

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 44AA
NEXT GENERATION CONTENT STANDARDS AND OBJECTIVES FOR ENGLISH LANGUAGE ARTS
IN WEST VIRGINIA SCHOOLS (2520.1A)**

§126-44AA-1. General.

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs, provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.1A defines the content standards (or instructional goals) and objectives for the English Language Arts as required by W. Va. 126CSR42 (Policy 2510).

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- July 15, 2011.

1.4. Effective Date. -- Kindergarten August 15, 2011; First Grade July 1, 2012; Second Grade July 1, 2013; Third through Twelfth July 1, 2014.

1.5. Repeal of former rule. -- None. This is a new policy.

§126-44AA-2. Purpose.

2.1. This policy defines the content standards and objectives for the programs of study required by Policy 2510 in English Language Arts.

126-44AA-3. Incorporation by Reference.

3.1. A copy of Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instruction.

§126-44AA-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for English Language Arts; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

Introduction

The Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools are aligned to the Common Core State Standards for English Language Arts & Literacy, the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The Common Core State Standards for English Language Arts & Literacy, the product of work led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by the states in their decades-long work on crafting high-quality education standards. In May 2010, the West Virginia Board of Education adopted the Common Core State Standards for English Language Arts & Literacy; shortly thereafter, 85 classroom teachers and representatives of Higher Education faculty began a deep study of this work and placed the content of these Standards into the West Virginia Framework. This group of West Virginia educators found the standards to be research and evidence-based, aligned with college and work expectations, rigorous, and internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards lay out a vision of what it means to be a literate person in the twenty-first century. The skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily engage in the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually use their critical reading skills as they sift through the staggering amount of information available today in print and digitally. They actively seek the thorough and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They demonstrate the reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Explanation of Terms

Content Standards are broad statements that define the knowledge, skills and understanding that all students must demonstrate in a content area at the end of the kindergarten through college career readiness sequence of study.

Clusters are groups of the objectives that define the expectations students must demonstrate to be college and career ready.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the clusters and content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Line breaks within the narrative format indicate clusters of concepts and skills. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery, and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Distinguished: A student at this level has demonstrated exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level applications.

Above Mastery: A student at this level has demonstrated effective performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.

Mastery: A student at this level has demonstrated adequate knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.

Partial Mastery: A student at this level has demonstrated limited knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.

Novice: A student at this level has demonstrated minimal fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Numbering of Standards

The number for each standard is composed of three parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level, and
- the standard.

Illustration: ELA.3.W refers to the third grade writing English Language Arts standard.

Numbering of Clusters

The numbering of clusters is composed of four parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level,
- the standard, and
- the cluster.

Illustration: ELA.4.R.C2 refers to the fourth grade reading standard Craft and Structure cluster.

The English Language Arts cluster names and numbers, as well as corresponding grade levels, are listed below:

Cluster Number and Name	Grade Levels
1. Key Ideas and Details	K-12
2. Craft and Structure	K-12
3. Integration of Knowledge and Ideas	K-12
4. Range of Reading and Level of Text Complexity	K-12
5. Print Concepts	
6. Phonological Awareness	K-1 only
7. Phonics and Word Recognition	K-5 only
8. Fluency	
9. Text Types and Purposes	K-12
10. Production and Distribution of Writing	K-12
11. Research to Build and Present Knowledge	K-12
12. Range of Writing	K-12
13. Comprehension and Collaboration	K-12
14. Presentation of Knowledge and Ideas	K-12
15. Conventions of Standard English	K-12
16. Knowledge of Language	K-12
17. Vocabulary Acquisition and Use	K-12

Numbering of Objectives

The numbering of objectives is composed of five parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level,
- the standard,
- the cluster, and
- the objective.

Illustration: ELA.K.R.C2.1 refers to the first objective in the second cluster of the reading standard in kindergarten English Language Arts.

Numbering of Performance Descriptors

The number for each group of four performance descriptors is composed of three parts, each part separated by a period:

- the content area (ELA for English Language Arts),
- the letters PD are for Performance Descriptors,
- the grade level, and
- the standard number.

