

Diocese of Raleigh Catholic Schools

7200 Stonehenge Drive

Raleigh, NC 27613

www.dioceseofraleigh.org

Grade 3 - English/Language

Arts Standards

Diocese of Raleigh

May 2019

**THE DIOCESE OF RALEIGH SCHOOLS:
MISSION OF OUR CATHOLIC SCHOOLS**

The mission of the Diocese of Raleigh is to engage our school/preschool communities in creating a quality education within a Catholic environment that fosters the current and future development of the whole child.

DIOCESE OF RALEIGH CATHOLIC SCHOOLS: A FOUNDATION FOR LIFE

“School is one of the educational environments where one grows by learning how to live, how to become grown- up, mature men and women...Following what St. Ignatius teaches us, the main element in school is learning to be magnanimous...This means having a big heart, having a greatness of soul. It means having grand ideals, the desire to achieve great things in response to what God asks of us and, precisely because of this, doing everyday things, all our daily actions, commitments, and meetings with people well. [It means] doing the little everyday things with a big heart that is open to God and to others.” Pope Francis *{Excerpts from Pope Francis: Speech address on June 7, 2013 on the importance of Catholic education in schools in Italy and Albania in the Paul VI Audience Hall.}*

English/Language Arts Philosophy

The language arts program is the foundation of academic instruction in the Catholic elementary school. In order for students to succeed in our ever-changing society, it is imperative to provide instruction in language arts that will provide a high level of literacy. In a culture where students are expected to interact with the English language across many written and digital formats, the ability to apply skills in reading, writing, listening, and speaking is paramount to the student's capacity to communicate effectively. Because of this, it is necessary for students to be provided with the opportunity to apply these skills in all content areas as language is one of the noblest manifestations of our creativity, and the means by which we communicate with and glorify God.

INTRODUCTION


The English Language Arts Standards are intended for use in all Catholic elementary and middle schools in the Diocese of Raleigh. All students should have the opportunity and the support necessary to gain the skills necessary to excel in English Language Arts in all content areas. These standards are the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology in grades K-8. Effective Language Arts lessons require a teacher's understanding of what each student knows, what the student needs to learn, and then supporting them to learn it well. The primary goal of these Achievement Standards ensure that students are introduced to the language skills necessary to think critically, communicate effectively and reach high levels of literacy in all content areas. Assessments will support the learning of key Language Arts objectives and provide useful information for both the teacher and the student. The Standards outline the levels of competency that is expected of students at each grade level. The Standards are aligned to the North Carolina English Language Arts Standard Course of Study adopted by the North Carolina Department of Public Instruction.

The ELA Standards are enhanced by specific **Overarching Achievement Standards and Goals** unique to students in Catholic Schools. Teachers must reinforce Gospel truths and values so that students may serve as witness to their Catholic faith. The **Overarching Goals** will help students develop a critical conscience in every content area. **Achievement Standards** are not necessarily quantifiable, but rather identified in a student's respect toward the content area. **Specific targeted goals** for each standard ensure that each student gain the necessary literacy skills to be a successful 21st century learner. Assessments should support the learning of key Language Arts objectives and provide useful information for both the teacher and the student.

- All people are created with minds and the gift to reason.
- God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Recognize and articulate Gospel values in literature.
- Develop an appreciation for stories from other cultures and religions.
- Recognize social justice themes.
- Listen and speak with respect.
- Writing must reflect a respect for others consistent with Christian values.

SAMPLE

Reading Standards for Informational Text (RI) ← **Overarching Standard**

STANDARD	CLARIFICATION
Achievement Standard: Craft and Structure ← Achievement Standard	
RI.K.4 With prompting and support, students will ask and answer questions about words in a text. <div style="text-align: center;">  <p>Goal(s)</p> </div>	Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting. <i>Examples</i> During read alouds, the teacher models how to ask questions about words by pausing when an unfamiliar, unknown, or compelling word appears in the text. The teacher then models how to use question stems, context clues, and pictures to better understand the meaning of the word. The class creates an anchor chart that students can refer to when asking and answering questions about words. When working with small groups, the teacher asks students questions about known or familiar words in a text. Students use the text to answer those questions.

