other literacy activities, the student will identify the author's purpose <ol style="list-style-type: none"> a. through writing including retelling b. by responding to an author's purpose question (short and extended response) e.g., What does the author mean when he/she writes _____? e.g., Would the author agree with the following statement? <p><i>Student performance on the short or extended response should be based on the FCAT rubric for performance tasks. Student performance on retelling (oral/written) should be noted/reported on a checklist or anecdotal record, based on a scoring rubric.(refer to CRP 3-5 Companion)</i></p>

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	<p>1.13 Supports oral and written responses (student restates/paraphrases ideas in own words) with details from narrative or informational text or non-print source</p> <p>1.14 Understands and uses instructional vocabulary and the appropriate transition words related for chronological order (first, second, next, then, last, before, after, when)</p> <p>1.15 Explores the author’s intent and responds to: What does the author mean when he/she writes...? Why did the author write the passage? Would the author agree with this statement?</p> <p>1.16 Selects books and participates in daily Structured Independent Reading activities</p> <p>2.1 Reads a variety of materials with fluency and expression, noting similarities and differences</p> <p>2.2 Listens to daily reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, tall tales, mysteries), poetry, in order to compare and contrast text</p> <p>2.3 Responds to comparison and contrast in literature through a variety of activities including graphic organizers, writing (response journals), drama, art, music, and multimedia presentations</p> <p>2.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing authentic experiences and new insights (background knowledge) in order to compare and contrast</p> <p>2.5 Participates in reading activities using a variety of texts/genres; participates in repeated readings such as buddy and choral noting similarities and differences between characters, settings and events</p> <p>2.6 Relates comparative relationships to own experiences; makes comparisons by relating new information to prior knowledge; sets a purpose for reading</p> <p>2.7 Identifies and studies favorite authors/illustrators (two or more) while noting the similarities and differences</p>	<p>2.E. Compare and Contrast Knows similarities and differences/compare and contrast among the characters, setting and events presented in various texts</p> <ul style="list-style-type: none"> • After reading grade level text or participating in other literacy activities, the student will identify similarities and differences between characters, settings and events <ul style="list-style-type: none"> a. through writing including retelling b. by responding to a similarities and differences/compare and contrast question (short and extended response) <ul style="list-style-type: none"> e.g., How is _____ similar to or different from _____? e.g., How does _____ change from the beginning of the story to the end? • After reading at least two versions of text the student will compare and contrast or find similarities and differences among text elements, e.g., two biographies of Martin L. King <ul style="list-style-type: none"> a. through writing including retelling

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	<p>2.8 Uses reference research components, pictures, graphs, charts, maps, and captions to compare and contrast information</p> <p>2.9 Develops an awareness of gender and other stereotypic and cultural biases portrayed in pictures, written and oral language in order to compare and contrast</p> <p>2.10 Uses reading strategies and critical thinking to understand information</p> <ul style="list-style-type: none"> • identifies and recalls story elements (setting, plot, characters, problem (conflict)/solution/resolution • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • generates and responds to details such as who, what, where, and when • draws conclusions • understands and uses context clues • identifies main idea (stated or implied) and support information • asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands comparison questions • identifies specific information including placing events or steps in sequence • makes inferences based on text and prior knowledge; for example character traits, feelings, actions, motives, mood change from the beginning to end • distinguishes between fact and opinion <p>2.11 Increases comprehension of compare and contrast elements by rereading, retelling, and discussion of both narrative and expository (informational) texts</p> <p>2.12 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p> <p>2.13 Includes story elements relating to comparison in a narrative retelling: main characters, setting, sequence of events, problem (conflict), solution (resolution)</p>	<p>b. by responding to a similarities and differences/ compare and contrast question (short and extended response) e.g., How is the story similar to or different from _____? (L.A.A.2.2.7)(L.A.E.1.2.3)(L.A.E.2.2.1)</p> <p><i>Student performance on a short or extended response should be based on the FCAT rubric for performance tasks. Student retelling (oral/written) should be noted/reported on a checklist of anecdotal record based on a scoring rubric. (refer to the CRP Companion Grades3-5)</i></p>

