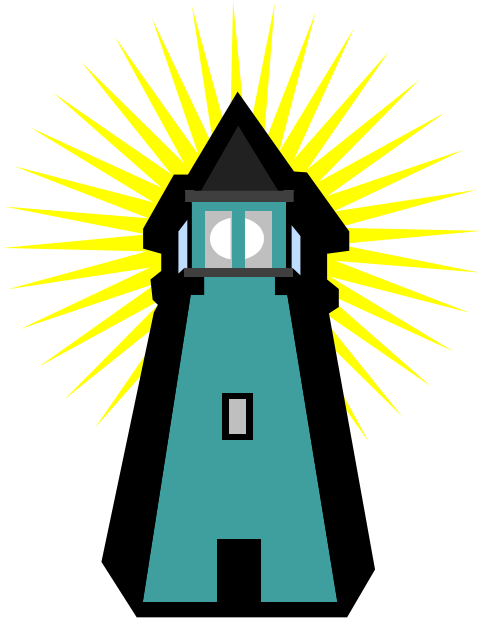
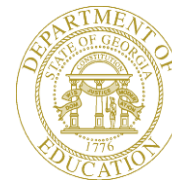


# TEACHER GUIDANCE

## INSTRUCTIONAL STRATEGIES FOR THE COMMON CORE GEORGIA PERFORMANCE STANDARDS



# *GRADE THREE*



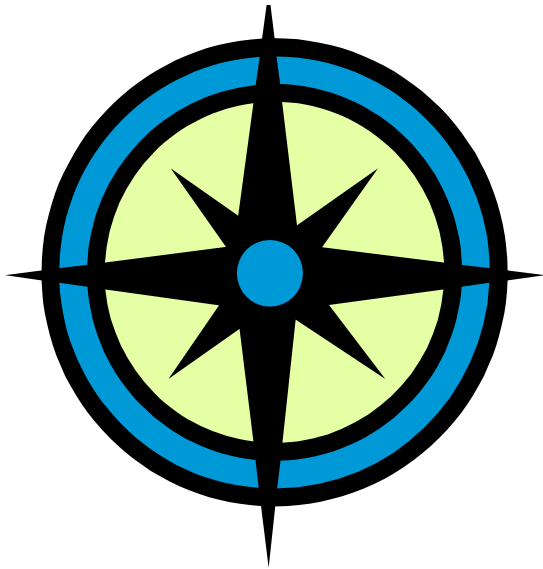
*Dr. John D. Barge, State School Superintendent*  
*"Making Education Work for All Georgians"*

The purpose of this document is to provide concise and thorough guidance for teachers during the transition from the Georgia Performance Standards (GPS) to the new Common Core Georgia Performance Standards (CCGPS). The document is divided into two main sections: CCGPS Teacher Guidance by standard, and CCGPS/GPS Comparison and Transition. Contained within the CCGPS Teacher Guidance section are the skills, concepts, vocabulary, and strategies essential to each standard. The CCGPS Comparison and Transition section provides a side-by-side view of the original and the new standards to assist educators in identifying areas where instruction will remain unchanged and specific areas where skills or concepts have been added, moved, or where they may no longer exist within a particular grade. The information provided here will be vital to instructors and other stakeholders during the 2012-2013 implementation of the CCGPS and beyond .

## About Grade 3


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Students in third grade read on a variety of topics, with a focus on increasing their ability to read aloud with fluency and comprehension. Third graders read thoughtfully, discover details, extract meaning in what they read, and read more complex texts. They enjoy a variety of genres, including fiction and non-fiction texts and poetry. Third graders are beginning to work independently on research projects, and to make all of their writing more sophisticated and meaningful. With some guidance, they use all aspects of the writing process in producing their own compositions and reports and in use technology to publish their writings. They are becoming adept at summarizing main points from literary and informational texts, and they use more abstract skills of synthesis and evaluation in writing. By the end of the third grade, students are aware of the importance of the conventions of language. Third graders understand the importance of spelling and the importance of correct language usage. Third-grade responses to questions are more logically developed as students show evidence of expanding language with increased vocabulary and a wider range of language structures. Third graders are aware of the many registers of language, and they become flexible in their ability to vary language patterns in both speaking and writing. These students are ready to engage in abstract discussions as they respond to text and to life experiences. Students also write in a variety of genres. While the Third Grade CCGPS make clear specific expectations for reading, writing, speaking, listening, and language, these standards need not to be a separate focus for instruction. Often, several standards can be addressed by a single, rich task.