DOR Standards aligned with the North Carolina English Language Arts Standard Course of Study 2017

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Standards

ARE learning goals for what students should know and be able to do at each grade level.

Remain constant until revised by the Catholic Schools Office.

Curriculum

ARE detailed plans/units/resources used to teach students the learning goals embodied in the standards.

May be altered/changed by classroom teacher to ensure student success.

Diocese of Raleigh Standards

Achievement Standard

RL.2.1

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of **key details** in a text.

Standards created by
Diocese of Raleigh
Catholic Schools Office

Curriculum

National Geographic Kids:
Ants.

Lesson Plan/Unit

The student will be able to demonstrate an understanding of key details in the text *National Geographic Kids: Ants* by answering *who, what, when, where* and *how* questions about the text.

GRADE 3

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Achievement Standards for Reading

Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature (RL)

STANDARD		CLARIFICATION
Achievement Standard: Key Ideas and Evidence		
RL.3.1	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>a. Learn to draw conclusions and make inferences within texts.</p>	<p>Students ask and answer questions to show they understand the text. They use specific details in the text to support their answers.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Participate in a shared reading of a literary text. Make annotations, noting details and ideas that are confusing and interesting. Answer the questions, referring to the text to find the answers. ● Record student annotations in the margins of the copied text, in response journals, or on sticky notes, and then share them with partners.
RL.3.2	<p>Recount fictional stories, including, but not limited to, realistic fiction, fantasy, fables, folktales, and myths from diverse cultures; determine the central message (theme), lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Students recount stories including fables, folktales, and myths from various cultures. Students establish the central messages, lessons, or moral and explain how the important details helped communicate those ideas.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Introduce a text through a think aloud, telling students how an author guides the reader to infer the central message through key details, rather than simply stating the message. ● Record key details on a class anchor chart. ● Look at the process of how the author worked toward building a theme using the information on the anchor chart. ● Model how to recount a story, using a read-aloud of a text. ● Explain that a recount begins with an introduction statement, followed by major-events listed in sequential order, and ends with a conclusion. ● Encourage students to recount familiar stories to partners or in small groups.
RL.3.3	<p>Describe characters in a story and explain how their actions contribute to the sequence of events.</p>	<p>Students describe characters in a story by including their traits, motivations, and feelings. Students explain how the characters' actions add to the plot and influence the events in the story.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Think aloud about how to use a specific detail from the text to describe a character. ● Model orally and in written form. ● Read aloud and model noticing how a character advances the plot. ● Follow this process to analyze and describe characters orally and in written form. ● Note details from the text that led students to believe their ideas. ● Note specific events and discuss how the characters influenced each event.

STANDARD		CLARIFICATION
<i>Achievement Standard: Craft and Structure</i>		
RL.3.4	Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text, including the distinction between literal and non-literal language.	<p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking and to determine which words have an effect on the overall meaning in a text; students identify those words as literal or non-literal language.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model for students how to highlight unknown words and annotate the text in the margins, noting details that help them figure out the unfamiliar words. ● Model using the strategy, “creating pictures for words and phrases” by drawing pictures in the margins. ● Provide examples of words in a shared text that influence the meaning by pointing out the most important words and talking about how the chosen words contribute to the meaning of the text.
RL.3.5	Refer to parts of stories, dramas , and poems when writing or speaking about a text, using terms such as chapter , scene, and stanza ; describe how each successive part builds on earlier sections.	<p>Students use correct terminology such as chapter, scene, and stanza when writing and talking about specific parts of stories, dramas, and poems. Students explain how each part builds on previous parts of the text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Use a variety of graphic organizers to guide students’ understanding of the story structure of each genre and provide opportunities for students to read texts in all three genres. ● Identify specific parts of stories, dramas, and poems when reading with partners or in small groups. ● Annotate texts with correct terminology while reading, either with sticky notes or in the text itself.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	<p>Students determine the point of view of the narrator or character in a story and recognize how it is similar or different from their own point of view.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read a shared text and model how to determine the author’s viewpoint. ● Write journal entries about a character’s point of view about an event in the text. Then write journal entries from their own point of view about the same event and switch their entries with other students to highlight the differences and similarities between the viewpoints.