Illustration: ELA.PD.4.SL refers to English Language Arts performance descriptors for the fourth grade Speaking and Listening objective.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link, specific bits of information. Once Policy 2520.1A is available on the Web, each standard, each cluster, each objective and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.1A form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.1A is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.1A is noted at the top of each page containing standards, clusters, objectives and performance descriptors. As sections of Policy 2520.1A are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) facilitate implementation of WV Standards into electronic formats such as databases and XML Files. The WV Department of Education encourages everyone who is going to use the Next Generation Content Standards for English Language Arts in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

ENGLISH LANGUAGE ARTS – Policy 2520.1A

The English Language Arts content standards, objectives and performance descriptors were developed in four major strands: reading, writing, speaking and listening and language. Each strand provides a clear description of what the students in kindergarten through twelfth grade should know and be able to do. The curriculum through the grade levels is ordered to allow for foundational content and a scaffolding process to ensure a rigorous and challenging program of studies for all students. The content standards, objectives and performance descriptors defined herein will serve to ultimately promote a more literate West Virginia society.

The Common Core State Standards were referenced in the development of the Next Generation West Virginia Content Standards and Objectives. The Common Core is supported by the Council of Chief State School Officers and National Governors Association. The Common Core references include NAEP, ACT, SAT, and multiple other national research studies. Each reference was reviewed, and its relevance was determined in order to produce a more challenging curriculum for West Virginia students.

Considerations in the development of the English Language Arts K-12 curriculum included the rigor that is comparable to national and international language arts standards and successful performance on national and international language arts assessments. The curriculum progresses through the grade levels in a spiraling effect to ensure both a complete mastery of each strand and an opportunity to attain the distinguished level of performance. The English Language Arts program emphasized attention to content and global awareness. Crucial components of the curriculum involve use of literary and informational texts in language arts and across the curriculum disciplines as these skills are essential in comprehending all curricular areas.

One of the key requirements of the Next Generation West Virginia Content Standards and Objectives is that all students comprehend texts of steadily increasing complexity as they progress through school. Students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers as well as in numerous life tasks. While reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K–12 texts have actually declined in sophistication, and relatively little attention has been paid to students' ability to read complex texts independently. These conditions have left a serious gap between many high school seniors' reading ability and the reading requirements they will face after graduation. A turning away from complex texts is likely to lead to a general impoverishment of knowledge. To prevent an impoverishment of knowledge, students must read complex texts that offer them new language and new knowledge.

Text Complexity Grade Bands and Associated Lexile Ranges in Lexile Measures

Text Complexity Grade Band in the Standards	Lexile Ranges Aligned to College and Career Readiness Expectations
K-1	N/A
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-College Career Readiness	1215-1355

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary Text	Informational Text
4	50%	50%
8	45%	55%
12	30%	70%

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

The four major content strands have defined objectives that explain what the student should know. The objectives move from the literal level of identifying and recognizing information to the more complex skills of analyzing and evaluating. The abbreviation, e.g., indicates examples for teaching the objectives. Furthermore, in the spiraling curriculum, the teacher is strongly encouraged to review the objectives of the previous grade level to serve as a starting point for review and maintenance as well as preview the next grade level to serve as a starting point for enrichment.

English Language Arts Content Standards K-12

Standard 1: Reading

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

College and Career Readiness Anchor Standards for Reading

The grades K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by Cluster. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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 or themes 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, including determining technical, connotative, and figurative meanings, 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 or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

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 Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Standard 2: Writing

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

College and Career Readiness Anchor Standards for Writing

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career (CCR) anchor standards below by cluster. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes (These broad types of writing include many subgenres.)

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.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing

10. 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 tasks, purposes, and audiences.

Standard 3: Speaking and Listening

Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

College and Career Readiness Anchor Standards for Speaking and Listening

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by cluster. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Standard 4: Language

Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by cluster. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
8. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

9. 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

10. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
11. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