## CCGPS TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks,  
and recommended vocabulary*

	<b>Third Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>

#### **Skills/Concepts for Students:**

- Generate questions before, during, and after reading
- Refer explicitly to the text being read to answer questions
- Ask and answer questions about essential narrative elements in a story
- Use background knowledge and information from text when answering questions
- Make and revise predictions while reading
- Include evidence from reading within writing

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with opportunities to read grade-level text
- Model questioning strategies before, during, and after reading
- Engage students in extensive questioning strategies before and during the reading of a text
- Model the use of a graphic organizers to determine the answer to questions about a text
- Model the inclusion of explicit evidence from reading within writing

#### **Sample Task for Integration:**

Upon completion of an extended text selection, place a low DOK-level test on a viewer for the class to consider (this can be a “DYRT” quiz - Did You Read This - wherein students are asked things like what is the main character’s name, what is the name of the town where he/she lives, how many pancakes did Johnny eat for breakfast, etc.) Engage the students in a discussion of what the lasting, generalizable knowledge gained from answering those questions would be. Will you need to know a year from now how many pancakes Johnny ate in chapter one? Probably not. Point out that these questions are generally constructed from “what” stems, as opposed to “how” or “why” stems. Now ask the students a question such as “why does the author begin the story in the middle of the car chase without even introducing us to the characters first?” Questions like these lead to analytical consideration of text instead of rote memorization of meaningless facts. Understanding that authors use several tried and true strategies to gain readers’ attention is lasting, generalizable knowledge. Ask students, perhaps in pairs or groups, to brainstorm 3 “how” and “why” questions to share with the group, or use these questions to construct an assessment.

#### **Vocabulary for Teaching and Learning**

text	implicit	explicit	inferred	literary	informational
genre	complexity				

	<b>Third Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC3RL2: 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 text.</b>

#### **Skills/Concepts for Students:**

- Retell major points from literary text
- Identify the main idea and supporting details of a story
- Explain the similarities and differences between fables, folktales, and myths
- Identify themes, lessons, and morals in folktales, tall tales, fables, and myths

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Assign students grade-level text that may be slightly above their independent reading level
- Guide students in identifying the characteristics of fables, folktales, and myths
- Model a story retelling identifying the lesson or moral of the story using details from the text
- Model how to use a story map to retell a story


#### **Sample Task for Integration:**

<http://myths.e2bn.org/teachers/>

The link above is a web site which explores myths and legends. Links within the site allow students to create their own myths.

#### **Vocabulary for Teaching and Learning:**

recount/retell	fable folktale	myth/mythology	diverse/diversity
cultures	central message	lesson	moral
important	summarize	key details	author's purpose
tall tales			

	<b>Third Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</b>

#### **Skills/Concepts for Students:**

- Read attentively for understanding
- Make judgments and inferences about characters in a story
- Identify character traits, motivations, and feelings
- Explain how character actions contribute to the sequence of events in a story
- Use graphic organizers to illustrate character traits

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Lead students in a discussion about how the actions of characters in a story contribute to the sequence of events in the story (It is not as important to tell what the character's actions were as it is to tell HOW the character's actions contributed)
- Model the use of graphic organizers to illustrate character traits

#### **Sample Task for Integration:**


Students will read a literary text for the purpose of identifying and describing characters from the story and explaining how their actions contributed to the sequence of events in the story. Provide students with a character map that will help them answer questions about how a character speaks, behaves, and appears. What are some of the characters feeling? Encourage students to apply their knowledge of adjectives as they describe one of the characters from the story. Students can take turns role playing one of the characters from the story, displaying the traits, motivations, or feelings of the character. Students may also use writings and illustrations to describe the characters in a story.

