

### Draft Recommendations Side by Side—English Language Arts and Reading, Grade 3

Current English Language Arts and Reading TEKS	TEKS Review Committee Draft Recommendations
<p>(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</p> <p>(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:</p> <p>(i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);</p> <p>(ii) doubling final consonants when adding an ending (e.g., hop to hopping);</p> <p>(iii) changing the final "y" to "i" (e.g., baby to babies);</p> <p>(iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and</p> <p>(v) using knowledge of derivational affixes (e.g., -de, -ful, -able);</p> <p>(B) use common syllabication patterns to decode words including:</p> <p>(i) closed syllable (CVC) (e.g., mag-net, splen-did);</p> <p>(ii) open syllable (CV) (e.g., ve-to);</p> <p>(iii) final stable syllable (e.g., puz-zle, con-trac-tion);</p> <p>(iv) r-controlled vowels (e.g., fer-ment, car-pool); and</p> <p>(v) vowel digraphs and diphthongs (e.g., ei-ther);</p> <p>(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);</p> <p>(D) identify and read contractions (e.g., I'd, won't); and</p> <p>(E) monitor accuracy in decoding.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(E) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding multisyllabic vowel teams including -eigh as in eight and height, -ough as in though, bought, and bough, -augh as in caught, and -eu as in fued in isolation and context;</p> <p>(ii) decoding and encoding multisyllabic words with a doubled final consonants when an ending was added;</p> <p>(iii) decoding and encoding multisyllabic words that have dropped the final "-e" when adding endings that start with a vowel;</p> <p>(iv) decoding and encoding multisyllabic words including that change the final "-y" to an "-i" when adding an ending that starts with a vowel; and</p> <p>(v) read, and spell high frequency words, compound words, and contractions;</p>
<p>(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;</p> <p>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and</p>	

<p>(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</p>	
<p>(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(C) use appropriate rate, accuracy and prosody when reading grade-level text;</p>
<p>(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;</p> <p>(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;</p> <p>(C) identify and use antonyms, synonyms, homographs, and homophones;</p> <p>(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and</p> <p>(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(B) develop vocabulary to:</p> <p>(i) use print, digital, and web-based resources to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;</p> <p>(iii) identify the meaning of base words with affixes including dis-, im- (into), in- (not, non), pre-, -ful, -y, -est, -ness, and -er (comparative);</p> <p>(iv) read and identify antonyms and synonyms;</p> <p>(v) read and spell homographs and homophones; and</p> <p>(vi) distinguish the meaning of multiple meaning words and homographs;</p> <p>(F) demonstrate print awareness by:</p> <p>(i) alphabetizing to the third letter;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(E) respond to various sources embedding acquired vocabulary as appropriate; and</p>

<p>(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and</p> <p>(B) compare and contrast the settings in myths and traditional folktales.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) paraphrase texts in ways that maintain meaning and logical order</p> <p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) recognize characteristics and structures of literary texts including:</p> <p>(ii) understanding the relationship of the setting to the plot;</p> <p>(iv) identifying basic themes with textual evidence.</p>
<p>(6) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(E) understand and identify elements of poetry, including rhyme, rhythm, repetition, alliteration and layout found in free verse, narrative, lyrical, and concrete forms;</p> <p>(F) recognize how forms and structures are the same and different within and across genres including, realistic fiction, traditional, biographies, personal narrative/memoir, informational text, and poetry.</p>
<p>(7) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(E) identify and analyze how an author's use of language contributes to mood and tone of a text;</p>

<p>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) paraphrase texts in ways that maintain meaning and logical order</p> <p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) recognize characteristics and structures of literary texts including:</p> <p>(i) understanding how one event builds on another , how the problem is solved and follow multiple events and characters in the plot</p> <p>(ii) understanding the relationship of the setting to the plot.</p> <p>(iii) explaining the relationship among the characters</p> <p>(F) recognize how forms and structures are the same and different within and across genres including, realistic fiction, traditional, biographies, personal narrative/memoir, informational text, and poetry.</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(F) identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose;</p>
<p>(9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including</p> <p>(i). using features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text</p> <p>(ii) identify how different organizational structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution support the main ideas</p>

	(F) recognize how forms and structures are the same and different within and across genres including, realistic fiction, traditional, biographies, personal narrative/memoir, informational text, and poetry.
(10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.	<p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(D) understand how author's use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes;</p>
(11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select text and read independently for a sustained period of time;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) paraphrase texts in ways that maintain meaning and logical order</p>
(12) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including</p> <p>(i). using features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text</p> <p>(ii) identify how different organizational structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution support the main ideas</p> <p>(F) recognize how forms and structures are the same and different within and across genres including, realistic fiction, traditional, biographies, personal narrative/memoir, informational text, and poetry.</p>