STANDARD		CLARIFICATION
Achievement Standard: Integration of Ideas and Analysis		
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	<p>Students describe how specific details in a text's illustrations provide additional meaning and more information to what has been communicated by words. For example: how the illustrations contribute to the mood or emphasize aspects of characters or settings.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read a story aloud without showing the illustrations and describe an assigned element (setting, characters' traits, plot, or mood). Reread the story showing the illustrations and ask students to write sentences describing how illustrations add to their understanding of the chosen element. ● Create a set of cards with words describing various settings, moods, or character traits gathered from previously read stories. Each student takes a card and creates an illustration that gives more information about the word on the card. The class explains how the illustrations add details about the words on the card.
RL.3.8	Not applicable to literature.	
RL.3.9	Compare and contrast the themes (central messages), settings, and plots of stories written by the same author about the same or similar characters.	<p>Students determine how the themes (central messages), settings, and plots are similar and different in stories written by the same author (books in a series) that contain the same or similar characters.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Pose think aloud questions to compare and contrast the themes, settings, or plots of two stories by the same author, and create a Venn diagram to compare and contrast. ● Choose two texts from a series. Students work in pairs. Assign one text to one student and the other text to his/her partner. Each pair completes a graphic organizer that addresses the theme, setting, and plot for the assigned text. Pairs come together and highlight the similarities in one color and the differences in another color.
Achievement Standard Range of Reading and Level of Complexity		
RL.3.10	By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<p>By the end of grade 3, students competently read and understand literary texts on the high end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Create text sets with a range of complexities and provide students with opportunities to self-select texts from the set. ● Highlight a literary text for the week (drama, poetry, fiction) and challenge students to read a similar text throughout the week. Then participate in a one-minute "tell all" about their book.

Reading Standards for Informational Text (RI)

STANDARD	CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>	
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>a. Learn to draw conclusions and make inferences within texts.</p> <p>b. Determine the difference between a fact and an opinion.</p>	<p>Students ask and answer questions to show they understand the text. They use specific details in the text to support their answers.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model how to find the answers to a set of text-dependent questions in a text. ● Highlight where the answers are found in the text, and record answers in response journals, using clearly stated details from the text to support their answers.
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Students establish the main idea of an informational text. They tell important details in sequential order and explain how the details strengthen the author's main idea.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model for students how to mark words and phrases that identify the main idea and key details of a text. ● Look for details the author uses to describe or support the main idea of a text.
<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Students explain the relationship within a series of historical events, scientific ideas or concepts, or steps in a technical procedure. Students use words that are relevant to time, sequence, and cause/effect.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide texts on a scientific concept, a historical event, or a technical procedure. ● Model with a shared text how to determine the organization of a text by cause/effect. ● Highlight signal words that indicate cause/effect. ● Use flowcharts to illustrate the series, steps, ideas, or concepts.

STANDARD	CLARIFICATION
Achievement Standard: Craft and Structure	
RI.3.4	<p>Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>Students examine the text to figure out the meaning of words and phrases appropriate to third grade topics and subject areas, using the context to inform their thinking.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Model how to determine the meaning of an unfamiliar word and how to look “all around the word” for clues to help determine the meaning. • Record unknown words from a text on sticky notes and work in partners or small groups to “figure out” the meaning, using clues in the text.
RI.3.5	<p>Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>Students use text features and search tools such as key words, sidebars, and hyperlinks to help them find information specific to a topic quickly and easily.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Guide students to preview the text features in a book or search tools in a website. • Provide informational texts. Identify text features and record them in response journals. Share them with a small group and discuss why the text features are useful to the reader.
RI.3.6	<p>Distinguish their own point of view from that of the author of a text.</p> <p>Students identify the author’s point of view and determine how it is similar to and different from their own points of view.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Create a graphic organizer with the headings “author” and “self”. Use text evidence and personal experience to model how to fill in the graphic organizer. • Use a new text to complete a graphic organizer. • Create sentences of the two viewpoints.

