

ENGLISH LANGUAGE ARTS/READING

GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

WORD ANALYSIS: CONTENT STANDARD 1.0

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

PHONICS AND STRUCTURAL ANALYSIS (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (3) 1.3 A. decode words in text using phonics and structural analysis through
 1. short/long vowels [PS/NS 1.3.3]
 2. r-controlled vowels (e.g., ar, er, ir, or, ur) [PS 1.3.3]
 3. base words [PS/NS 1.3.3]
 4. prefixes [PS/NS 1.3.3]
 5. suffixes [PS/NS 1.3.3]
 6. vowel digraphs (e.g., ea, oo, au/aw, ow/ou, ie/ei) [PS/NS 1.3.3]

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7. diphthongs (e.g., ou/ow, oi/oy, ew) [PS/NS 1.3.3]
 8. compound words [PS/NS 1.3.3]
 9. syllables [PS/NS 1.3.3]
 10. blends [NS 1.3.3]
 11. word families [NS 1.3.3]
 12. spelling patterns [NS 1.3.3]
 13. silent consonants (e.g., gn, kn, wr, dg, gh)
- B. decode multisyllabic words using syllabication rules and patterns
- C. self-correct decoding errors

VOCABULARY DEVELOPMENT

It is expected that students will:

- (3) 1.4
- A. comprehend, build, and extend vocabulary using
 1. homophones (e.g., tail/tale, hair/hare) [PS/NS 1.3.4]
 2. homographs (e.g., bow of a ship, a bow and arrow) [PS/NS 1.3.4]
 3. synonyms [PS/NS 1.3.4]
 4. antonyms [PS/NS 1.3.4]
 5. context clues (e.g., definitions, examples) [PS/NS 1.3.4]
 6. structural analysis (e.g., regular plurals, singular/plural possessives, comparatives/superlatives, contractions) [PS/NS 1.3.4]
 7. syntax [NS 1.3.4]
 8. parts of speech [NS 1.3.4]
 9. content area words
 10. prefixes and suffixes
 - B. apply alphabetic order to locate words using the first and second letter of each word [NS 1.3.4]
 - C. use resources to find and/or confirm meaning of unknown words encountered in text (e.g., glossary, dictionary, thesaurus) [NS 1.3.4]
 - D. identify connotative and denotative meaning in text with assistance [NS 1.3.4]
 - E. build vocabulary using
 1. pictures [NS 1.3.4]
 2. symbols [NS 1.3.4]
 3. classification and categorizing
 - F. develop vocabulary through meaningful experiences (e.g., listen to and discuss selections read aloud, wide reading, discuss word meaning, interactive activities, examples and non-examples)

FLUENCY AND COMPREHENSION

It is expected that students will:

- (3) 1.5
- A. apply knowledge of high frequency words in text to build fluency and comprehension [PS/NS 1.3.5]
 - B. read aloud with a focus on
 1. prosody [PS/NS 1.3.5]
 2. accuracy [PS/NS 1.3.5]

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3. automaticity [PS/NS 1.3.5]
4. reading rate (see fluency chart in Resource Section) [PS/NS 1.3.5]
- C. identify content-specific vocabulary in text with assistance [NS 1.3.5]
- D. participate actively in reading from a variety of literary genres and expository selections (e.g., stories, plays, poetry, biographies, articles, encyclopedia, realistic fiction, electronic resources)
 1. read silently daily
 2. read assigned and self-selected text appropriate to purpose and reading ability
 3. read to locate information and solve problems
- E. listen to, read, and discuss a variety of literary and expository text
- F. participate in differentiated, small-group instruction regularly

READING STRATEGIES: CONTENT STANDARD 2.0

Students use reading process skills and strategies to build comprehension.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

BEFORE-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (3) 2.1 A. use before-reading strategies based on text and purpose to
 1. preview text (e.g., author/illustrator, key vocabulary, text features) [PS/NS 2.3.1]
 2. access prior knowledge [PS/NS 2.3.1]
 3. build background knowledge [PS/NS 2.3.1]
 4. choose appropriate graphic organizer
 5. set purpose for reading (e.g., entertain, skim for content, answer questions) [PS/NS 2.3.1]
 6. make predictions [PS/NS 2.3.1]
 7. determine reading rate [PS/NS 2.3.1]
 8. determine text type (e.g., literary, informational, functional) [PS/NS 2.3.1]