	<p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) identify and analyze the author's purpose and message within texts;</p>
<p>(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) identify the details or facts that support the main idea;</p> <p>(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;</p> <p>(C) identify explicit cause and effect relationships among ideas in texts; and</p> <p>(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including</p> <p>(i). using features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text</p> <p>(ii) identify how different organizational structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution support the main ideas</p> <p>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</p> <p>(F) recognize how forms and structures are the same and different within and across genres including, realistic fiction, traditional, biographies, personal narrative/memoir, informational text, and poetry.</p>
<p>(14) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including</p> <p>(i) identifying what the author is trying to persuade the reader to think or do by identifying the thesis and facts or opinions that support the thesis</p> <p>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</p>
<p>(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) follow and explain a set of written multi-step directions; and</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p>

<p>(B) locate and use specific information in graphic features of text</p>	<p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) identify how different organizational structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution support the main ideas;</p> <p>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</p>
<p>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) understand how communication changes when moving from one genre of media to another;</p> <p>(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and</p> <p>(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</p>
<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) publish written work for a specific audience.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing Using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Students are expected to:</p> <p>(A) the organization of a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;</p> <p>(B) develop drafts of varying lengths by ideas and into a focused, structured, and coherent piece of writing;</p> <p>(C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <p>(E) publish drafts in response to feedback and evaluate its effectiveness such as using a rubric;</p>

	<p>(F) use the elements of craft to advance the writer’s purpose when composing by</p> <p>(i) developing an engaging idea reflecting depth of thought with specific details and relevance</p> <p>(ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing</p> <p>(iii) using intentional word choice, precise nouns, and strong actions verbs</p> <p>(iv) constructing a variety of sentence structures and lengths</p> <p>(v) using author’s craft to develop voice</p>
<p>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p> <p>(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing Using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Students are expected to:</p> <p>(G) compose literary texts using genre characteristics and author’s craft including personal narratives, fiction such as realistic or imaginative, and poetry</p>
<p>(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing Using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Students are expected to:</p> <p>(G) compose literary texts using genre characteristics and author’s craft including personal narratives, fiction such as realistic or imaginative, and poetry</p>
<p>(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that:</p> <p>(i) establish a central idea in a topic sentence;</p> <p>(ii) include supporting sentences with simple facts, details, and explanations; and</p> <p>(iii) contain a concluding statement;</p> <p>(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write responses to literary or expository texts that demonstrate an understanding of the text.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing Using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Students are expected to:</p> <p>(H) compose informational texts using genre characteristics and author’s craft such as essays and reports</p> <p>(J) compose correspondence such as thank you notes or letters</p>



<p>(21) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing Using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Students are expected to:</p> <p>(I) compose argumentative texts using genre characteristics and author's craft such as reviews</p>
<p>(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (past, present, and future);</p> <p>(ii) nouns (singular/plural, common/proper);</p> <p>(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);</p> <p>(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);</p> <p>(v) prepositions and prepositional phrases;</p> <p>(vi) possessive pronouns (e.g., his, hers, theirs);</p> <p>(vii) coordinating conjunctions (e.g., and, or, but); and</p> <p>(viii) time-order transition words and transitions that indicate a conclusion;</p> <p>(B) use the complete subject and the complete predicate in a sentence; and</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing Using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Students are expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <p>(i) use complete simple and compound sentences with correct subject-verb agreement;</p> <p>(ii) use past, present, and future verb tenses properly;</p> <p>(iii) use singular, plural, common, and proper nouns;</p> <p>(iv) use descriptive and limiting adjectives including articles</p> <p>(v) use adverbs that convey time and manner;</p> <p>(vi) use prepositions and prepositional phrases to convey relationships and add detail;</p> <p>(vii) use possessive pronouns properly such as his, hers, and theirs;</p> <p>(viii) use coordinating conjunctions to form compound predicates, compound subjects, and sentences; and</p>
<p>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) write legibly in cursive script with spacing between words in a sentence;</p> <p>(B) use capitalization for:</p> <p>(i) geographical names and places;</p> <p>(ii) historical periods; and</p> <p>(iii) official titles of people;</p> <p>(C) recognize and use punctuation marks including:</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words;</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing Using Multiple Texts. Students use the modes of writing/discourse and the writing process</p>