#### **Vocabulary for Teaching and Learning:**

describe/description  
character motivations  
events

characters  
character feelings  
sequence

character traits  
actions  
judgments

	<b>Third Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</b>

#### **Skills/Concepts for Students:**

- Identify the meaning of common idioms and figurative phrases and incorporate them into oral and written language
- Determine the meaning of unknown words on the basis of context
- Distinguish the literal and non-literal meaning of words in a text
- Describe how literary devices (e.g., alliteration, repetition, rhythm, rhyme) create and clarify meaning

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide easy-to-understand examples of literal and non-literal language; introduce the word “figurative”
- Encourage students to keep charts in the classroom of interesting uses of non-literal language encountered in texts

#### **Sample Task for Integration:**

Allow students to explore figurative language in a variety of contexts by providing thematically connected samples of text. For example, Joyce Kilmer’s famous poem that begins “I think that I shall never see a poem as lovely as a tree,” has several wonderful examples of non-literal language within it. Have students in teams attempt to restate the poem with all non-literal language restated literally. After students have thought about the non-literal language was used in the poem, provide them with a piece of prose text and a piece of informational text that also contain figurative languages about trees (for example a passage from A. A. Milne describing The 100 Acre Wood and an article about a Boy Scout Jamboree in the woods). Illustrate to students that figurative language can be used in any context and for a variety of purposes and for a variety of effects. Engage students in exploring why an author would choose to represent something figuratively instead of saying it directly; how does it change their experience of a text?

#### **Vocabulary for Teaching and Learning:**

Literal	Non-Literal	figurative	phrase	meaning	tone
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	<b>Third Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC3RL5: 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.</b>

#### **Skills/Concepts for Students:**

- Identify the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry)
- Refer to parts of stories, dramas, and poems when writing or speaking about a text
- Use the terms chapter, scene, and stanza when describing how a chapter, stanza, etc. builds on earlier sections of the story

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with student friendly definitions of the terms chapter, scene, and stanza
- Encourage students to use the terms when describing how each additional section builds on earlier sections
- Model for students how to refer to parts of the text when writing or speaking about a text


#### **Sample Task for Integration:**

Provide students with a copy of a poem that has several stanzas. Select a poem that is of appropriate text complexity for students in third grade. Model fluent reading of the poem while the students follow along with their printed copy. Have students reread the poem chorally. Discuss the poem by referring to the different stanzas in the poem. Encourage students to use the term stanza as they talk or write about the poem describing how each successive part builds on the stanzas from earlier sections.

#### **Vocabulary for Teaching and Learning:**

stories	dramas	poems	chapter	scene	stanza	describe
sections	successive					



	<b>Third Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC3RL6: Distinguish their own point of view from that of the narrator or those of the characters.</b>

**Skills/Concepts for Students:**

- Identify point of view in a story
- Formulate and defend an opinion about a text
- Establish a point of view that is different from that of the narrator or characters in a story

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide extensive modeling of the skills and concepts above through large group instruction
- Explain to students that point of view refers to how the narrator or characters view a situation in a story
- Guide students in discussing the point of view of the narrator, and characters in a story such as *The Three Pigs*
- Model how to examine the text and illustrations, thinking about what the characters might be thinking

**Sample Task for Integration:**

Provide students with copies of a literary text written in the third person such as *Two Bad Ants* by Sharon Morris. Students will work in pairs to examine the text and illustrations to find facts or situations described from the character's or narrator's point of view. Students will be given a point of view chart with two columns (one for their point of view and one for the character's point of view) to complete as they read the text. Students will rewrite the story based on their point of view or the view point of a different character.