English Language Arts – Grade 3

English Language Arts third grade students learn, practice and apply strategies, which enable them to become literate, independent and self-directed learners. Students engage in rich and integrated literacy experiences embedded in meaningful context and developmentally appropriate practices; they respond to literary and informational texts of appropriate complexity using literal and critical comprehension skills as well as communication and media skills with increased emphasis on informational text and writing informative/explanatory and opinion pieces. Through inquiry and collaboration, these learners will expand their ability to analyze and evaluate information and develop as critical thinkers, taking responsibility for their own learning and connecting new information to existing knowledge then sharing this with various audiences. Students will interact with and respond to text in purposeful situations across the curriculum, create and access information in a variety of forms and media and expand 21st century skills. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 3		English Language Arts		
Standard:		Reading		
Performance Descriptors ELA.PD.3.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Third grade students at distinguished level in reading:</p> <p>refer to text to summarize, infer and determine main idea or theme; draw on specific, in-depth details to explain how inferences, main idea and theme are supported;</p> <p>allude to characters in mythology, use structural elements to explain major differences between poems, drama and prose and between events, procedures, ideas and concepts in a text; compare</p>	<p>Third grade students at above mastery level in reading:</p> <p>with prompting and support refer to text to summarize, infer and determine main idea or theme; draw on specific, in-depth details to explain how inferences, main idea and theme are supported;</p> <p>use structural elements to explain differences between poems, drama and prose and between events, procedures, ideas and concepts in a text; compare and contrast different accounts considering focus</p>	<p>Third grade students at mastery level in reading:</p> <p>refer explicitly to the text as the basis for answers, determine main idea, explain how it is conveyed /supported through key details and how actions and relationships contribute to events using language that pertains to time, sequence and cause and effect;</p> <p>determine word meaning distinguishing literal/nonliteral language, describe how parts of a literary text build on previous sections, use search tools to locate relevant information and</p>	<p>Third grade students at partial mastery level in reading:</p> <p>with prompting and support refer to the text as the basis for answers, determine main idea, explain how it is conveyed/supported through key details and how actions and relationships contribute to events;</p> <p>determine word meaning distinguishing literal/nonliteral language, develop an understanding of how parts of a literary text build on previous sections, begin using search tools to locate relevant information</p>	<p>Third grade students at novice level in reading:</p> <p>determine theme and describe how characters respond to major events and challenges in a multi-paragraph text and make connections across literary and informational texts;</p> <p>describe how words and phrases supply rhythm, meaning and the overall structure; acknowledge differences in point of view and identify author's purpose;</p>

<p>and contrast different accounts considering focus and information;</p> <p>make connections between different texts, identify specific descriptions and directions, compare and contrast similar themes, topics and patterns of events and interpret inferences and explain how they contribute to understandings; also integrate information from two texts on the same topic in order to speak and write knowledgeably;</p> <p>read and comprehend literary and informational text in the grades 4-5 complexity band proficiently with scaffolding as needed at the high end of the range;</p> <p>use knowledge of letter-sound correspondences, syllabication patterns and morphology to read multisyllabic words in and out of context;</p> <p>read above level prose and</p>	<p>and information;</p> <p>make connections between different texts, identify descriptions and directions; compare and contrast similar themes, topics and patterns of events and integrate information from two texts on the same topic in order to speak and write knowledgeably;</p> <p>read and comprehend literary and informational text proficiently in the grades 4-5 text complexity band with scaffolding as needed;</p> <p>use knowledge of letter-sound correspondences, syllabication patterns and morphology to read multisyllabic words in context;</p> <p>with scaffolding, read above</p>	<p>distinguish own point of view from that of author;</p> <p>explain how illustrations contribute to what is conveyed through text and use information gained from illustrations and words to demonstrate understanding, describe connections between sentences and paragraphs, compare and contrast story elements in literary texts by the same author and key details presented in two informational texts on the same topic;</p> <p>read and comprehend literary and informational text in the grades 2-3 text complexity band independently and proficiently;</p> <p>know the meaning of most common affixes and decode multisyllabic words and words with Latin suffixes;</p> <p>read on level prose and</p>	<p>and distinguish own point of view from that of author;</p> <p>explain how illustrations contribute to what is conveyed through words, use information gained from illustrations and text to demonstrate understanding and compare and contrast story elements in literary texts by the same author and key details presented in two informational texts on the same topic;</p> <p>read and comprehend literary and informational text proficiently in the grades 2-3 text complexity band with minimal scaffolding as needed;</p> <p>know the meaning of most common affixes and decode multisyllabic words and words with Latin suffixes with scaffolding as needed;</p> <p>with scaffolding, read on</p>	<p>explain how images contribute to and clarify understanding; compare and contrast the key points in two or more versions of the same topic and describe how reasons support specific points the author makes;</p> <p>read and comprehend literary and informational text in the grades 2-3 text complexity band proficiently with scaffolding as needed;</p> <p>distinguish long and short vowels when reading one-syllable words, know sound correspondences for vowel teams, identify words with inconsistent spelling and decode and spell two-syllable words with long vowels or affixes;</p> <p>read below level prose and</p>
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poetry accurately and fluently to support comprehension.	level prose and poetry accurately and fluently to support comprehension.	poetry accurately and fluently to support comprehension.	level prose and poetry accurately and fluently to support comprehension.	poetry accurately and fluently to support comprehension.
Cluster	Key Ideas and Details			
Objectives	Students will			
ELA.3.R.C1.1	ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.			
ELA.3.R.C1.2	recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the literary text.			
ELA.3.R.C1.3	describe characters in a literary story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.			
ELA.3.R.C1.4	ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.			
ELA.3.R.C1.5	determine the main idea of an informational text; recount the key details and explain how they support the main idea.			
ELA.3.R.C1.6	describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in an informational text, using language that pertains to time, sequence and cause/effect.			
Cluster	Craft and Structure			
Objectives	Students will			
ELA.3.R.C2.1	determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.			
ELA.3.R.C2.2	refer to parts of stories, dramas and poems when writing or speaking about a literary text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.			
ELA.3.R.C2.3	distinguish their own point of view from that of the narrator or those of the characters in a literary text.			
ELA.3.R.C2.4	determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a <i>grade 3 topic or subject area</i> .			
ELA.3.R.C2.5	use informational text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently			
ELA.3.R.C2.6	distinguish their own point of view from that of the author of an informational text.			
Cluster	Integration and Knowledge of Ideas			
Objectives	Students will			
ELA.3.R.C3.1	explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).			
ELA.3.R.C3.2	compare and contrast the themes, settings and plots of literary stories written by the same author about the same or similar characters (e.g., in books from a series).			
ELA.3.R.C3.3	use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).			
ELA.3.R.C3.4	describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence).			
ELA.3.R.C3.5	compare and contrast the most important points and key details presented in two informational texts on the same topic.			
Cluster	Range of Reading and Level of Text Complexity			
Objectives	Students will			