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	<p>2.14 Includes text elements relating to comparison in an expository retelling: topic/process/people, problem/goal, steps/events, resolution</p> <p>2.15 Supports oral and written responses (student restates/paraphrases/summarizing ideas in own words) with details from narrative, informative text or a non-print source in order to find similarities and differences</p> <p>2.16 Develops awareness of how things are the same or different; understands instructional vocabulary as well as appropriate words for comparisons (alike, different, but)</p> <p>3.1 Reads a variety of materials with fluency and expression, noting cause and effect relationships and participates in repeated readings such as buddy, choral, echo, etc.</p> <p>3.2 Listens to daily reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, tall tales, mysteries), poetry, noting cause and effect relationships</p> <p>3.3 Responds to cause and effect relationships in literature through a variety of activities including graphic organizers, role playing, drama, art, music and multimedia presentations</p> <p>3.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge) into cause and effect relationships</p> <p>3.5 Participates in reading activities using a variety of texts/genres; participates in repeated readings such as buddy and choral noting cause and effect relationships between characters, settings and events</p> <p>3.6 Relates cause and effect relationships to own experiences; makes connections by relating new information to prior knowledge; sets a purpose for reading</p>	<p>3.F. Cause and Effect Identifies cause and effect relationships in text (applies to fiction, non-fiction, poetry and drama)</p> <ul style="list-style-type: none"> • After reading grade level text or participating in other literacy activities, the student will describe the cause or effect of an action or event <ol style="list-style-type: none"> a. through writing including retelling b. by responding to cause-and-effect questions (short and extended response) <ul style="list-style-type: none"> e.g., What is the effect or cause of _____? e.g., Why does a character take a particular action? e.g., What might happen if _____? <p>(L.A.E.2.2.1) <i>Student performance on a short or extended response should be based on the FCAT rubric for performance tasks. Student retelling (oral/written) should be noted/reported on a checklist of anecdotal record based on a scoring rubric. (refer to the CRP Companion Grades3-5)</i></p>

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	<p>3.7 Identifies and studies favorite authors while noting cause and effect relationships</p> <p>3.8 Uses reference research components, pictures, graphs, charts, maps, and captions to explore cause and effect relationships</p> <p>3.9 Develops an awareness of gender and other stereotypic and cultural biases in pictures, written and oral language in order to understand cause and effect relationships</p> <p>3.10 Uses reading strategies and critical thinking to understand information</p> <ul style="list-style-type: none"> • identifies and recalls narrative elements (setting, plot, characters, problem (conflict)/solution/resolution) • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • generates and responds to details such as who, what, where, and when • draws conclusions • understands and uses context clues • identifies main idea (stated or implied) and support information • asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands cause and effect questions • identifies specific information including placing events or steps in sequence • makes inferences based on text and prior knowledge for example, character traits, feelings, actions, motives, mood change from the beginning to end • distinguishes between fact and opinion <p>3.11 Increases comprehension of cause and effect relationships by rereading, retelling, and discussion</p> <p>3.12 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p>	

