Reading Grade 3

(p. #.) Corresponds with FNSBSD K-12 Curriculum March 2011

AKSS READING STANDARDS FOR LITERATURE	FNSBSD Curriculum: Core Learner Objectives (page no.)
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.	· Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers **(p. 49) AKSS RL.3.1.** · *Make simple inferences and draw conclusions based on information from texts* **(ES) (p. 48) AKSS RL.3.1.** *Make predictions, ask questions, ~~and apply visualization strategies~~* **(ES) (p. 48) AKSS RL.3.1.** · *Locate information explicitly stated in narrative and informative texts to answer literal comprehension questions* **(ES) (p. 48) AKSS RL.3.1.**
2. Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.	· Determine the author's intent: persuade, inform, or entertain **(p. 48) AKSS RL.3.2.** · *Summarize ~~up to four~~ events in sequence* **(ES) (p. 48) AKSS RL.3.2.** · Evaluate whether a selection was intended to inform, persuade, or entertain **(p. 46) AKSS RL.3.2.** · ~~Retell~~ [Summarize] or dramatize stories, including fables, folktales, and myths from diverse cultures **(p. 48) AKSS RL.3.2.** · Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text **(p. 48) AKSS RL.3.2.**
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).	· Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events **(p. 48) AKSS RL.3.3.** · *Determine cause/effect* **(ES) (p. 48) AKSS RL.3. 3** · Read abbreviations of proper nouns (e.g., Dr., Mr., Mrs., Ms.) (p. 47) AKSS Grade 5 L.5.4a. p. 42
Craft and	
4. Determine the meaning of words and	· *Use context clues to determine the*

Structure	phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).	meaning of unfamiliar words **(ES) (p. 47) AKSS RL.3.4.** · Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language **(p. 49) AKSS RL.3.4.**
	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.	· 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. 49) AKSS RL.3.5.** · *Identify use of dialogue and its use in text* **(ES) (p. 49) Grade 2 RL.2.6. p. 16 & Grade 4 RL.4.5. p. 18** · *Identify and describe plot, main characters, setting, and resolution* **(ES) (p. 49) Grade 2 RL.2.5. p. 16 (matter of semantics: ending versus resolution)** **(In Kindergarten and Grade 1 *WITH* Prompting)** · Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending) **(p. 49) Grade 2 RL.2.5. p. 16 (matter of semantics: ending/ resolution, etc.)** · Compare and contrast characters, events and ideas within and across texts, and through personal connections **(p. 48) Grade 5 AKSS RL.5.3.** · Set personal ~~reading~~ goals **(p. 50) Grade 6-12 in Speaking/listening and Writing**
	6. Distinguish their own point of view from that of the narrator or those of the characters.	· Distinguish their own point of view from that of the narrator, the characters. ~~or the author of the text~~ *Author* is specific to RI.3.6. **(p. 49) AKSS RL.3.6**
Integration of Knowledge and Ideas	**7.** Explain how specific aspects of 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).	· Explain how specific aspects of a text's illustrations and text features contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) **(p. 50) AKSS RL.3.7.**
	8. (Not applicable to literature)	
	9. Compare and contrast the themes, settings, and plots of stories written by the	· Compare and contrast the themes, settings, and plots of stories written by the

	same author about the same or similar characters (e.g., in books from a series).	same author about the same or similar characters (e.g., in books from a series) (p. 50) AKSS RL.3.9.
Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	· Listen to, read, and distinguish between a variety of genres, such as fiction/informational, prose/poetry, and short story/drama (ES) (p. 49) AKSS RL.3.10.