ELA.3.R.C4.1	by the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
ELA.3.R.C4.2	by the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Cluster	Phonics and word Recognition
Objectives	Students will
ELA.3.R.C7.1	<p>know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • identify and know the meaning of the most common prefixes and derivational suffixes. • decode words with common latin suffixes. • decode multisyllable words. • read grade-appropriate irregularly spelled words.
Cluster	Fluency
Objectives	Students will
ELA.3.R.C8.1	<p>read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • read on-level text with purpose and understanding. • read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. • use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3	English Language Arts			
Standard:	Writing			
Performance Descriptors ELA.PD.3.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Third grade students at distinguished level in writing:</p> <p>develop opinion and informative/explanatory text clearly in which supporting facts, concrete details and quotations related to the topic are grouped in paragraphs to support the writer's purpose; use precise language and domain-specific vocabulary; write narratives that orient the reader by establishing a situation; use concrete</p>	<p>Third grade students at above mastery level in writing:</p> <p>develop opinion and informative/explanatory text clearly in which supporting facts and concrete details related to the topics are grouped in paragraphs to support writer's purpose; use precise vocabulary; write narratives that use concrete words or phrases, sensory details and transitional words and phrases to convey the</p>	<p>Third grade students at mastery level in writing:</p> <p>develop opinion and informative/explanatory text; create an organizational structure that supports a point of view or opinion by listing reasons and details and by using phrases to connect ideas within categories while conveying ideas and information clearly; write narratives to develop real or imagined experiences or event</p>	<p>Third grade students at partial mastery in writing:</p> <p>develop opinion and informative/explanatory text; create an organizational structure that supports a point of view or opinion by listing reasons and details within categories while conveying ideas and information; write narratives that develop real or imagined experiences or sequence of events using effective techniques,</p>	<p>Third grade students at novice level in writing:</p> <p>develop opinion and informative/explanatory text; introduce a topic, use facts and definitions to develop points, use linking verbs to connect ideas and provide a conclusion; write well-elaborated narratives that recount a event or sequence of events and describe actions, thoughts and feelings;</p>