**Vocabulary for Teaching and Learning:**

point of view      opinion      narrator      first person      third person      perspective      interpretation

	<b>Third Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC3RL7: Explain how specific aspects of a 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).</b>

#### **Skills/Concepts for Students:**

- Interpret information from text illustrations
- Explain how illustrations in a text help to understand the words in a story
- Make predictions about a text based on the illustrations

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Discuss with students how text illustrations help readers to understand the words
- Model the above standard through a read-aloud by having students listen to a paragraph describing a character in a literary text without showing them the illustration of the character

#### **Sample Task for Integration:**

Read aloud a paragraph from a literary text to the students without showing them the illustrations. For example read *Dear Mrs. LaRue: Letters from Obedience School* by Mark Teague. Based on the words from the story, have students create a picture in their minds based on what the dog in the story says in one of his letters to his owner complaining about life in the obedience school. Have students describe their mental pictures. Show the illustrations of the dog in a very luxurious dog resort. Have students explain how the illustrations contribute to what was conveyed by the words in the story.

#### **Vocabulary for Teaching and Learning:**


Illustration  
Interpretation


Mood  
visual clues

character  
information

Setting

Point of view

	<b>Third Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC3RL8: (Not applicable to literature)</b>

	<b>Third Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC3RL9: 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).</b>

#### **Skills/Concepts for Students:**

- Recognize theme, plot, and setting within text
- Compare and contrast these elements between texts written by the same author about the same or similar characters
- Use graphic organizers to compare and contrast two stories

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Lead students in a discussion to help them understand the concept of comparing and contrasting
- Guide students in asking and answering questions to help them compare and contrast themes, settings, and plots of stories by the same author (conduct author studies)
- Model for the students how to complete a Venn Diagram to compare and contrast theme, setting, and plot of two stories by the same author about the same or similar characters
- Guide students in supplying the information for the Venn Diagram

#### **Sample Task for Integration:**

Select an author to study based on third grade text. For example select books in a series written by the same author such as *Boxcar Mysteries* by Gertrude Warner. Students will select two books in the series to compare and contrast. Students will read the books and create a Venn diagram or T-Chart to make their comparisons. Students will write a narrative using their Venn diagram. Writings may be published and shared with others.

#### **Vocabulary for Teaching and Learning:**

compare	contrast	plot	themes	characters	settings	author
themes	pattern	series	similarities	difference		

	<b>Third Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC3RL10: 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.</b>

#### **Skills/Concepts for Students:**

- Read attentively for understanding
- Read a variety of texts for information and pleasure
- Self-monitor comprehension to clarify meaning
- Read and comprehend text of steadily increasing complexity
- Read with appropriate pacing, intonation, accuracy, and expression
- Keep a reading log of books read independently

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL10 (see above)
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Proactively read a wide variety of texts, including multiple genres
- Focus assessments on making a connection between reading and writing, relying on text evidence for all claims and inferences
- Engage students in a variety of fluency building techniques (reader's theater, choral reading, partner reading, etc.)

#### **Sample Task for Integration:**

Engage students in a variety of strategies throughout the year designed to help them become proficient readers. Students should apply these strategies when reading independently, with a partner, or in groups. Assign students a variety of literary text including stories, dramas, and poetry appropriate to their independent and instructional reading levels. Use the Text Complexity Rubric to determine that all extended and most short texts conform to the appropriate level of complexity for Grade 3. Students should stretch themselves in working to make meaning out of texts just beyond their reach and work to build stamina in reading ever-increasing chunks of text.

#### **Vocabulary for Teaching and Learning:**


independently  
poetry

proficiently  
comprehend

fluently

stories

dramas

	<b>Third Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>

**Skills/Concepts for Students:**

- Read attentively for understanding
- Use textual evidence to support what the text says explicitly
- Make predictions from text content
- Generate questions to improve comprehension
- Identify and infer cause-and-effect relationships and draw conclusions

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model using an informational text to ask and answer questions
- Model how to refer to the text explicitly
- Provide opportunities for students to engage in conversations to retell details in the text
- Model how to make predictions about a text
- Model and guide students to describe what is directly stated in the text
- Encourage and demonstrate for students how to make connections from the text
- Guide students to respond orally and in written form when answering questions

**Sample Task for Integration:**

Students will read material independently and generate questions about informational topics under consideration by the class. The students will work in a group to answer the questions created. Students will discuss the answers and use the texts as a reference for the answers.