AKSS READING STANDARDS FOR INFORMATIONAL TEXT		FNSBSD Curriculum (Core Learner Objectives)
Key Ideas and Details	1. Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.	· Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers. (p. 49) AKSS RI.3.1. (Also AKSS RL.3.1.)
	2. Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multiparagraph text, including correct sequence and details that support the main idea.	· Determine the main idea of a text; recount the key details and explain how they support the main idea (p. 48) AKSS RI.3.2.
	3. Describe the relationship or connection among 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.	· Use language of time, sequence, and cause/effect to discuss non-fiction (p. 48) AKSS RI.3.3.
Craft and Structure	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	· Determine the meaning of general academic and content-specific words and phrases in a text relevant to a grade 3 topic or subject area (p. 49) AKSS RI.3.4.
	5. Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	· Use text features and search tools (e.g., key words, sidebars, glossaries, indexes, hyperlinks) to efficiently locate information relevant to a given topic (p. 49) AKSS RI.3.5.
	6. Determine author's purpose; distinguish own point of view from that of the author of	· Distinguish their own point of view from that of the narrator, the characters, or the

Matches AKSS
Not Found in AKSS
Found in different grade level
In AKSS, not in current curriculum

	AKSS Reading Standards	FNSBSD Curriculum (Core Learner Objectives)
	a text.	author of the text (p. 22) AKSS RI.3.6.
Integration of Knowledge and Ideas	**7.** Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	· Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) (p. 50) AKSS RI.3.7. · Use titles, subtitles, highlighted words, pictures, and captions to help identify main ideas and concepts (ES) (p. 49) AKSS RI.3.7.
	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	· Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) (p. 50) AKSS RI.3.8.
	9. Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.	· Compare and contrast the most important points and key details presented in two texts on the same topic (p. 50) AKSS RI.3.9.
Range of Reading and Level of Text Complexity	**10.** By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	· Listen to, read, and distinguish between a variety of genres, such as fiction/informational, [text] prose/poetry, and short story/drama (ES) (p. 49) AKSS RI.3.10. · Understand biography as the story of a person's life (p. 49) Grade 6 RI.6.9.
AKSS READING STANDARDS: FOUNDATIONAL SKILLS		**FNSBSD Curriculum (Core Learner Objectives)**
Phonics and Word Recognition*	*There are no foundational skills 1 and 2 for grades 3-5. 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes.	· Read **orally** with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (ES) (p. 47) Grade 1 AKSS RFS.1.4b. & Grade 2 RFS.2.4b. (p. 25) · Read regularly spelled, multi-syllabic words

Matches AKSS
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In AKSS, not in current curriculum

	c. Decode multisyllable words.	*using knowledge of letter-sound relationships, word structure, and language structure* **(ES)** **(p. 47) AKSS RF.3.3c.**
	d. Read grade-appropriate irregularly spelled words.	· *Read 500 Instant Recognition Words* **(ES)** (see pgs. 87/88) **(p. 47) AKSS RFS.3.3d.**
Fluency	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	· Read with sufficient accuracy and fluency *add* [expression reflecting meaning with the voice through pauses, stresses, and phrasing] to support comprehension for the type of text **(p. 47) AKSS RFS.3.4.**
	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Listen to, read, ~~and distinguish between a variety of genres, such as fiction/informational,~~ prose/poetry, ~~and short story/drama~~ **(ES)** (p. 49) AKSS RFS.3.4b.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	· *Reread for clarity* **(ES)** **(p. 48) AKSS RFS.3.4c.** · *Use self-monitoring and self-correcting while decoding* **(ES)** **(p. 48) AKSS RFS.3.4c.**

	This section also addressed in Writing Strand: *Phonics, Spelling* and *Vocabulary* **(p. 47)**
	· Expand sight and content area vocabulary **(p. 47)**
	· Notice that words have multiple meanings and use this knowledge to understand and interpret a text **(p. 47)**
	· *Identify and use root words, affixes, and morphology to determine the meanings of new words* **(ES)** **(p. 47)**
	· Read grade level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument **(p. 47)**
	· Read with expression (reflect meaning with the voice through pauses, stresses, and phrasing) **(p. 47)**
	Before-Reading Strategies **(p. 47)**
	· Set purpose for reading (e.g. to find information, for enjoyment, following directions) **(p. 47)**
	During Reading Strategies
	· Apply strategies to enhance or repair comprehension: **(p. 48)**
	  ✓ *Make connections: text to text, text to self, text to world* **(ES)** **(p. 48)**
	  ✓ Use context by reading to the end of the sentence to understand unknown words **(p. 48)**
	  ✓ Make meaningful substitutions at the word level **(p. 48)**
	After Reading Strategies
	· Identify and retell main idea with supporting details to determine importance **(p. 48)**
	· Identify accurate restatements about the text **(p. 48)**
	· Respond to literal and inferential questions, using complete sentences **(p. 48)**
	Fiction	