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	<p>3.13 Includes story elements relating to cause and effect in a narrative retelling: main characters, setting, sequence of events, problem (conflict), solution (resolution)</p> <p>3.14 Includes text elements relating to cause and effect in an expository retelling: topic/process/people, problem/goal, steps/events, resolution</p> <p>3.15 Supports oral and written responses (student restates/paraphrases/summarizes ideas in own words) related to cause-and -effect with details from narrative, informal text or a non-print source</p> <p>3.16 Develops an awareness of cause and effect relationships; understands instructional vocabulary and uses appropriate words for cause and effect (because, as a result of, etc.)</p> <p>3.7 Uses graphic organizers to help understand cause and effect relationships</p> <p>3.9 Uses cause and effect questioning such as: What is the effect of or cause of...? Why does the character take a particular action?</p> <p>4.1 Participates in reading activities from a variety of texts/genres; participates in repeated readings such as buddy and choral while using pictures, graphs, charts, maps, and captions to gain meaning from the text</p> <p>4.2 Listens to daily reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, tall tales, mysteries), poetry, while exploring multiple representations of information</p> <p>4.3 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and understanding of multiple representation of information</p> <p>4.4 Relates reading to own experiences; makes predictions by relating new information to prior knowledge by previewing titles, pictures, scanning text, or relating to previous text; sets purpose for reading</p>	<p>4.G. Reference Research</p> <p>Understands, recognizes, and uses maps, charts, captions, photos, footnotes and other reference materials (dictionary, index, glossary, etc.) to comprehend text</p> <ul style="list-style-type: none"> • Before, during and after the reading of text, the student will notice the multiple representation of information. The student applies the information <ol style="list-style-type: none"> a. through writing b. by responding to a higher order reference research question (short and extended response) <p>Read/refer to the information in the passage (including captions, maps, charts, and footnotes) to answer the questions using the following formats:</p>

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	<p>4.5 Supports oral and written responses (student restates/paraphrases ideas in own words) with details from multiple representation of information found in narrative or informational text</p> <p>4.6 Develops awareness of reference research instructional vocabulary, e.g., captions, footnotes, subheadings, etc.</p> <p>4.7 Develops awareness of how an author creates text with reference research components to enhance comprehension, e.g., “What has the author added to the passage to help me understand?” (maps, charts, pictures, captions, etc.)</p> <p>4.8 Uses simple reference materials, e.g., dictionary, index, glossary</p> <p>4.9 Selects a topic, formulates a question, plans how to gather information, utilizes the title, guide words and indices</p> <p>4.10 Connects information from narrative and informational text to events in history</p> <p>5.1 Participates in reading activities from a variety of texts/genres; participates in repeated readings such as buddy and choral and responds to inference questions</p> <p>5.2 Listens to daily reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, tall tales, mysteries), poetry, and discusses inferred relationships</p> <p>5.3 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge) into inferred relationships</p> <p>5.4 Uses reference research components, pictures, graphs, charts, maps, and captions to infer meaning from the text</p> <p>5.5 Uses reading strategies and critical thinking to</p> <ul style="list-style-type: none"> • identify and recall story elements (setting, plot, characters, problem (conflict)/solution/resolution 	<ul style="list-style-type: none"> • Based on the article and the picture ... • Using the chart/map/caption ... e.g., Using the chart, which object will move when it is next to the magnet? e.g., Which object will move when it is next to the magnet? (L.A.A.1.2.1)(L.A.A.2.2.8)(L.A.A.2.2.5) <p><i>Student performance on a short or extended response should be based on the FCAT rubric for performance tasks. Student performance should be noted/reported on a checklist or anecdotal record.