STANDARD		CLARIFICATION
Achievement Standard: Integration of Ideas and Analysis		
RI.3.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	<p>Students use the words in a text and information they learned from illustrations (maps, photographs, etc.) to show they understand the text, including where, when, how, and why key events occur.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model how to connect information from illustration to text. ● Provide students with a text feature like a chart or a diagram. Note the important information and key details from the illustrations and the text. ● Write relevant information about a text feature.
RI.3.8	Describe how the author logically connects ideas between sentences and paragraphs to support specific points in a text.	<p>Students explain how the author links ideas in sentences and between paragraphs to contribute to particular points in the text (e.g., because, also, next or first, second, third).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Lead the class in a brainstorming session to create a list of signal words. ● Model how to determine the connection between specific points of paragraphs or sentences by highlighting signal words. ● Read a short text and highlight the signal words. ● Use sentence strips to reconstruct sentences divided at the signal word.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic .	<p>Students explain the similarities and differences of the key points and details provided in two texts on the same topic.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Choose two informational texts on the same topic. Divide the students into two groups and assign a text. Work in groups to determine the text's important ideas and key details. ● Work in pairs to read two informational texts on the same topic. One student underlines the differences in ideas and key details between the two texts in one color, and the other student underlines the similarities in the ideas and key details in another color. The students then report the similarities and differences in ideas and key details through talking, writing, or recording.

Achievement Standard: Range of Reading and Level of Complexity

RI.3.10

By the end of grade 3, read and understand **informational texts** at the high end of the 2-3 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.

By the end of grade 3, students competently read and understand informational texts on the high end of the 2- 3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.

Examples:

- Create a text set with a range of complexities on a nonfiction topic related to the class' anchor text.
- Provide students with the opportunity to self-select texts from the set for independent reading.
- Create graphic organizers of what they already know about the subject/topic and share their answers aloud.

GRADE 3

READING FOUNDATIONAL SKILLS: The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Achievement Standards for Reading Foundational Skills

Handwriting

Phonics and Word Recognition

Fluency

Reading Standards for Foundational Skills (RF)

STANDARD		CLARIFICATION
Achievement Standard: Handwriting		
RF.3.2	Create readable documents with legible handwriting (manuscript and cursive).	<p>Students create pieces of writing that are easy for others to read in manuscript and cursive.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model readable handwriting throughout daily instruction. ● Model forming the letters on the board or document camera. ● Schedule daily journal time for students. ● Focus on manuscript and cursive handwriting while journaling and in other daily work.
Achievement Standard: Phonics and Word Recognition		
RF.3.4	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin prefixes and suffixes.</p> <p>c. Decode multisyllabic words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>Students read words using grade-level appropriate strategies.</p> <ul style="list-style-type: none"> ● Students recognize and know the meaning of the most common prefixes and suffixes. ● Students read words with common Latin prefixes and/or suffixes. ● Students read words with more than one syllable. ● Students read grade appropriate words that do not follow normal spelling patterns. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Prompt the students to: “Look at the end (or beginning) of the word and try again.” ● Ask, “Does the word have a suffix or prefix that you are already familiar with?” ● Provide colored index cards with root words, prefixes, and suffixes, and invite the students to build new words. ● Record words made with index card roots and affixes. ● Use new words with roots and affixes in their writing.
Achievement Standard: Fluency		
RF.3.5	<p>Read with sufficient accuracy and fluency to support and develop comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p>	<p>Students read grade-level text smoothly and with enough accuracy so that they understand the text.</p> <ul style="list-style-type: none"> ● Students read and understand a variety of texts with purpose (e.g., to learn new information, for entertainment, etc.). ● Students read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings. ● Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model fluent reading during a read aloud, making direct and explicit comments about his/her accuracy, the pace of the reading, and the enunciation when appropriate. ● Model how to do it incorrectly (e.g., too slow or too fast, with a lack of expression, with

		<p>mistakes), and then reiterate how to read the text correctly.</p>
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- Read both poetry and prose with their partners.
- Evaluate each other on the different elements of fluency (accuracy, rate, expression).