WRITING Grade 3

AKSS WRITING STANDARDS		FNSBSD Curriculum (Core Learner Objectives)
Text Types and Purposes	**1.** Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can). a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons. b. Provide reasons that support the opinion.	· Write **opinion** pieces supporting a point of view (p. 51) AKSS W.3.1. · *Write* three *a complete paragraph* *with a topic sentence, 3 supporting details, and a summative conclusion* **(ES) (p. 52) AKSS W.3.1.**
	c. Link opinion and reasons using words and phrases (e.g., *because, therefore, since, for example*).	· Use a variety of transition words and phrases to connect ideas *(ES)* **(p. 52) AKSS W.3.1c. & AKSS W.3.3c.**
	d. Provide a concluding statement or section that reinforces or restates the opinion. d. Provide a concluding statement or section that reinforces or restates the opinion.	
	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	· *Write* **informative/explanatory** *pieces to examine a topic and convey ideas and information clearly (e.g., problem/solution, cause/effect, compare/contrast, how-to, descriptive, author study, interview)* **(ES) (p. 51) AKSS W.3.2.**
	a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding	· Include graphics (diagrams, illustrations, photos, charts) as appropriate to enhance comprehension (p. 55) AKSS W.3.2a.

AKSS WRITING STANDARDS	FNSBSD Curriculum (Core Learner Objectives)
comprehension. b. Develop the topic with facts, definitions, details, and explanations that support the focus. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section that paraphrases the focus of the text. **3.** Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology). a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems. c. Use transitional words and phrases to signal event sequences (e.g., *later, soon after*). d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).	· Develop the topic with facts, reasons, definitions, and examples (p. 52) AKSS W.3.2b. · *Write **narrative** pieces to develop real or imagined experiences or events* **(ES)** (p. 51) AKSS W.3.3. · Present ideas in logical order across the piece, maintaining control of a central idea (p. 52) AKSS W.3.3. · Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (p. 52) AKSS W.3.3b. · *Use a variety of transition words and phrases to connect ideas* **(ES)** (p. 52) AKSS W.3.1c. & AKSS W.3.3c.

AKSS WRITING STANDARDS	FNSBSD Curriculum (Core Learner Objectives)
Production and Distribution of Writing	**4.** 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 standards 1–3 above.) **5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	

(note: the above row structure — left label cell spans, columns: Production and Distribution of Writing / standards text / FNSBSD)

· Individually and in small groups, give and receive feedback to revise written work (add/delete/rearrange) to improve detail

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	(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) 6. 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 and to locate information about topics.	and clarity **(p. 53) AKSS W.3.5** · Use capital letters correctly: **(p. 53) AKSS W.3.5.** · **Publish:** Share work with an audience **(p. 53) AKSS W.3.6.** · **Participate in conversations, shared writing and interactive writing (p. 5) AKSS W.3.6.**

AKSS
WRITING STANDARDS

Research to Build and Present Knowledge	7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. (Begins in grade 4)	· Conduct short research projects that build knowledge about a topic **(p. 51) AKSS W.3.7.** · Take notes, use Thinking Maps®, or make sketches to help remember information **(p. 51) AKSS W.3.8.** · Gather information (with teacher or library associate assistance) about a topic from books or other print, digital, and media resources while preparing to write about it **(p. 51) AKSS W.3.8.**