</i></p> <p>5.H. Inference</p> <ul style="list-style-type: none"> • After reading grade level text, listening to a read-aloud, or participating in a literacy activity the student will respond to inference questions (short and extended response) <ol style="list-style-type: none"> a. through writing b. through discussion e.g., I can infer ... (L.A.E.2.2.1)(L.A.A.1.2.1)(L.A.C.1.2.1) (L.A.E.2.2.5) <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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	<ul style="list-style-type: none"> • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • identifies main idea (stated or implied), theme and support information • demonstrates organizational thinking of inference through use of graphic organizers • identifies specific information including placing events or steps in sequence • generates and responds to details such as who, what, where, and when • asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands different types of questions • draws conclusions/makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end • understands and uses context clues both meaning and structure • understands structural analysis, phonetic and picture clues • creates mental images (visualizes) while reading to gain information, to perform a task and learn a new task • distinguishes between fact and opinion <p>5.6 Understands the instructional vocabulary of inference and answers inferential questions by accessing prior knowledge and what was learned in the text</p> <ul style="list-style-type: none"> • What advice would you give the three little pigs? (From the fairy tale <i>The Three Little Pigs</i>) <p>5.7 Uses non-verbal cues in a variety of non-print media such as television, films, art, and music to understand inferred relationships</p> <p>5.8 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p> <p>6.1 Participates in oral discussion using a clear voice, appropriate body language, appropriate grade level vocabulary, sentence length, sentence complexity and expression</p>	<p>6.I Fluency (Oral)</p> <ul style="list-style-type: none"> • Reads targeted high frequency words fluidly using appropriate speed and in an audible manner

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3.II Composition	<p>6.2 Listens to daily teacher modeled reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables tall tales, mysteries), poetry,</p> <p>6.3 Responds to literature through a variety of activities including reader's theater, choral reading, tape assisted-reading, drama, partner reading and re-reading familiar text in order to build phrasing and expression</p> <p>6.4 Participates in daily word work that targets high frequency words promoting accuracy and automaticity</p> <p>6.5 Participates in Guided Reading Groups</p> <p>6.6 Participates in daily Structured Independent Reading activities</p> <ul style="list-style-type: none"> • Self-selects a variety of books, magazines from home, school or library at independent reading level <p>6.7 Practices oral rereading of text at independent level while noting speed and accuracy</p> <p>The following objectives must be used to support the competencies:</p> <p>7.1 Refers to high frequency word wall and theme boards when completing shared or personal writing</p> <p>7.2 Incorporate a rich vocabulary of vivid language to enhance writing including, but not limited to anecdotal details and figurative language such as similes</p> <p>7.3 Elaborates ideas using a topic sentence, relevant supporting details, facts from a variety of sources, examples, vivid and specific language, etc.</p>	<ul style="list-style-type: none"> • by oral response • Reads text using appropriate rate and quality (expression to convey meaning) • by oral response (L.A.C.3.2.1) <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p> <p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational and literary text.</p> <p>7.A After using a prewriting strategy such as clustering, listing, outlining, or drawing, the student will draft and publish a narrative piece of several paragraphs:</p> <ol style="list-style-type: none"> a. telling a complete story (beginning, middle, end) b. including elaborated events in chronological order c. using conventions of standard and written English (L.A.B.1.2.1)(L.A.B.1.2.3)

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	<p>7.4 Uses writing conventions correctly: capitalization (proper nouns, beginning sentences with the word “I”); completes sentences (subject verb agreement); punctuation (periods, commas, question marks, exclamation marks, dialogue markings, apostrophe/contractions and possessives); Singular, plural, and irregular nouns, pronouns, action, linking verbs, comparative and superlative adjectives and adverbs</p> <p>7.4 Uses handwriting appropriate for age and grade level consistently: forms upper and lower case cursive letters correctly; spaces words evenly; writes final drafts legibly</p> <p>7.5 Uses conventional spelling (including high frequency words, words from content and literature) facilitated by