words and phrases, sensory details and transitional words and phrases to convey the sequence of events; provide a logical conclusion;	sequence of events;	sequences using effective technique, descriptive details, transitional phrases and dialogue to establish a situation and introduce a narrator and/or characters;	descriptive details and transitional phrases to establish a situation and introduce characters;	
use the Internet and sufficient keyboarding skills to produce and publish in one sitting a clear and coherent writing appropriate to audience;	use the Internet and keyboarding skills to produce a clear and coherent writing appropriate to audience with guidance and support from adults;	use technology to interact and collaborate with others to plan organize develop and publish writing appropriate to task and purpose with guidance and support from adults and peers;	use technology to collaborate with others to plan organize and develop writing appropriate to task with guidance and support from adults and peers;	focus on a topic and strengthen writing as needed by revising, editing and publishing using a variety of digital tools;
investigate different aspects of a topic to categorize relevant information drawn from literary and informational texts to support analysis, reflection and research and provide a list of sources;	investigate different aspects of a topic to categorize relevant information drawn from literary and informational texts to support research and provide a list of sources;	conduct short research projects that build knowledge about a topic, take notes from print and digital sources and sort information into provided categories;	work with adults and peers to conduct short research projects that build knowledge about a topic; take notes from print and digital sources;	recall or gather information and answer questions to participate in shared research and writing projects;
write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.
Cluster	Text Types and Purposes			
Objectives	Students will			
ELA.3.W.C9.1	write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. provide reasons that support the opinion. use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. provide a concluding statement or section. 			
ELA.3.W.C9.2	write informative/explanatory texts to examine a topic and convey ideas and information clearly <ul style="list-style-type: none"> introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 			

	<ul style="list-style-type: none"> develop the topic with facts, definitions and details. use linking words and phrases (e.g., <i>also</i>, <i>another</i> and, <i>more</i>, <i>but</i>) to connect ideas within categories of information. provide a concluding statement or section.
ELA.3.W.C9.3	<p>write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. use transitional words and phrases to signal event order. provide a sense of closure.
Cluster	Production and Distribution of Writing
Objectives	Students will
ELA.3.W.C10.1	with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (grade-specific expectations for writing types are defined in objectives in text types and purposes.)
ELA.3.W.C10.2	with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (editing for conventions should demonstrate command of language objectives up to and including grade 3).
ELA.3.W.C10.3	with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Cluster	Research to Build and Present Knowledge
Objectives	Students will
ELA.3.W.C11.1	conduct short research projects that build knowledge about a topic.
ELA.3.W.C11.2	recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
ELA.3.W.C11.3	(Begins in grade 4.)
Cluster	Range of Writing
Objectives	Students will
ELA.3.W.C12.1	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.

Grade 3	English Language Arts			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.3.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students at distinguished level in speaking and listening:	Third grade students at above mastery level in speaking and listening:	Third grade students at mastery level in speaking and listening:	Third grade students at partial mastery level in speaking and listening:	Third grade students at novice level in speaking and listening:
carry out assigned roles while posing and	carry out assigned roles while posing and	come to discussions prepared to stay on topic,	come to discussion prepared to stay on task,	link comments to remarks of others, recount or describe

responding to specific questions to clarify or follow up on information, make comments that contribute to the discussion and paraphrase portions of the presentation to review key ideas and supporting details;	responding to specific questions to clarify or follow up on information and make comments that contribute to the discussion;	explore ideas, check understanding, link and explain their own ideas, determine main ideas and supporting details presented visually, quantitatively and orally while offering elaboration and detail;	explore ideas, check understanding, link and explain their own ideas, determine main ideas and supporting details presented visually, quantitatively and orally;	key ideas or details, clarify comprehension and deepen understanding;
add appropriate audio and visual displays to presentations to enhance development and to support main ideas or themes in an organized manner and differentiate between formal and informal situations.	add appropriate audio and/or visual displays to presentations to enhance development and to support main ideas or themes in an organized manner.	report on a topic or text and create engaging recordings while speaking clearly at an understandable pace and emphasizing or enhancing certain facts or details with visual displays.	report on a topic or text while speaking clearly at an understandable pace and emphasizing or enhancing certain facts or details with visual displays.	speak audibly to tell stories and create audio recordings with appropriate facts and descriptive details to provide clarification.
Cluster	Comprehension and Collaboration			
Objectives	Students will			
ELA.3.SL.C13.1	engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> • 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. • follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others. • explain their own ideas and understanding in light of the discussion. 			
ELA.3.SL.C13.2	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.			
ELA.3.SL.C13.3	ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
Cluster	Presentation of Knowledge and Ideas			
Objectives	Students will			
ELA.3.SL.C14.1	report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			
ELA.3.SL.C14.2	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.			
ELA.3.SL.C14.3	speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			