**Vocabulary for Teaching and Learning:**

ask questions                      answer questions                      explicitly

	<b>Third Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>

**Skills/Concepts for Students:**

- Read attentively for understanding
- Make inferences about the information read
- Identify main ideas, supporting ideas, and supporting details

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Lead students in understanding how to connect details
- Engage students in using various informational texts to identify the main idea, and the supporting key details
- Engage students in discussions about how the main ideas and key details define what the text is about

**Sample Task for Integration:**

The students will read various informational books about Eleanor Roosevelt and her contributions to the United Nations and human rights. The students will use their text books and possibly books like Eleanor by Barbara Cooney, Franklin and Eleanor by Cheryl Harness, Eleanor Roosevelt: An Inspiring Life by Elizabeth MacLeod. The students will determine the main idea of the texts and use details to explain how the details support the main ideas. Students will present their information to the other groups.

**Vocabulary for Teaching and Learning:**

main ideas                      key details                      supporting ideas                      supporting details                      recount

	<b>Third Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</b>

**Skills/Concepts for Students:**

- Read attentively for understanding
- Identify and use knowledge of common organizational structures (e.g., chronological order, cause and effect)
- Remember to activate and explore your background knowledge when engaging in a new text; proactively make connections
- Notice words that indicate sequence or time, words like “next,” “then,” “after,” and use them effectively in your writing

**Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 (see above)
- Provide differentiated small group instruction as needed
- Purposefully choose your informational text connections to scaffold the cognitive practice of making connections - both obvious and abstract - among multiple genres, authors, and concepts
- Model for students how to explain a process through sequenced steps, highlighting the importance of explicit instructions and proper sequencing
- Model the use of various graphic organizers to make connections

**Sample Task for Integration:**

Engage students in the completion of a task that must be done in clearly delineated sequential steps (for example, building a model airplane or baking cookies). Make sure that the task comes with a set of directions (or you can create directions) that contain words that indicate sequence, such as “first, next, then.” Point out and discuss the ways in which the project might fail if the sequence of the steps were not clear (for example, a recipe that did not have the steps in order would be a disaster). Have the students choose a process with which they are familiar (playing a card game, making a sandwich, etc.) and write careful instructions for the process using words that pertain to time and sequence/cause and effect.

**Vocabulary for Teaching and Learning:**

relationship	concept	procedure	sequence	cause	effect
transition					

	<b>Third Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>

**Skills/Concepts for Students:**

- Read attentively for understanding
- Read informational texts and incorporate new words into oral and written language
- Determine the meaning of unknown words on the basis of context
- Read a variety of texts and incorporates new words into oral and written language
- Apply learned strategies to determine the meaning of unknown words( context clues, reference materials, word families, etc)
- Know the difference between general academic and domain-specific words and phrases
- Record new words learned into a notebook for future use when writing and speaking

**Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Demonstrate the use of sentence level context to determine the meaning of words and phrases
- Engage students in activities to experiment with words (word games, word wall, sorting words, etc.)


**Sample Task for Integration:**

The teacher will direct the students to use their science text books to investigate how magnets attract and repel each other. The teacher will point out the domain-specific words that apply to the concept. Students will record the new vocabulary in their vocabulary journals. Students will use the words they have learned about magnets to create a response to what they have read. The students will share their writing with another student.

**Vocabulary for Teaching and Learning:**

academic language      domain-specific words      words in context



	<b>Third Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.</b>

**Skills/Concepts for Students:**

- Read attentively for understanding
- Understand and use text features to locate information
- Understand and use search tools to locate information

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model using key words, sidebars, and hyperlinks to locate information about a topic
- Provide students opportunities to use various text features and search tools

**Sample Task for Integration:**

The teacher will model for students how to use key words to conduct a search. The students will engage in a discussion with the teacher about how narrowing the key words for a search impacts the search. The teacher will take the students to the computer lab and will lead the students in doing a key word search for habitats of Georgia. The students will record their information and share with a partner. The students will keep their information gained from the research for future writing activities.