GRADE 3

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Achievement Standards for Writing

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Standards (W)

STANDARD	CLARIFICATION
<i>Achievement Standard: Text Types, Purposes, and Publishing</i>	
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons using the <i>6 + 1 Traits of Writing</i>.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. c. Provide reasons that support the opinion. d. Use linking words and phrases to connect opinion and reasons. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. 	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder-resources)</p> <p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>

	STANDARD	CLARIFICATION
W.3.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly using the <i>6 + 1 Traits of Writing</i>.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions, and details. d. Use linking words and phrases to connect ideas within categories of information. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. 	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder-resources)</p> <p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>

STANDARD		CLARIFICATION
W.3.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using the <i>6 + 1 Traits of Writing</i>.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Establish a situation and introduce a narrator, and/or characters; organize an event sequence that unfolds naturally. Use of dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal transition words and phrases to signal event order. Provide a sense of closure. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. 	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder-resources)</p> <p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>
W.3.4	<p>With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others using the <i>6 + 1 Traits of Writing</i>.</p>	<p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers, as well as practice word processing skills. The teacher provides support and guidance.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Guide students in creating documents in an online space and sharing them with other students. ● Become familiar with word processing tools by typing pieces of original writing. ● Practice typing, titling, saving, printing, and sharing their writing. ● Share documents with other classes within the school to collaborate and interact through peer feedback.

STANDARD		CLARIFICATION
Achievement Standard: Research		
W.3.5	Conduct short research projects that build knowledge about a topic using the <i>6 + 1 Traits of Writing</i> .	<p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Students investigate a specific topic and complete a short research project to build knowledge about that topic.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Assign a topic for students to research further, following a read-aloud. Encourage students to select a topic to research that piqued their interest during the read- aloud. ● Use kid-friendly search engines to research a topic. Glean important information about the topic through the search engines. Take notes on graphic organizers.
W.3.6	Recall information from personal experiences or gather information from print and digital sources ; take brief notes on sources and sort evidence into provided categories using the <i>6 + 1 Traits of Writing</i> .	<p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Students think about and use personal experiences and/or information collected from print and digital resources. Students take simple notes and sort the information into categories, which are provided by the teacher.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Find relevant information in print sources, such as books or articles, and digital sources, such as reputable Internet websites. ● Take notes by writing important information on sticky notes. Sticky notes are then organized into teacher created categories. ● Model how to read and take brief notes, possibly using a graphic organizer to collect notes about what he/she already knew about the topic and what he/she learned from the text. ● Use the same type of graphic organizer when taking notes about a studied topic or when answering a question.
W.3.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences, incorporating the <i>6 + 1 Traits of Writing</i> .	<p>All writing instruction should be based on the <i>6 + 1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>

GRADE 3

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Achievement Standards for Speaking and Listening

Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards (SL)

STANDARD	CLARIFICATION
Achievement Standard: Collaboration and Communication	
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on third grade topics and texts. They communicate their own ideas and add to what others are saying.</p> <ul style="list-style-type: none"> ● Students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence). ● The teacher and students create discussion guidelines (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● Students ask each other questions to help clarify their understanding of the information presented, stay on topic, and make connections between their comments and the remarks of others. ● Following a discussion, students explain their own ideas and communicate their understanding of the topic. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model and support instruction with example conversation starters (e.g., “I agree with _____ because..., I’m confused by your last point, How do you justify your perception of... Could you clarify it for me?”). ● Include as many higher order thinking questions/stems as possible. ● Create anchor charts, with students, to use as reference tools showing the rules and expectations, the conversation starters, and the rubric for assessing participation during discussions.
<p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Students determine the main ideas from a text that is read aloud or information presented in various ways and forms such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos).</p> <p>Students establish which details support the main ideas.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Present a chart or table, then model how to determine the main ideas and supporting details by highlighting words and phrases in and around the chart/table. ● Project a photograph worthy of discussion. Monitor the students’ discussions. ● Work in small groups or partners to discuss the details in the photo or chart/table.