an understanding of phonics patterns/generalizations, structures (root words, prefixes/suffixes, and syllabication)</p> <p>7.6 Writes daily for a variety of purposes both self-initiated and teacher-directed including retellings, journals, stories, poems, personal anecdotes, response logs, book reports, labels, titles surveys, interviews, lists, letters, invitations, envelopes, questions and observations of familiar topics and new experiences</p> <p>7.7 Uses the correct form for writing personal letters</p> <p>7.8 Participates in various “writing to learn” activities including anecdotes, journals, instructions with multiple steps, response logs, labels, titles, captions, lists, questions, letters, invitations, and personal notes using quick writes and other writing modes</p> <p>7.9 Produces pieces in response to a picture or to an oral or written prompt (narrative and expository)</p> <p>7.10 Writes a narrative, informative or persuasive piece of several paragraphs and uses transition phrases for movement</p> <p>7.11 Uses technology, e.g., computers in the production of writing pieces with teacher assistance</p>	<p>7.B After using a prewriting strategy such as clustering, listing, or drawing, the student will draft and publish an expository piece of several paragraphs:</p> <ul style="list-style-type: none"> a. including organizational structure, steps and supporting details b. using conventions of standard and written English (L.A.B.2.2.6)(L.A.B.2.2.5) <p>7.C In response to a narrative or expository prompt, students will write several paragraphs</p> <ul style="list-style-type: none"> a. using prewriting strategies, such as, clustering, listing, or reading b. using the writing process of drafting, revising, editing, and publishing c. including sequenced ideas and smooth transitions d. using conventions of standard written English <p>7.D The student will demonstrate the ability to write daily for a variety of purposes:</p> <ul style="list-style-type: none"> a. teacher directed writing b. self-initiated writing (L.A.B.2.2.3)

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	<p>7.12 Writes stories with a beginning, middle, and an end; produces a piece of writing that shows evidence of dialogue and story elements</p> <p>7.13 Contributes and evaluates writing from a variety of genre and other work to a portfolio (selected by both teacher and student); sets goals for improvement</p> <p>7.14 Shares and discusses all individual writing with a group or partner</p> <p>7.15 Participates in all steps of the writing process with focus on a central idea elaborating using topic sentence, supporting details, examples, facts, and vivid language to clarify meaning for the audience/reader through the use of suspense, humor, creativity or fantasy</p> <p>7.16 Explores the process of elaboration and recognizes appropriate supporting details, e.g., Which sentence or detail should be added to the third paragraph to show how you feel about dinner?</p> <p>7.17 Begins to maintain a consistent and appropriate voice throughout communication using known, learned, or imagined knowledge</p> <p>7.18 Participates in various prewriting techniques such as reading, observing, listening, drawing, brainstorming, listing, outlining, mapping charting and webbing to generate ideas for independent writing</p> <p>7.19 Understands organizational writing patterns and recognizes the appropriate graphic organizer for various writing modes, e.g., selects standard outline format for main idea and supporting details or sequence chart for chronological order</p> <p>7.20 Understands prewriting/planning process and can recognize and generate new ideas/subtopics that support the main topic</p> <p>7.21 Produces a first draft independently that shows an understanding of the topic with increasing fluency</p>	<p>7.E Portfolio The student will demonstrate growth in literacy by maintaining a reading/writing portfolio that will include reactions to text, e.g., predicting, webbing, outlining, reflecting, noting difficult or interesting vocabulary read, as well as student created writing, e.g., reading journals, book reports, invitations, etc., of which one must include a piece produced by using electronic technology.</p> <p>a. many pieces of self-selected writing, which show use of the writing process</p> <p>b. evaluations of own progress for selected entries</p> <p>c. a list or log of books read (L.A.B.2.2.4)(L.A.D.2.2.4)</p> <p><i>Student performance on writing prompts should be based on the Department of Education rubric for writing performance tasks. Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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<p>3.III Vocabulary/Word Study Objectives</p>	<p>7.22 Revises a first draft incorporating instructional concepts independently or with coaching by teachers or peers; for example, add something, e.g., rich vocabulary, sentence variety and combining, change something and take something away (Project D.R.A.W.)</p> <p>7.23 Edits a draft, for conventional spelling, grammar, mechanics, indenting format, and sentence variety using appropriate proof reading</p> <p>7.24 Publishes final edited writing in a variety of ways including oral sharing with a peer, small group or entire class as well as displaying class made or individual books, mailings to pen pals or family members, public displays (6,13)</p> <p>7.25 Participates in peer, self-evaluation, and/or a teacher conferencing throughout the writing process as appropriate particularly during revision and editing</p> <p>The following objectives must to be used to support the competencies:</p> <p>8.1 Participates in daily phonemic awareness activities:</p> <ul style="list-style-type: none"> • Listening and rhyming games • Words and sentence length • Awareness of syllables • Segmenting/blending phonemes • Exploring initial and final sounds • Introducing names and symbol to sound (spelling) • Develop spelling sound correspondences through writing (Reference: <i>Phonemic Awareness in Young Children</i> by M.J. Adams, <i>Put Reading First the Research Building Blocks for Teaching Children to Read</i> from National Institute for Literacy) <p>8.2 Participates in daily word work in order to transfer and apply word knowledge (use word walls/theme boards)</p>	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational and literary text</p> <p>8.A. Student will complete a performance task demonstrating knowledge of the sounds/patterns of oral language by:</p> <ul style="list-style-type: none"> • Generating rhymes • Counting number-of-word syllables by clapping • Counting phonemes in words • Comparing word lengths • Writing words by representing phonemes with letters (L.A.A.1.2.2)(L.A.D.1.2.1)(L.A.B.1.2.3) <p>8.B. Student will complete a performance task of producing sounds and letters by:</p> <ul style="list-style-type: none"> • Writing dictated sentences

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	<p>8.3 Uses pictures, graphs, charts, maps, word walls, and personal word banks to explore the meaning of words</p> <p>8.4 Participates in context-related activities to ensure the recognition of high frequency words and common decoding patterns:</p> <ul style="list-style-type: none"> • 500 Fry Words • word patterns: CVC (red, sat); CV (he, go); CVC e (bike, came) <p>8.5 Uses knowledge of letter sound correspondence and phonics generalizations when reading and writing</p> <ul style="list-style-type: none"> • initial, medial, final single consonant sounds • initial and final blends and digraphs such as sh, ch, ck, ll, nd • short and long vowel patterns in words • vowels: r controlled, diphthongs, and other irregular patterns • compares words, discovering spelling patterns/word families and relationships between words (Making Words Activities) <p>8.6 Uses structural analysis to obtain meaning when reading and writing: base words, root words, common prefixes and suffixes, possessives, comparatives, superlatives, nouns (regular and irregular), inflected nouns, pronouns and verb endings</p> <p>8.7 Uses the context of a sentence to determine unfamiliar word meanings; definition, restatement of synonym, contrast or antonym, comparison, example, list or series, cause and effect, and description or inference (Project D.R.A.W.)</p> <p>8.8 Expands a print-related vocabulary by participating in meaningful real-world experiences through reading, listening and viewing a variety of materials daily; understands that word choice shapes reactions, maintains and explores new words through recording activities such as vocabulary notebooks/logs, class lists, or card files</p> <p>8.9 Uses negative words, e.g., none, with understanding</p>	<ul style="list-style-type: none"> • Matching letters, sounds and patterns (L.A.A.1.2.2)(L.A.D.1.2.1) <p>8.C. Student will complete a performance task identifying meanings of unfamiliar words or phrases in text, illustrations, graphs or charts using good reader strategies by:</p> <ul style="list-style-type: none"> • Reading and explaining meaning using context clues, e.g., definition, restatement or synonym, example, description or inference, etc. • Identifying word relationships, e.g., multiple meaning, structural analysis, (affixes, root words) compound words, contractions, synonyms, antonyms and homophones (L.A.A.1.2.3) <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p> <p>8.D. The student will demonstrate acquisition and use of expanded vocabulary through:</p> <ol style="list-style-type: none"> a. Selecting a theme and generating a poem b. Responding to a vocabulary question (in context) <ul style="list-style-type: none"> e.g., Read this sentence from the story. Find the two words below that have the SAME meaning as _____ e.g., Choose the words that mean the OPPOSITE of _____ <p>(L.A.A.1.2.3)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record. (Benchmarking, etc.)