**Vocabulary for Teaching and Learning:**

text features                      search tools                      key words                      sidebars                      hyperlinks

	<b>Third Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC3RI6: Distinguish their own point of view from that of the author of a text.</b>

**Skills/Concepts for Students:**

- Read attentively for understanding
- Understand and apply knowledge of point of view

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students opportunities to read informational text from various authors for exposure to different points of view
- Encourage students not to be afraid of having a different point of view from the point of view of the author

**Sample Task for Integration:**

The students will read independently Through My Eyes by Ruby Bridges. Students will read to discover the point of view of Ruby Bridges. Students will write a brief response to state Ruby's point of view and if they agree or disagree with her point of view. Students will share their personal point of view about Ruby Bridges during a class discussion.

**Vocabulary for Teaching and Learning:**

point of view                      Idea                      opinion

	<b>Third Grade CCGPS</b>
	<b>Reading Reading Informational (RI)</b>
	<b>ELACC3RI7: 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).</b>

#### **Skills/Concepts for Students:**

- Read attentively for understanding
- Interpret information from illustrations, diagrams, charts, graphs, graphic organizers, maps and photographs
- Explain how illustrations and the text work together in helping to understand a text

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with opportunities to use multiple print and digital sources
- Guide students to understand how to use illustrations maps, and photographs to understand the text
- Model how to identify commonalities between text and text features, and explain how they support each other

#### **Sample Task for Integration:**

The teacher will ask the students what they know about major landmarks in the United States and explain they are going to learn about ten of these major landmarks today. The teacher will read aloud a book such as Ben's Dream by Chris Van Allsburg or other text print or digital media and share the illustrations with the class. The students will have a discussion about how the words of the book aid in understanding more about the major landmarks. The teacher will also explain how the illustrations help to answer questions about the landmarks. An extension to this activity would be to allow students an opportunity to use technology to capture an event that is taking place at school or in the community (e.g., a fieldtrip, a school festival, a science experiment). The students will work independently to take pictures of the event and download to the computer. The students will select if they want to make a book or a Power Point presentation. The students will add captions to the pictures, and will publish their work to share with another class. The teacher will also share with parents by emailing the presentation.

#### **Vocabulary for Teaching and Learning:**

illustrations	Questions	diagrams	charts	graphic organizers
Maps	Photographs			

	<b>Third Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</b>

**Skills/Concepts for Students:**

- Read attentively for understanding
- Use organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers)

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI8 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students opportunities to read a variety of informational texts both print and digital

**Sample Task for Integration:**

The students will read How the U.S. Government Works... and How They All Come Together to Govern a Nation by Syl Sobel. The teacher will lead the students in a discussion about logical connections between particular sentences and paragraphs in the text. After the discussion the students will write the sequence of events that helped to form the U.S. government. Students will check the sequence of events with a partner making corrections as needed. Students will keep their writing for studying and reference for future writing assignments.

**Vocabulary for Teaching and Learning:**

compare	contrast	connection	sentence	paragraph
sequence				

	<b>Third Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</b>

**Skills/Concepts for Students:**

- Read attentively for understanding
- Make perceptive and well-developed connections
- Draw from more than one source of information
- Make connections about a topic from two texts
- Compare and contrast the key points in two text on the same topic

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Engage students in discussing a variety of texts about the same topic to understand that authors may view the same topic in different ways
- Engage students in using graphic organizers to compare and contrast

**Sample Task for Integration:**

The teacher will present the students with two texts about Paul Revere such as Let's Ride Paul Revere by David Wenzel and Paul Revere's Ride by Shana Corey. The students will read the books independently and will complete a paper graphic organizer to compare the key points and key details in the two texts. Once students have completed the paper graphic organizer, they will use the link to complete an electronic graphic organizer <http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html>. Students will share their electronic graphic organizers with their class members. Once the graphic organizers have been shared the students will write about the important points from the texts. Students will use technology to produce their writing. Students will also include illustrations to aid in understanding their writing.