AKSS
WRITING STANDARDS

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 discipline-specific tasks, purposes, and audiences.	· Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) or a range of content-specific tasks, purposes, and audiences **(p. 55) AKSS W.3.10.** · *Use appropriate presentation tool: legible handwriting or word processing (ES)* **(p. 55) AKSS W.3. 10.** · Use word processor when appropriate to plan, draft, revise, edit, and publish **(p. 55) AKSS W.3.10.** · *Build stamina to write independently for 30 minutes [add extended time] through participation in the writing process (ES)* **(p. 55) AKSS W.3.10.** **(Pretty much same as AKSS W.3.10.**
	(Letters mentioned only in 2nd grade AKSSW) · *Compose letters using date, salutation, body, closing, and signature (ES)* **(p. 51) Grade 2**	

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L.2.2b, (using commas in greetings/ closings)

· *Compose a variety of poetry using* repetition, rhythm, similes, *and other poetic techniques* (ES) (p. 51)

similes mentioned in **Grade 4 L.4.5.a p.43**

repetition mentioned in **R.7.5 p.45**

rhythm **Grade 2 R.2.4, Grade 4 R.4.5**

· Write about self-selected topics (p. 51)

· Cite source (title and author) (p. 51) **Grade 7 W.7.6 p. 55**

· Produce **functional** text (lists and procedures, newspaper articles, test writing, reader's notebook) (p. 51)

· **Analyze and respond to a test writing prompt** that addresses the purpose, genre, and audience (p. 51)

· **Write about an assigned topic** to demonstrate their current ability as a writer

· Identify audience and form for writing (p. 51)

· *Use a dictionary and thesaurus to improve or support writing* (ES) (p. 51)

· Generate research questions about a topic (p. 51)

· **Write about reading or literature** through extended response or short answer

Writing Process (p. 52)

Embedded in the teaching of writing is the use of the writing process and 6+1 Traits® analysis. Students will use the 6+1 Trait® Writing framework as developmentally appropriate, which includes: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. (ES)

· **Prewrite**: Gather ideas and organize

ü *Use Thinking Maps®, writer's notebook and other tools to brainstorm, collect and organize ideas* (ES)

· **Draft**: Composition and fluency

ü Create a draft based on a single topic of own choice or teacher's choosing

ü Adjust writing style, organizational style, and format for a variety of purposes and audiences

ü Use temporary spellings to record ideas, feelings, experiences

ü Use the elements and style of published authors as a model for developing a personal writing style

ü Use rubric to guide writing

ü Engage the reader with a strong lead

· **Revise**: Change content for clarity and originality (p. 52)

ü Select a title for piece that reflects the main idea (p. 52)

ü Use a grade level or class generated rubric to evaluate writing based on one or more of the 6 +1 Traits (p. 53)

ü Participate in developing a revising checklist, distinguishing between editing and revising

· **Edit**: *Proofread for spelling and conventions* (ES)

ü See also *Conventions of Standard English, Draft* and *Word Study*

Proofread own writing and work of others using editing symbols (see Appendix)

· Identify and correct sentence fragments and run-on sentences (p. 53) **Grade 4 L.4.1f p. 13**

Combine simple or related sentences **Grade 2 L.2.1f p. 37**

Publish a minimum of one product per quarter

See also *Presentation*

· Break words at the syllables at the end of a line using a hyphen **Grade 11-12 L.11-12.2a.**
· See also *Word Study* **(p. 53)**
· **Phonics** **(p. 54)**
· **Spelling**
· Spell contractions with am, is, not, will, have, would, or had **(p. 54) Grade 2**
· Spell abbreviations of common proper nouns (Mrs., Dr., Mr.) **(p. 54) Grade 5-6 L.5/6.4a.**
Recognize and use letters that represent no sound in words
· Understand and use all sounds related to the various consonants and consonant clusters (scr-, spr-, str-, thr-) **(p. 54) Grade 1 R.1.3a p. 25**
Alphabetize to the third letter
· **Vocabulary**
Participate in the creation of word banks
· Apply knowledge of synonyms and antonyms to enhance word choice **(p. 54) Grade 4 L.4.5c. p. 43 Antonyms mentioned in Grade K L.K.5b.**
· Recognize and use homographs, homophones, and words with multiple meanings **(p. 54) Grade 5 L.5.5c.**
Record personal vocabulary in a journal or notebook that includes pictures, examples, or definitions **(p. 55)**
· *Write fluently and legibly in both manuscript and cursive handwriting* **(ES)**
· *Indent paragraphs appropriately* **(ES) Grade 4**
· Arrange print on the page to support the text's meaning and to help the reader notice important information
· Share pieces of writing with appropriate audiences
Set quarterly personal goals for writing **(ES) Grade 6 speaking listening**
· Select best pieces of writing from personal collection and give reasons for the selections
· Self-evaluate own writing and be able to discuss strengths and techniques used **(p. 55)**