</i></p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>3.IV Listening/ Speaking/ Viewing</p>	<p>8.10 Participates in meaningful and rich word study when reading and writing, e.g., poems, that include adjectives, synonyms, antonyms, homonyms, compound words, contractions, multiple meaning words, figurative language/idioms and alliteration</p> <p>8.11 Explores multiple meaning words in text by mapping, discussion, and responding to vocabulary questions</p> <p>8.12 Uses graphic organizers to generate, map and classify words and concepts</p> <p>8.13 Integrates the use of varied word recognition strategies: context, rhyme, patterns, structures and phonics</p> <p>8.14 Compares words, discovering spelling patterns and relationships between spelling and meaning using various strategies, e.g., knowing root words, prefixes, suffixes; using word families, syllabication</p> <p>8.15 Begins to understand and generate analogies</p> <p>8.16 Participates in Guided Reading groups</p> <p>The following objectives must be used to support the competencies:</p> <p>9.1 Pronounces words clearly using standard English, appropriate body language and vocabulary, sentence length, and complexity appropriate for third grade level.</p> <ul style="list-style-type: none"> • Uses elements of grammar in speech including but not limited to subject-verb agreement, singular and plural nouns, comparatives, superlatives and verb tenses <p>9.2 Participates in oral language activities daily:</p> <ul style="list-style-type: none"> • Conducts interviews, introductions, and other social activities • Presents reports, news broadcasts (explaining and persuading) • Retells, summarizes, dramatizes stories (including beginning, middle and end) 	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational and literary text.</p> <p>9.A After viewing or listening to text, or multimedia, the student will work with a partner to analyze the topic, mood, or personalities presented by:</p> <ol style="list-style-type: none"> a. Planning an interview that explores ideas, values, and points of view of the selected piece b. Role playing an interview c. Using teacher-student developed criteria for self and peer evaluations of such interviews <p>(L.A.C.1.2.1)(L.A.C.2.2.1)(L.A.C.2.2.2)(L.A.C.3.2.3)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<ul style="list-style-type: none"> • Develops questions for peer response • Memorizes and recites poems, dialogue from plays, songs • Generates and follows multi-step oral directions • Expresses and supports opinion and ideas to persuade, inform, etc. • Develops criteria and evaluates oral presentations by self and peers <p>9.3 Evaluates oral presentations by self and peers, demonstrates understanding of the power of language using teacher/student criteria including conveying of meaning, engagement of audience, body language (eye contact, gestures, posture), articulation and pronunciation, standard conventions of English, appropriate word choice</p> <p>9.4 Uses active listening and courteous, appropriate responding during class discussions; contributes effectively in cooperative learning situation</p> <p>9.5 Gains a deeper understanding of the relationship between self and others through reading, viewing, discussing and listening to a variety of multicultural materials</p> <p>9.6 Listens and speaks respectfully to persons of all racial/ethnic backgrounds to gain and share information, ideas, values and points of view reflecting their cultures</p> <p>9.7 Listens for a variety of purposes: to recognize and understand major points of emphasis; to identify details, sequence, similes, symbols, idioms and other literal content; to evaluate the effectiveness and style of the speaker</p> <p>9.8 Formulates questions, paraphrases/summarizes information after listening or viewing</p> <p>9.9 Understands purpose (e.g., entertain, persuade, inform) and message from oral and/or visual presentations (e.g., television, movies)</p> <p>9.10 Participates in a variety of oral presentations (skits, role play) and understands that language formality varies according to situations and audiences</p>	<p>9.B The student will demonstrate effective speaking, viewing and listening skills by:</p> <p>a. Delivering oral presentations including exposition, e.g., reports, explanations, directions, narration, e.g., fables, fantasies, journals, recitation, e.g., retelling selections, poetry</p> <p>b. Evaluating