Grade 3		English Language Arts		
Standard:		Language		
Performance Descriptors ELA.PD.3.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Third grade students at distinguished level in language:</p> <p>form and use relative pronouns and adverbs; form and order adjectives; use verbs, conjunctions and prepositional phrases to produce correct and complete complex sentences; correct sentence fragments, run-ons and frequently confused words;</p> <p>convey ideas precisely, choose punctuation for effect and differentiate between formal and informal situations.</p> <p>use common Greek and Latin affixes and roots to determine meaning; consult reference materials to find the pronunciation and precise meaning of key words; demonstrate understanding of figurative language, synonyms and antonyms; acquire and use words and phrases that signal precise actions,</p>	<p>Third grade students at above mastery level in language:</p> <p>form and use pronouns, verbs, adjectives, adverbs, conjunctions and prepositional phrases to produce correct and complete complex sentences;</p> <p>convey ideas, choose punctuation for effect and differentiate between formal and informal situations.</p> <p>use common Greek and Latin affixes and roots to determine meaning, consult reference materials to find the pronunciation and precise meaning of key words and demonstrate understanding of figurative language, synonyms and antonyms.</p>	<p>Third grade students at mastery level in language:</p> <p>explain the functions of nouns, pronouns, verbs, adjectives, adverbs and conjunctions in sentences and produce complex sentences with subject-verb and pronoun–antecedent agreement;</p> <p>choose words and phrases for effect and recognize differences between conventions of spoken and written standard English.</p> <p>distinguish the literal/nonliteral meanings and shades of meaning among related words that describe states of mind or degrees of certainty while acquiring and using conversational, general academic and domain-specific vocabulary.</p>	<p>Third grade students at partial mastery level in language:</p> <p>explain the functions of nouns, pronouns, verbs, adjectives, adverbs and conjunctions in sentences; produce complex sentences and consult reference materials as needed;</p> <p>recognize differences between conventions of spoken and written standard English.</p> <p>distinguish the literal/nonliteral meanings and shades of meanings among related words that describe states of mind or degrees of certainty while acquiring and using conversational and general academic vocabulary.</p>	<p>Third grade students at novice level in language:</p> <p>use collective nouns, irregular plural nouns, pronouns, irregular verbs, adjectives and adverbs correctly; produce, expand and rearrange sentences; use apostrophes to form contractions and possessives and consult reference materials as needed;</p> <p>compare formal and informal uses of English.</p> <p>use affixes, root words and meanings of individual words to determine the meaning of new words and compound words; consult reference sources for clarification; use adjectives and adverbs to describe.</p>

emotions or states of being.				
Cluster	Conventions of Standard English			
Objectives	Students will			
ELA.3.L.C15.1	<p>demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences. • form and use regular and irregular plural nouns. • use abstract nouns (e.g., <i>childhood</i>). • form and use regular and irregular verbs. • form and use the simple (e.g., <i>i walked; i walk; i will walk</i>) verb tenses. • ensure subject-verb and pronoun-antecedent agreement. • form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. • use coordinating and subordinating conjunctions. • produce simple, compound and complex sentences. 			
ELA.3.L.C15.2	<p>demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <ul 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., <i>sitting, smiled, cries, happiness</i>). • 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. 			
Cluster	Knowledge of Language			
Objectives	Students will			
ELA.3.L.C16.1	<p>use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> • choose words and phrases for effect. • recognize and observe differences between the conventions of spoken and written standard English. 			
Cluster	Vocabulary Acquisition and Use			
Objectives	Students will			
ELA.3.L.C17.1	<p>determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul 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., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). • use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). • use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and 			

	phrases.
ELA.3.L.C17.2	<p>demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). • identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). • distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).
ELA.3.L.C17.3	acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and transitional relationships (e.g., <i>after dinner that night we went looking for them</i>).