SPEAKING AND LISTENING Grade 3

	AKSS SPEAKING AND LISTENING STANDARDS	FNSBSD Curriculum (Core Learner Objectives)
Comprehension and Collaboration	**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.	· Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with a variety of partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly **(p. 46) AKSS SL.3.1.**
	a. After learning a protocol (e.g., Socratic method), 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.	· Listen with attention during lessons and respond with statements and questions **(p. 46)**
	b. 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).	· Engage in the agreed-upon rules of conversation **(p. 46) AKSS SL.3.1b.** · Ask clear and appropriate questions during small-group and whole-group discussions **(p. 46) (AKSS SL.3.1c.?)**

AKSS	FNSBSD Curriculum (Core Learner Objectives)
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. **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. **3.** Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.	· Write compound, dictated sentences (p. 46) · Take simple notes from oral sources (p. 46) · Describe similarities and differences (p. 46) among people, places, events, and objects (p. 46) · Describe cause and effect relationships (p. 46) · Answer questions completely and with appropriate elaboration (p. 46) AKSS SL.3.3.

AKSS SPEAKING AND LISTENING STANDARDS		FNSBSD Curriculum (Core Learner Objectives)
Presentation of Knowledge and Ideas	4. 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. 5. Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Tell stories and present information in a sequential manner ("present information" in SL.9-12.4. p. 65) · Use appropriate volume, intonation and rate when addressing large and small groups (p. 46) · Have a plan or notes to support presentations (p. 46) · Restate, understand, and follow three-step oral directions (p. 46) · Use grade level appropriate vocabulary when talking about texts (title, author, character, etc.), content areas, personal experiences, and ideas (p. 46) AKSS SL.3.6 - as referred to L.3.1. & L.3.3. · Demonstrate effective eye contact and posture when speaking (p. 46) AKSS Grade 6 SL.6.4 p. 62

LANGUAGE Grade 3

AKSS LANGUAGE STANDARDS		
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	· Use proper grammar, and sentence structure (p. 53) AKSS L.3.1. · *Identify and correctly use common and proper nouns, verbs, adjectives, [add adverbs] and pronouns (ES)* (p. 53) AKSS

	a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English. b. Form and use regular and irregular plural nouns.	**L.3.1.** Recognize and use endings that form adverbs (-ly) (p. 54) AKSS L.3.1a. Spell grade-level regular and irregular plurals by adding -s, -es, changing -y to -i and adding -es, and by changing the spelling (woman-women) (p.54) L.3.1b. [*add* adverbs (-ly)] (p. 54) AKSS L.3.1g. · *Change common singular words into plurals* (ES) (p. 53) AKSS L.3.1b&d
	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.	*Use correct tense: past, present, and future* (ES) (p. 52) AKSS L.3.1e.
	f. Ensure subject-verb and pronoun-antecedent agreement.*	· *Understand and identify subject/verb agreement* (ES) (p. 53) AKSS L.3.1f.
	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Recognize and use words to make comparisons (-er, -est) (p. 54) AKSS L.3.1g.
	h. Use coordinating and subordinating conjunctions.	
	i. Produce simple, compound, and complex sentences.	· *Use a variety of simple and compound sentences with varied, purposeful sentence beginnings and varied sentence lengths* (ES) (p. 52) AKSS L.3.1i Write a variety of complete simple sentences (e.g., statements, questions, & exclamations) (p. 52) AKSS L.3.1i.
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	· *Use punctuation correctly: period,* ~~comma, quotation mark, (move to L.3.2.c)~~ *question mark, and exclamation mark* (ES) (p. 53) AKSS L.3.2. & *Proper names, places, and sentence beginnings* (ES) (p. 53) AKSS L3.2.
	a. Capitalize appropriate words in titles.	Holidays, days, months, city/state, words in titles (p. 53) AKSS L.3.2a.
	b. Use commas in addresses.	