<p>(i) apostrophes in contractions and possessives; and</p> <p>(ii) commas in series and dates; and</p> <p>(D) use correct mechanics including paragraph indentations.</p>	<p>recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Students are expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <p>(ix) use capitalization for geographical names and places, historical periods, and official titles of people; and</p> <p>(x) use punctuation marks including apostrophes in contractions and possessives; commas in a series and dates; and use correct mechanics including indentations.</p>
<p>(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;</p> <p>(B) spell words with more advanced orthographic patterns and rules:</p> <p>(i) consonant doubling when adding an ending;</p> <p>(ii) dropping final "e" when endings are added (e.g., -ing, -ed);</p> <p>(iii) changing y to i before adding an ending;</p> <p>(iv) double consonants in middle of words;</p> <p>(v) complex consonants (e.g., scr-, -dge, -tch); and</p> <p>(vi) abstract vowels (e.g., ou as in could, touch, through, bought);</p> <p>(C) spell high-frequency and compound words from a commonly used list;</p> <p>(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);</p> <p>(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);</p> <p>(F) spell complex contractions (e.g., should've, won't); and</p> <p>(G) use print and electronic resources to find and check correct spellings.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(E) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding multisyllabic vowel teams including -eigh as in eight and height, -ough as in though, bought, and bough, -augh as in caught, and -eu as in fued in isolation and context;</p> <p>(ii) decoding and encoding multisyllabic words with a doubled final consonants when an ending was added;</p> <p>(iii) decoding and encoding multisyllabic words that have dropped the final "-e" when adding endings that start with a vowel;</p> <p>(iv) decoding and encoding multisyllabic words including that change the final "-y" to an "-i" when adding an ending that starts with a vowel; and</p> <p>(v) read, and spell high frequency words, compound words, and contractions;</p>
<p>(25) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and</p> <p>(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading, and Writing using Multiples Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. Students are expected to:</p> <p>(A) generate student selected questions based on teacher guided topics for formal and informal inquiry</p> <p>(B) follow the research plan with teacher support</p>

<p>(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:</p> <p>(i) student-initiated surveys, on-site inspections, and interviews;</p> <p>(ii) data from experts, reference texts, and online searches; and</p> <p>(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;</p> <p>(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);</p> <p>(C) take simple notes and sort evidence into provided categories or an organizer;</p> <p>(D) identify the author, title, publisher, and publication year of sources; and</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading, and Writing using Multiples Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. Students are expected to:</p> <p>(C) gather and categorize information from a variety of sources</p> <p>(D) classify primary and secondary sources</p>
<p>(27) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>	
<p>(28) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) Develop oral language through listening and speaking by:</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading, and Writing using Multiples Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. Students are expected to:</p> <p>(E) demonstrate understanding using appropriate mode of delivery, such as written, oral, and/or media</p> <p>(i) list sources used</p> <p>(ii) recognize the difference between paraphrasing and plagiarism when using source materials</p>

	(F) incorporate digital technology, when appropriate
<p>(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and</p> <p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) Develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(iv) listening and responding to information presented by others;</p> <p>(v) listening to and distinguishing between relevant and irrelevant information;</p> <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively, ask relevant questions, and make pertinent comments.</p>
<p>(30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) Develop oral language through listening and speaking by:</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(vi) developing social communication such as, conversing politely in all situations using the four protocols; and</p>
<p>(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) Develop oral language through listening and speaking by:</p>

	<p>(vii) producing oral language in contextualized and purposeful ways, practicing form, including grammar and vocabulary, and function, such as language used to clarify, explain, and argue, to communicate and build ideas</p> <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(B) work productively with others in teams by following agreed-upon rules for discussion;</p> <p>(C) participate in teacher- and student-led discussions by speaking coherently with appropriate detail about the topic and providing suggestions that build upon the ideas of others;</p>
<b>Figure 19</b>	
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. Students are expected to:</p> <p>(A) make and confirm predictions using text features, elements, and structures ;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) create mental images to deepen understanding;</p> <p>(D) make connections to personal experiences, ideas in other texts, and the larger community to activate prior knowledge;</p> <p>(E) make inferences and use evidence to support understanding;</p> <p>(F) prioritize information read to determine what is most important;</p> <p>(G) synthesize information to create new understanding;</p> <p>(H) establish purpose for reading assigned and self-selected texts; and</p> <p>(I) monitor comprehension and make corrections and adjustments when understanding breaks down.</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) paraphrase texts in ways that maintain meaning and logical order</p>
	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p>

	<p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(B) explain multiple viewpoints, such as personal and character, and support with text evidence;</p> <p>(D) react to a variety of sources read, heard, or viewed in meaningful ways such as note-taking, annotating, free writing, or illustrating.</p> <p>(F) discuss specific ideas in the text important to the implied meaning.</p>
	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(D) reflect on the effectiveness of collaboration.</p>
	<p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(B) understand how text structure contributes to an author's purpose</p> <p>(C) identify and explain author's use of print and graphic features to achieve specific purposes; and</p>