the oral presentations of self and peers using teacher-student developed criteria</p> <p>(L.A.C.1.2.1)(L.A.C.1.2.2)(L.A.C.2.2.1)(L.A.C.3.2.3) (L.A.C.3.2.4)(L.A.D.2.2.2)(L.A.D.2.2.3)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>3.V Information Literacy/Study Test-Taking Skills</p>	<p>9.11 Selects personal listening preferences (e.g., poetry, songs, stories, fiction, non-fiction, drama, informational speeches)</p> <p>The following objectives must be used to support the competencies:</p> <p>10.1 Alphabetizes and locates words or topics in a dictionary, glossary, encyclopedia or other reference material</p> <p>10.2 Demonstrates self-questioning while reading or writing using pictures, charts, graphs, text, etc.</p> <p>10.3 Understands the question by using the think aloud process to analyze the question, key words, and the requirements of the task</p> <p>10.3 Reads, rereads, and revisits text to verify information or perform other tasks that include use of graphs, charts, signs maps and captions</p> <p>10.4 Targets information by underlining, highlighting, framing or circling</p> <p>10.5 Locates information in parts of a book; table of contents, title page, index, glossary, chapter titles, paragraph headings, italics, bold faced print, diagrams and illustrations for study and information</p> <p>10.6 Identifies, secures, handles, and uses books and multimedia resources such as computers, Internet, filmstrips, audiotapes, interactive videos, newspapers, magazines, encyclopedias</p> <p>10.7 Begins to use a variety of reference materials to research answers to questions, seek information, e.g., dictionary, encyclopedia, map, and clarifies the accuracy of text</p> <p>10.8 Follows oral and written directions for test-taking and to complete daily assignments</p>	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational and literary text</p> <p>10.A Working independently or in a cooperative group, the student will demonstrate the ability to access and use information by:</p> <ul style="list-style-type: none"> a. selecting a topic related to a current classroom theme in reading or content areas b. preparing and presenting a multimedia presentation by creating, revising, retrieving and verifying information including, but not limited to word processing software, electronic encyclopedias and the Internet c. participating in group discussion relating the various presentations to the class theme d. evaluating presentations using teacher-student developed criteria (L.A.B.2.2.4)(L.A.C.3.2.5) <p>10.B The student monitors his/her thinking by:</p> <ul style="list-style-type: none"> a. self-questioning e.g., What was easy/difficult?, Does it make sense?, Does it sound and look right? (L.A.A.1.2.4) <p>10.C The student will demonstrate basic study/test-taking skills by:</p> <ul style="list-style-type: none"> a. revisiting/re-reading text, charts, maps, pictures, etc.

COMPONENT	OBJECTIVES	COMPETENCY
	<p>10.9 Becomes familiar with testing formats such as multiple choice, performance tasks (written), as well as other informal assessments, e.g., fill in the blank, matching, rank ordering and scores performance tasks using rubrics (Department of Education)</p> <p>10.10 Participates in periodic timed reading activities to increase reading rate using fiction and non-fiction selections of varying lengths at third grade level</p> <p>10.11 Manages home study strategies (time/place for homework)</p> <p>10.12 Uses graphic organizers to initiate planning, research and support thinking before oral or written response as well as simple alphabetic and numerical systems such as outlining, power notes</p> <p>10.13 Uses study skill strategies, e.g., predicts, surveys the text, clarifies unknown words/phrases, visualizes, questions, takes notes, paraphrases/summarizes, reviews, analyzes/improves responses</p>	<p>b. marking targeted words/information, e.g., underlining, highlighting, circling, etc. (L.A.A.1.2.4)</p> <p>10.D The student will answer a multiple choice question after reading grade level text by:</p> <ul style="list-style-type: none"> a. analyzing the question and the requirements of the task b. thinking out the best response c. revisiting the text to verify thinking d. selecting and justifying the best answer <p>10.E The student will respond to a performance question after reading grade level text by:</p> <ul style="list-style-type: none"> a. analyzing the question and the requirements of the task b. revisiting text to locate information and details c. answering the question in a short or extended response format <p><i>Student performance on the short or extended response should be based on the FCAT rubric for performance tasks. Student performance should be noted/reported on a checklist or anecdotal record.</i></p>