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	c. Use commas and quotation marks in dialogue. d. Form and use possessives.	· *Use comma, quotation mark correctly* **(p.53) AKSS L.3.2c.**
	e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	**Recognize and form various tenses by adding verb endings (-es, -ed, -ing, -d) (p. 54) AKSS L.3.2e.** **Use grade level prefixes (-un, -re,) and suffixes (-er, -ing,-ness) appropriately (p. 54) AKSS L.3.2e.** · *Spell 3rd grade No Excuse Spelling Words correctly* **(ES)** (see pg. 84) **(p. 54) AKSS L.3.2e.**
	f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	**Identify and correct misspelled and misused words, using 3rd grade *No Excuse Spelling Words* list (see pg. 84) and other spelling strategies and/or resources (p. 53) AKSS L.3.2e/f.** **Use letter-sound relationships, syllable patterns, ending rules, onset-rime and meaningful word parts to spell multi-syllable words (p. 54) AKSS L.3.2f.** **Use known words and word parts to spell other words (p. 54) AKSS L.3.2f. p. 41** **Understand that some consonant letters represent several different sounds (ch-: cheese, school, machine, choir, yacht) (p. 54) AKSS L.3.2f. p. 41** **Understand that some consonant sounds can be represented by several different letters or letter (final /k/ by c , k, ck) (p. 54) AKSS L.3.2f.** **Recognize and use letters that represent the wide variety of vowel sounds (long and short) (p. 54) AKSS L.3.2f.**
	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	**Use resources such as a class generated checklist to edit for grade level conventions (p. 53) AKSS-L.3.2g.**
AKSS LANGUAGE STANDARDS		
Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.*	· *Add and delete words to clarify meaning* **(ES) (p. 52) AKSS L.3.3a.** *Show ability to vary the text by choosing*

	b. Recognize and observe differences between the conventions of spoken and written standard English.	*alternative words for overused words* **(ES)** **(p. 54) AKSS L.3.3a.**
Vocabulary Acquisition and Use	**4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies. a. Use a sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (e.g., words that describe states of mind or degrees of certainty, such as *knew, believed*). **5.** Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as *knew, believed*). **6.** Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner	· *Use glossaries or dictionaries, both print and digital, to clarify meanings of unknown words* **(ES) (p. 47) AKSS L.3.4d.** · *Distinguish between literal and non-literal meanings of words (e.g., take steps)* **(p.) AKSS L.3.5a.** Apply new vocabulary from reading, content areas, and listening **(p. 54) AKSS L.3.6.**

| | that night we went looking for them). | |

Reading

AKSS Reading Standards for Literature 4th Grade		Current 4th grade Curriculum
Key Ideas and Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions.	· Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text (P. 59). · Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today (P. 60). · Infer characters' feelings and motivations through reading their dialogue and what other characters say about them (P. 60). · Determine a theme of a story, drama, or poem from details in the text; summarize the text (P. 59) · Determine author's purpose (ES) (P. 60) · Identify the main idea elements of a story including theme, conflict and resolution, character, plot, and setting (ES) (p. 60). Before-reading strategies · Set a purpose for reading · Make predictions based on text features (e.g., pictures, illustrations, text structure, sub-titles, graphs, charts, headings, etc.) · Compile background information for reading · Participate in group activities to determine text features (e.g., genre, vocabulary, experience, etc.) During reading strategies · Use a variety of reading strategies to unlock meaning of text (e.g., creating mental images, using background knowledge, asking questions, making inferences, determining the most important ideas or themes, synthesizing information, using 'fix-up' strategies · Use a system (e.g., yellow 'sticky' notes) to mark new vocabulary, key points, main idea, etc · Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood

		· Self-monitor for understanding (ES) After reading strategies · Distinguish fact from fiction and opinion · Make simple inferences · Read and follow multi-step directions · Use text evidence to support predictions, opinion, and answers to comprehension questions (ES) · Apply a variety of comprehension skills, visualization, rereading for information, using context clues, asking questions, and making connections (ES) · Integrate existing content knowledge with new information from a text to consciously create new understanding · Retell main idea of fiction story · Retell beginning /middle/end key point of fiction piece · Follow more than two written steps or directions to complete a task · By the end of the year, read and comprehend literature, such as stories, dramas, and poetry Fiction and Non- Fiction · Locate key information in text (ES · Identify important ideas and information (longer texts with chapters and sometimes multiple texts) · Organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion and writing · Identify the main ideas or central concepts and supporting details in various texts (ES)
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes). 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view	· Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions (p. 57). Fiction · Understand and talk about the role of setting in realistic and historical fiction as well as fantasy

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Not Found in AKSS
Found in different grade level
In AKSS, not in current curriculum

	from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.	
Integration of Knowledge and Ideas	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 8. (Not applicable to literature) 9. Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.	Fiction and Non- Fiction · Read and follow three-step directions (ES) · Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts · Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places · Hypothesize how characters could have behaved differently · Use text features (illustrations, chapter titles, italicized words, graphics, etc.) to further understand information read (ES) · Identify cause/effect (ES)
Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	· By the end of the year, read and comprehend literature, such as stories, dramas, and poetry (p. 59). · Develop confidence in skills in order to take risks in reading · Set personal reading goals (ES) · Generate questions to investigate · Participate in self-selected reading of appropriate level extending to 30 minutes (ES)

AKSS Reading Standards for Informational Text 4th Grade		Current 4th grade Curriculum
Key Ideas and Details	1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. 2. Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. 3. Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information	· Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text (p. 59). · Identify important ideas and information (longer texts with chapters and sometimes multiple texts) (p. 59).

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		Current 4th grade Curriculum
	in the text.	
Craft and Structure	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 5. Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of text. 6. Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Non- Fiction · Use the structures of textbooks and other resources effectively Fiction and Non- Fiction · Distinguish and choose a variety of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and others) for different purposes (ES) · Evaluate the quality of illustrations or graphics
Integration of Knowledge and Ideas	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	· Use text features (illustrations, chapter titles, italicized words, graphics, etc.) to further understand information read (ES) (p. 60) Non- Fiction · Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	· Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text (P. 59).

AKSS Reading Standards: Foundational Skills 4th Grade		Current 4th grade Curriculum
Phonics and Word Recognition	3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use a combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	· Notice and use new vocabulary learned by listening, reading, and discussing a variety of genres, and intentionally record and remember them to expand oral and written vocabulary · Understand the figurative use of words · Understand analogies · Derive the meaning of words that reflect regional or historical dialects as

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| Fluency | 4. Read with sufficient accuracy and fluency to support comprehension.

   a. Read on-level text with purpose and understanding.

   b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | well as words from languages other than English

Use various strategies to decode and learn words, including context clues, prefixes, suffixes, root words, contractions, glossaries, dictionaries, etc. (ES) (p. 57)
· Read orally with rhythm, flow, volume, smoothness, and expression that reflects understanding comprehension (p. 58)
· Read grade level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument (ES)
· Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding (ES)
· Read grade level text with an accuracy rate of 98-100% |

WRITING

AKSS Writing Standards 4th Grade		Current 4th grade Curriculum
Text Types and Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she____). a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section that reinforces or restates the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus	· Write opinion pieces on topics or texts, supporting a point of view with reasons and information (p. 61) · Produce functional text (lists and procedures, newspaper articles, test writing, reader's notebook) · Write about reading or literature through extended response or short answer identifying the main idea of the piece read · Compose friendly and business letters using date, salutation, body, closing, signature, in correct form and voice; include formatting envelopes in correct form: return address, addressee address, location of stamp · Compose poetry using repetition, rhythm, similes, metaphors, and figurative language · Recognize and produce the following genres: expository report, narrative, informative, letter writing (friendly and business-both letter and envelope), opinion, and poetry (ES)

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