STANDARD		CLARIFICATION
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<p>Students ask questions about the information a speaker has provided. They also answer questions about the information presented using details.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model how to answer questions adding elaboration and details. ● Practice answering questions adding elaboration and details in pairs, after listening to a speaker (audio or video).
<i>Achievement Standard: Presentation of Knowledge and Ideas</i>		
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details , speaking clearly in complete sentences at an understandable pace.	<p>Students present reports on a topic or a text. They tell stories about personal experiences using suitable facts and vivid details. Students use complete sentences and speak at a pace the audience can follow.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model for students how to plan to tell a story or recount an experience using a storyboard. Guide students through the process of organizing information on the storyboard, reminding them to use sequential order, facts, and descriptive details. ● Select a topic and use notecards to record facts and descriptive details about the topic. Practice presentations in small groups and receive feedback to improve their presentations. ● Record student speeches and use a rubric to self-reflect on the pace and the use of complete sentences.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<p>Students create interesting audio recordings of stories and poems that flow easily at an understandable speed. They use images to enrich specific details.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model the process for recording the recitation of a poem or story. ● Collect recordings and provide a link/CD to share with parents or classmates. ● Record reciting a poem or telling a story. Listen to the recordings and complete a self-reflection rubric that targets pace and reading smoothly. ● Practice engaging poems as a whole-class choral exercise.

GRADE 3

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Achievement Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards (L)

STANDARD	CLARIFICATION
<i>Achievement Standard: Conventions of Standard English</i>	
<p>L.3.1 Demonstrate command of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives, adverbs and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	<p>Refer to the NC ELA Standards Grammar Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p>

STANDARD		CLARIFICATION
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>Refer to the NC ELA Standards Conventions Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p>
Achievement Standard: Knowledge of Language		
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English. 	<p>Refer to the NC ELA Standards Conventions Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening.</p> <ul style="list-style-type: none"> Students choose words and phrases that will have the greatest impact on the reader when writing or speaking. Students identify the differences in written and spoken English when writing, speaking, reading, or listening.

		<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read aloud a variety of mentor texts and identify specific words and phrases the authors use to convey their messages to the reader. Discuss in pairs how word choices add meaning and style to the text. ● Highlight words and phrases students have used for effect in their own writing. Revise words and phrases to ones that will have a greater impact.
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Achievement Standard: Vocabulary Acquisition and Use		
<p>L.3.4</p>	<p>Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable / disagreeable, comfortable / uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>Students figure out and/or confirm the meaning of grade 3 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Display a text with multiple unknown words highlighted and model how to use a strategy to determine the meaning. ● Model how to understand the meaning of a word by analyzing its parts: prefix, root word, then suffix. ● Model how to use a dictionary and/or glossary to find the meaning of unknown words in a grade 3 text. ● Practice finding the meaning of additional unknown words using dictionaries or glossaries. Apply these strategies to determine meanings of words and phrases during independent reading.

STANDARD	CLARIFICATION
<p>L.3.5 Demonstrate understanding of nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>b. Identify real-life connections between words and their use.</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p>	<p>Students show they understand the subtle differences in word meanings.</p> <ul style="list-style-type: none"> • Students determine the meaning of literal and nonliteral words and phrases from context, such as <i>take steps</i>. • Students recognize the subtle differences among related words that describe states of mind or degrees of certainty, such as <i>knew, believed, suspected, heard, wondered</i>. <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Project a text that has many literal and nonliteral examples of words and phrases, and then read aloud a portion of the text, identify a word or phrase, and think aloud about the word (“What is the text saying? What is the literal meaning? What clues can I use to figure this out? What is the context suggesting it means?”) in order to determine the meaning. • Work in pairs to determine the literal and nonliteral meaning of other examples.
<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>Students learn and correctly use grade-appropriate words and phrases. They use words that indicate time (when) and space (where) relationships. (e.g., After dinner that night, we went looking for them).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Ask students to brainstorm words that indicate spatial relationships (describing where an object or person is located in relation to any type of object or person) and words that signal temporal relationships (words indicate that there is a relationship involving time and/or logic). • Create “Word Journals”, by collecting words from the texts they read, the conversations and discussions they have, and from multiple subject areas; include words that signal spatial and temporal relationships.