DURING-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (3) 2.2 A. use during-reading strategies based on text and purpose to
 1. use self-correcting strategies (e.g., self-question, reread, use context clues) [PS/NS 2.3.2]
 2. make, confirm, and revise predictions [PS/NS 2.3.2]
 3. understand and use key vocabulary [PS/NS 2.3.2]
 4. identify main idea and supporting details [PS/NS 2.3.2]
 5. make inferences [PS/NS 2.3.2]

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6. know when meaning is lost
7. adjust reading rate [PS/NS 2.3.2]
8. apply knowledge of text type [PS/NS 2.3.2]
9. make connections to personal experiences and knowledge
10. clarify understanding of text (e.g., take notes, generate questions, discuss)
11. visualize/create mental images
12. use appropriate graphic organizer

AFTER-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (3) 2.3 A. select after-reading strategies based on text and purpose to
1. recall details/facts [PS/NS 2.3.3]
 2. restate main ideas [PS/NS 2.3.3]
 3. organize information (e.g., graphic organizer [PS/NS 2.3.3])
 4. record information [PS/NS 2.3.3]
 5. synthesize text [PS/NS 2.3.3]
 6. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.3.3]
 7. evaluate the effectiveness of reading strategies [NS 2.3.3]
 8. connect, compare, and contrast story elements

LITERARY TEXT: CONTENT STANDARD 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators include literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

SETTING AND PLOT

It is expected that students will:

- (3) 3.1 A. describe and compare
1. setting [PS/NS 3.3.1]
 2. sequence of events [PS/NS 3.3.1]
 3. conflict [PS/NS 3.3.1]
 4. resolution [PS/NS 3.3.1]
- B. identify how one event may cause another event [PS/NS 3.3.1]
- C. make inferences and draw conclusions about setting and plot based on evidence [PS/NS 3.3.1]
- D. identify, with assistance,
1. climax [NS 3.3.1]
 2. turning point [NS 3.3.1]

CHARACTERIZATION

It is expected that students will:

- (3) 3.2 A. describe physical and personality traits [PS/NS 3.3.2]

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- B. describe the motivation for a character's actions [PS/NS 3.3.2]
- C. make inferences and draw conclusions about a character(s) based on evidence [PS/NS 3.3.2]
- D. identify the protagonist and antagonist with assistance [NS 3.3.2]

THEME

It is expected that students will:

- (3) 3.3 A. explain the main idea supported by evidence [PS/NS 3.3.3]
- B. identify a lesson learned based on events and/or a character's actions [PS/NS 3.3.3]
- C. identify and compare theme with assistance [NS 3.3.3]

POINT OF VIEW

It is expected that students will:

- (3) 3.4 A. identify first-person point of view [NS 3.3.4]
- B. identify third-person limited point of view with assistance [NS 3.3.4]

LANGUAGE

It is expected that students will:

- (3) 3.5 A. identify examples of
 1. imagery [PS/NS 3.3.5]
 2. similes [PS/NS 3.3.5]
 3. personification [PS/NS 3.3.5]
- B. identify the effects of rhythm and rhyme of text [NS 3.3.3]
- C. identify
 1. idioms [NS 3.3.3]
 2. alliteration [NS 3.3.3]
 3. sensory words [NS 3.3.3]
 4. dialect [NS 3.3.3]
 5. slang [NS 3.3.3]
- D. identify, with assistance,
 1. metaphors [NS 3.3.3]
 2. hyperbole [NS 3.3.3]
 3. onomatopoeia
- E. identify the use of formal and informal language with assistance [NS 3.3.3]

TONE, MOOD, AND IRONY

It is expected that students will:

- (3) 3.6 A. identify words and phrases that reveal tone [PS/NS 3.3.6]

CULTURES AND TIME PERIODS

It is expected that students will:

- (3) 3.7 A. compare text from different

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

1. cultures [PS/NS 3.3.7]
 2. time periods [PS/NS 3.3.7]
- B. compare language, oral traditions, and literature that reflect customs and cultures

PREDICTIONS

It is expected that students will:

- (3) 3.8 A. make and revise predictions based on evidence [PS/NS 3.3.8]
- B. confirm/negate predictions

RESPONDING TO TEXT

It is expected that students will:

- (3) 3.9 A. make connections to self, other text, and/or the world [PS/NS 3.3.9]
- B. use information to answer and generate specific questions (e.g., literal and inferential questions) [PS/NS 3.3.9]
- C. summarize information with assistance [NS 3.3.9]
- D. discuss author's purpose and writing style
- E. evaluate text (e.g., draw conclusions and make inferences) [PS/NS 2.3.3]
- F. recall details/facts [PS/NS 2.3.3]
- G. restate main ideas [PS/NS 2.3.3]
- H. organize information (e.g., graphic organizer) [PS/NS 2.3.3]
- I. synthesize text [PS/NS 2.3.3]
- J. connect, compare, and contrast story elements

EXPOSITORY TEXT: CONTENT STANDARD 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators include expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

TEXT FEATURES

It is expected that students will:

- (3) 4.1 A. identify the purpose of and gain information from text features
1. glossaries [PS/NS 4.3.1]
 2. titles [PS/NS 4.3.1]
 3. text boxes (e.g., captions, labels) [PS/NS 4.3.1]
 4. illustrations [PS/NS 4.3.1]
 5. diagrams [PS/NS 4.3.1]
 6. graphs [PS/NS 4.3.1]
 7. charts [PS/NS 4.3.1]
 8. maps [PS/NS 4.3.1]
 9. headings [PS/NS 4.3.1]
 10. tables of contents [NS 4.3.1]

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11. indices [NS 4.3.1]
 12. timelines
- B. identify and explain the use of text features
1. bold-faced words [PS/NS 4.3.1]
 2. underlined words [PS/NS 4.3.1]
 3. italicized words [PS/NS 4.3.1]
 4. highlighted words [PS/NS 4.3.1]
 5. abbreviations [NS 4.3.1]
 6. acronyms [NS 4.3.1]
- C. identify the purpose of and gain information from multi-media sources (e.g., text, Internet, video streaming, podcasts)

LANGUAGE

It is expected that students will:

- (3) 4.2
- A. identify
1. idioms [PS/NS 4.3.2]
 2. similes [PS/NS 4.3.2]
 3. personification [PS/NS 4.3.2]
 4. dialect [NS 4.3.2]
 5. slang [NS 4.3.2]
 6. metaphors [NS 4.3.2]
- B. identify, with assistance,
1. alliteration [NS 4.3.2]
 2. informal and formal language [NS 4.3.2]
- C. identify words and phrases that reveal tone [NS 4.3.2]
- D. identify persuasive and propaganda techniques [NS 4.3.2]
- E. identify, with assistance, how language creates
1. persuasion [NS 4.3.2]
 2. propaganda [NS 4.3.2]

ORGANIZATIONAL AND STRUCTURAL PATTERNS

It is expected that students will:

- (3) 4.3
- A. identify a main idea based on evidence [PS/NS 4.3.3]
- B. describe sequential and/or chronological order [PS/NS 4.3.3]
- C. identify a cause and its effect on events and/or relationships [PS/NS 4.3.3]
- D. identify a problem and its solution [PS/NS 4.3.3]
- E. identify what the character wants and the solution
- F. explain the topic supported by evidence [NS 4.3.3]
- G. identify theme with assistance [NS 4.3.3]
- H. distinguish theme from topic with assistance [NS 4.3.3]
- I. trace the development of an author's argument, viewpoint, or perspective with assistance [NS 4.3.3]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

CULTURES AND TIMES

It is expected that students will:

- (3) 4.4 A. compare text from different
 - 1. cultures [PS/NS 4.3.4]
 - 2. time periods [PS/NS 4.3.4]
- B. compare language, oral traditions, and literature that reflect customs and cultures

RESPONDING TO TEXT

It is expected that students will:

- (3) 4.5 A. use information to answer and generate specific questions [PS/NS 4.3.5]
- B. make connections to self, other text, and/or the world [PS/NS 4.3.5]
- C. develop hypotheses based on information with assistance [NS 4.3.5]
- D. summarize information with assistance [NS 4.3.5]
- E. recall details/facts [PS/NS 2.3.3]
- F. restate main ideas [PS/NS 2.3.3]
- G. organize information (e.g., graphic organizer) [PS/NS 2.3.3]
- H. record information [PS/NS 2.3.3]
- I. synthesize text [PS/NS 2.3.3]
- J. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.3.3]

PREDICTIONS, INFERENCES, AND CONCLUSIONS

It is expected that students will:

- (3) 4.6 A. make and revise predictions based on evidence [PS/NS 4.3.6]
- B. make inferences and draw conclusions based on evidence [PS/NS 4.3.6]
- C. distinguish between fact and opinion [PS/NS 4.3.6]
- D. confirm/negate predictions

DIRECTIONS

It is expected that students will:

- (3) 4.7 A. read and follow directions to complete tasks [PS/NS 4.3.7]

EFFECTIVE WRITING: CONTENT STANDARD 5.0

Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

PREWRITING

It is expected that students will:

- (3) 5.1 A. use prewriting strategies, both independently and collaboratively with peers, to plan written work (e.g., graphic organizers, brainstorming, discussions) [PS/NS 5.3.1]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

- B. consider audience and purpose
- C. consider format
- D. explore a topic to plan written work [NS 5.3.1]
- E. choose and narrow a topic to organize ideas (e.g., graphic organizers, lists) [PS/NS 5.3.1]
- F. ask questions to expand knowledge

DRAFTING

It is expected that students will:

- (3) 5.2 A. draft paragraphs, both independently and collaboratively with peers, about a single topic that address
 - 1. audience and purpose [PS/NS 5.3.2]
 - 2. supporting details [PS/NS 5.3.2]
- B. draft multiple paragraph papers, both independently and collaboratively with peers, about a single topic that address
 - 1. an introduction [PS/NS 5.3.2]
 - 2. a conclusion [PS/NS 5.3.2]
 - 3. supporting details
 - 4. appropriate transitions
- C. participate in daily writing activities (e.g., journals, learning logs, summaries, lists, computer generated documents)
- D. use pattern and structure rules to correctly spell
 - 1. plurals (e.g., s, es, ies, ves)
 - 2. inflectional suffixes (e.g., ~ed, ~ing, ~er, ~est)
 - 3. adding prefixes and suffixes
 - 4. vowel patterns
 - 5. double consonants
 - 6. variations of common consonant sounds (e.g., /f/= f, ff, ph, gh)
 - 7. silent consonants

REVISING (EVALUATING AND REFINING)

It is expected that students will:

- (3) 5.3 A. revise drafts, both independently and collaboratively with peers, for
 - 1. audience and purpose [PS/NS 5.3.3]
 - 2. focused ideas [PS/NS 5.3.3]
 - 3. coherence, unity, consistency, and logical progression of ideas
 - 4. organization [PS/NS 5.3.3]
 - 5. relevant details [PS/NS 5.3.3]
 - 6. voice [PS/NS 5.3.3]
 - 7. word choice (e.g., exact/precise words, vivid words) [PS/NS 5.3.3]
 - 8. sentence fluency [PS/NS 5.3.3]
- B. add, delete, consolidate, clarify, and rearrange text in draft
- C. create and revise drafts using word processing skills

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- D. share writing with others, listen to feedback, and consider making revisions based upon feedback (e.g., peer review, teacher conference)
- E. revise using a writing rubric

EDITING FOR MECHANICS

It is expected that students will:

- (3) 5.4 A. edit punctuation, both independently and collaboratively with peers, for
 1. end punctuation [PS/NS 5.3.4]
 2. commas (e.g., items in a series, cities and states, dates) [PS/NS 5.3.4]
 3. apostrophes (e.g., contractions, singular/plural possessives) [PS/NS 5.3.4]
 4. quotation marks (e.g., dialogue of a speaker) [PS/NS 5.3.4]
- B. edit capitalization, both independently and collaboratively with peers, for
 1. beginnings of sentences [NS 5.3.4]
 2. months [NS 5.3.4]
 3. days of the week [NS 5.3.4]
 4. proper nouns [PS/NS 5.3.4]
 5. initials [PS/NS 5.3.4]
 6. titles (e.g., people, books) [PS/NS 5.3.4]
 7. greetings and closings of friendly and business/professional letters
- C. edit paragraphs, both independently and collaboratively with peers, to ensure correct spelling of
 1. high frequency words [PS/NS 5.3.4]
 2. content words [PS/NS 5.3.4]
 3. patterned words [PS/NS 5.3.4]
 4. common homophones (e.g., bear, bare)
- D. edit abbreviations for capitalization and periods with assistance [NS 5.3.4]

EDITING FOR USAGE OF WORDS

It is expected that students will:

- (3) 5.5 A. edit, both independently and collaboratively with peers, for correct use of
 1. nouns [PS/NS 5.3.5]
 2. pronouns [PS/NS 5.3.5]
 3. verbs [PS/NS 5.3.5]
 4. adjectives (e.g., comparative/superlative) [PS/NS 5.3.5]
 5. adverbs [PS/NS 5.3.5]
 6. verb tenses (e.g., past, present, future) [PS/NS 5.3.5]
 7. subject/verb agreement [PS/NS 5.3.5]
 8. possessives (e.g., singular/plural and proper nouns and pronouns)
 9. conjunctions
 10. prepositions

EDITING FOR SENTENCE STRUCTURE

It is expected that students will:

- (3) 5.6 A. edit sentences, both independently and collaboratively with peers, for

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1. complete sentences (e.g., declarative, interrogative, imperative, exclamatory) [PS/NS 5.3.6]
2. combining sentences [PS/NS 5.3.6]
- B. identify, both independently and collaboratively with peers, correct word order in sentences [PS 5.3.A1]
- C. edit sentences, both independently and collaboratively with peers, for elimination of fragments and run-ons [PS 5.3.A2]
- D. edit, with assistance, sentences for
 1. compound sentences [NS 5.3.6]
 2. complex sentences [NS 5.3.6]

PUBLISHING

It is expected that students will:

- (3) 5.7
- A. prepare a legible final draft to display or share [PS/NS 5.3.7]
 1. form cursive letters correctly
 2. adhere to margins and indentations
 3. use basic word processing skills
 - B. select a publishing format appropriate to audience and purpose with assistance

TYPES OF WRITING: CONTENT STANDARD 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

EXPOSITORY

It is expected that students will:

- (3) 6.1
- A. write expository paragraphs that include
 1. a topic sentence [PS/NS 6.3.1]
 2. supporting details from a variety of sources [PS/NS 6.3.1]
 3. a concluding statement [PS/NS 6.3.1]
 - B. write multiple-paragraph papers, with assistance, that include
 1. a beginning, a middle, and an end [NS 6.3.1]
 2. a thesis statement [NS 6.3.1]
 - C. write to a given prompt about an event, place, object, or person (e.g., to inform, to explain, to describe)

NARRATIVE/DESCRIPTIVE

It is expected that students will:

- (3) 6.2
- A. write narrative/descriptive paragraphs about experiences and/or events appropriate to audience and purpose that include
 1. logical sequence [PS/NS 6.3.2]

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2. characters [PS/NS 6.3.2]
 3. setting [PS/NS 6.3.2]
 4. concrete sensory details
- B. write narrative/descriptive paragraphs, with assistance, about experiences and/or events appropriate to audience and purpose that include
1. plot [NS 6.3.2]
 2. dialogue [NS 6.3.2]
- C. write to a given prompt (e.g., to entertain, to describe, to tell a story)

POETRY

It is expected that students will:

- (3) 6.3
- A. write poetry (e.g., acrostic, couplet, haiku, cinquain) [NS 6.3.3]
 - B. become familiar with vocabulary related to poetry (e.g., line, stanza, verse, rhyme)
 - C. distinguish between poetry and prose

RESPONSES TO LITERATURE

It is expected that students will:

- (3) 6.4
- A. write responses to literary text [PS/NS 6.3.4]
 - B. summarize information from literary text with assistance [NS 6.3.4]
 - C. write responses to literary text that demonstrate an understanding of setting with assistance [NS 6.3.4]

RESPONSES TO EXPOSITORY TEXT

It is expected that students will:

- (3) 6.5
- A. write responses to expository text [PS/NS 6.3.5]
 - B. write responses that use specific details from expository text with assistance [NS 6.3.5]
 - C. summarize information from expository text with assistance

PERSUASIVE

It is expected that students will:

- (3) 6.6
- A. write an opinion statement [PS/NS 6.3.6]
 - B. write persuasive paragraphs that include supporting evidence with assistance [NS 6.3.6]
 - C. write persuasive essays and compositions that include supporting evidence with assistance [NS 6.3.6]

PERSONAL AND PROFESSIONAL COMMUNICATION

It is expected that students will:

- (3) 6.7
- A. write friendly letters following an established format [PS/NS 6.3.7]
 - B. write a variety of communications in appropriate formats (e.g., thank you letters, invitations, reports, emails)

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

DIRECTIONS

It is expected that students will:

- (3) 6.8 A. write directions to complete tasks [NS 6.3.8]

RESEARCH

It is expected that students will:

- (3) 6.9 A. write research papers by
1. formulating and recording questions based on areas of interest [PS/NS 6.3.9]
 2. identifying and collecting information [PS/NS 6.3.9]
 3. recording information from at least three sources (e.g., library resources, media, technology) [PS/NS 6.3.9]
 4. organizing collected information (e.g., graphic organizers, outlines) [NS 6.3.9]
 5. documenting sources [NS 6.3.9]
- B. summarize information with assistance [NS 6.3.9]

LISTENING: CONTENT STANDARD 7.0

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

MESSAGE

It is expected that students will:

- (3) 7.1 A. listen for a variety of purposes including
1. gaining information [PS/NS 7.3.1]
 2. being entertained [PS/NS 7.3.1]
 3. understanding and following multi-step directions [PS/NS 7.3.1]
 4. solving problems
- B. listen for and identify
1. main idea [NS 7.3.1]
 2. purpose [NS 7.3.1]
 3. messages [NS 7.3.1]
 4. mood [NS 7.3.1]
 5. tone [NS 7.3.1]
- C. listen to and retell ideas with supporting details [NS 7.3.1]
- D. listen to and distinguish fact from opinion with assistance [NS 7.3.1]
- E. listen to and summarize ideas and supporting details with assistance [NS 7.3.1]
- F. paraphrase and/or explain what has been said by a speaker

CONTENT AND DELIVERY

It is expected that students will:

- (3) 7.2 A. listen to and respond to oral communication (e.g., informational speeches, poems, personal accounts, readers' theater) [PS/NS 7.3.2]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

- B. listen to and evaluate content of oral communications with assistance [NS 7.3.2]

VOCABULARY DEVELOPMENT

It is expected that students will:

- (3) 7.3 A. expand vocabulary through listening [NS 7.3.3]

LANGUAGE

It is expected that students will:

- (3) 7.4 A. listen for and identify dialect [NS 7.3.4]
B. listen for and identify the use of formal and informal language [NS 7.3.4]
C. listen for and identify social and academic language [NS 7.3.4]

CONVERSATIONS AND GROUP DISCUSSIONS

It is expected that students will:

- (3) 7.5 A. actively listen to a speaker [NS 7.3.5]
B. listen to and participate in conversations [NS 7.3.5]
C. listen to and evaluate constructive feedback with assistance [NS 7.3.5]
D. provide constructive feedback with assistance [NS 7.3.5]

SPEAKING: CONTENT STANDARD 8.0

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

GIVING DIRECTIONS

It is expected that students will:

- (3) 8.1 A. give multi-step directions to complete tasks [NS 8.3.1]
B. ask questions to clarify directions [NS 8.3.1]

LANGUAGE

It is expected that students will:

- (3) 8.2 A. use precise language to describe
1. feelings [PS/NS 8.3.2]
2. experiences [PS/NS 8.3.2]
3. observations [PS/NS 8.3.2]
4. ideas [PS/NS 8.3.2]
B. use specific vocabulary and apply Standard English to communicate ideas [NS 8.3.2]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

PRESENTATIONS

It is expected that students will:

- (3) 8.3
 - A. communicate information by
 - 1. maintaining a clear focus [PS/NS 8.3.3]
 - 2. following a logical sequence [PS/NS 8.3.3]
 - B. use public speaking techniques to deliver presentations with appropriate
 - 1. prosody [NS 8.3.3]
 - 2. volume [NS 8.3.3]
 - 3. eye contact [NS 8.3.3]
 - 4. enunciation [NS 8.3.3]
 - 5. posture [NS 8.3.3]
 - 6. expressions [NS 8.3.3]
 - 7. audience [NS 8.3.3]
 - 8. purpose [NS 8.3.3]
 - C. communicate information by illustrating information with media aids with assistance [NS 8.3.3]
 - D. communicate statements that express an opinion [NS 8.3.3]
 - E. defend a position using evidence with assistance [[NS 8.3.3]
 - F. read aloud and/or recite (e.g., literary, expository, and original works)

GROUP DISCUSSIONS

It is expected that students will:

- (3) 8.4
 - A. contribute to conversations and discussions about a given topic (e.g., share ideas and opinions) [NS 8.3.4]
 - B. respond to conversations and discussions about a given topic [NS 8.3.4]
 - C. ask relevant questions to clarify information [NS 8.3.4]
 - D. take a leadership role in conversations and discussions with assistance [NS 8.3.4]