Glossary

analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole

cause/effect – cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause

central message – the unifying concept within a text to which other elements and ideas relate; often referred to as theme in upper grades

chapter – the main division within a book

closure – a resolution at the end of an event or literary work

compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.

context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it

conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language

conversational words/phrases – words and phrases used in everyday conversation which may deviate slightly from standard conventions of English to include idiomatic expressions, slang terms, abbreviations, omissions, etc.

conveyed – to make an idea or feeling known to another person; to carry over from one to another

decode – to apply knowledge of the relationships of letters and sounds in order to form a word

describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account

digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. (Note: Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats.)

digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.

domain-specific vocabulary/words/phrases – words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation

drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue

editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.

event – a thing that happens; an occurrence

evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement

explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation

expression – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.

fable– a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral

fluency, fluid reading – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression

folktales – stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth)

general academic – academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)

grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.

illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim

independently – on one’s own, without aid from another (such as a teacher)

informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)

interact – to act in such a manner as to influence another

key details – specific and important parts of the text that provide information, support, and elaboration

linking words and phrases – words and phrases that connect one sentence, paragraph, idea, etc. to a subsequent one, allowing readers to see the connection between such elements and to progress smoothly from one idea to the next (e.g., first, next, last; furthermore; on the other hand; etc.)

literal language, word/phrase meanings – language (i.e., words and phrases) that is used factually (i.e., according to the actual definition) and explicitly, allowing no room for interpretation or inference (Note: See, as a contrast, idiom and figurative language)

main idea(s)/topic – the primary or central topic(s) of a text or discussion which is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning

moral – relating to the principles of right and wrong concerning human behavior; a lesson or general truth learned from a story or experience

multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk)

multisyllabic – having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills

myths – traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain the history and/or culture of a people or explain a natural phenomenon

nonliteral language, word/phrase meanings – words and phrases that are intended to be figurative (i.e., not to be interpreted by literal, denotative meanings)

nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)

phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)

plot – the sequence of events in a story, play, movie, etc.

poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)

point of view – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument

proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success

prose – language presented (either as written or spoken) in its ordinary form, that is without rhythm, rhyme, or meter

publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)

quantitatively – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)

reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic

recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)

reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary

relevant evidence, observations, ideas, descriptive details – details, and other elements, that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim

revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors

scientific ideas or concepts – ideas and/or innovations that come about through a process of scientific investigation and inquiry; (generally, scientific ideas and concepts build upon past discoveries and ideas, building gradually over time in a manner that can be delineated by the connections between one idea/concept and the next)

search tool – a web-based tool that conducts a search of the content of millions of webpages in order to find items similar or identical to the search parameters defined by the user; (Note: Search tools return results from other websites and sources; they are not, in and of themselves, citable sources.)

self-correct – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other

series – a set of related/similar things (e.g., people, books, events, etc.) coming after one another (e.g., a series of books or TV episodes)

setting – the time and place of the action in a book, play, story, etc.

spatial relationships – the manner in which one thing relates to another with regard to location in physical space, often indicated by prepositions, such as besides, under, on, etc.

stanza – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing

strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

suffixes – an element appended to the end of a word root to change the meaning or to form a derivative (e.g., -ing: run → running)

supporting detail – a piece of information, data, evidence, etc. that adds support to a claim, value statement, or main idea (i.e., strengthens the argument)

task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)

technical procedure – a series of actions or set of steps completed in a certain manner or order related to a particular subject, discipline, etc. (e.g., mathematics: order of operations) (Note: Students are not so much looking at what technical procedures are, but rather at the connection between them, that is, the importance of procedural order and the manner in which steps build on and relate to previous ones.)

temporal relationships – the manner in which one thing relates to another with regard to location in time; often indicated by prepositions, such as before, during, after, etc.

temporal transition words/phrases – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another where the timing of events is important (e.g., first, next, last; previously; etc.)

text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

text features – components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions

theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message

topic – the subject or matter being discussed or written about in a text, speech, etc.

usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions

word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)