**Vocabulary for Teaching and Learning:**

compare	Contrast	important points	key details	key events
main idea	Topic			

	<b>Third Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC3RI10: 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.</b>

#### **Skills/Concepts for Students:**

- Read attentively for understanding
- Demonstrate comprehension and fluency at the high end of the grade 4-5 text complexity band
- Read at the high end of the 4-5 grade text band independently and proficiently
- Read assigned text but also read independently
- Read a variety of informational text including history/social studies, science, and technical texts
- Use a variety of strategies to gain meaning from grade-level text
- Keep a reading log of books read independently

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI10 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students opportunities to engage in reading complex text (see Appendix B for examples)
- Require reading through various settings: group, pairs, in class, home reading, digital media, etc.
- Daily incorporate opportunities for students to visit the classroom library and media center for locating appropriate complex text
- Provide opportunities for students to show they are comprehending text by writing, responding orally, and using technology to convey what they have read
- Provide opportunities for students to share about their independent reading

#### **Sample Task for Integration:**


Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this may include history, social studies, and technical text) Encourage students to keep a notebook that includes notes and personal commentary on each text read over the course of the year. Students visit the media center and select appropriate books for reading. After the reading has taken place students will write about what they have read and share with the class. The students writing must include direct quotes from the text to support an opinion they have about the text. An extension of this could include students using technology to produce reviews of the books they have read and present the reviews to the class.

#### **Vocabulary for Teaching and Learning:**

Independently  
technical text

	<b>Third Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>Print Concepts Kindergarten and 1st grade only</b>

	<b>Third Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>Print Concepts Kindergarten and 1st grade only</b>

	<b>Third Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes.

#### **Skills/Concepts for Students:**

- Identify and infer meaning from common root words,
- Identify and infer meaning from common prefixes (e.g., un-, re-, dis-, in-),
- Identify and know the meaning of derivational suffixes
- Determine the meaning of unfamiliar words using knowledge of common Latin suffixes (e.g., -tion, -ous, -ly)
- Infer word meaning from taught roots, prefixes, and suffixes
- 

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Create posters with basic facts about prefixes and suffixes
- Provide students with words and sentences containing prefixes, derivational suffixes for them to identify and tell the meaning of the words
- Require students to keep a journal of prefixes, suffixes and derivational suffixes to refer to when reading and writing


#### **Sample Task for Integration:**

Provide students with copies of a poem that contains common prefixes and/or suffixes. Discuss and give examples of prefixes and suffixes before reading the poem. Let the students do a choral reading of the poem. Following the reading of the poem students will underline and write the words that start with prefixes and/or suffixes. Students can discuss the meaning of the prefixes and/or suffixes found in the poem. Student may write a poem using some of the prefixes and/or suffixes from the poem.

#### **Vocabulary for Teaching and Learning:**

Prefixes	Derivational suffixes	Suffixes	Decode	Words
Word meaning	Phonics	Word analysis		



	<b>Third Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> c. Decode multi-syllable words d. Read grade-appropriate irregularly spelled words

#### **Skills/Concepts for Students:**

- Apply knowledge of letter-sound correspondence and spelling patterns to decode and read multisyllabic words
- Recognize, read, and write words containing regular plurals, irregular plurals, and possessives
- Read and spell words containing r-controlled vowels and silent letters
- Read and spell words containing irregular vowel patterns

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Engage students in identifying and reading multi-syllable words in text
- Review strategies for reading multi-syllable and irregularly spelled words
- Require students to keep a journal of irregularly spelled words

#### **Sample Task for Integration:**

Provide students with opportunities to practice decoding and reading multi-syllable words and grade-appropriate irregularly spelled words in a variety of text. Students should also use multi-syllable and irregularly spelled words in their writings.

#### **Vocabulary for Teaching and Learning**

Decode	Syllable	Multi-syllable	phonics	Words
Word analysis	Grade-appropriate	Irregularly spelled words	Sight words	

	<b>Third Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.</b> 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.

**Skills/Concepts for Students:**

- Read familiar text with expression.
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text
- Read third-grade text and an appropriate rate

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF4 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers

**Sample Task for Integration:**

Provide groups of students with a variety of text (poems, and dramas) appropriate to their independent reading level and related to a third grade topic. Students will work together in groups to practice reading their text with accuracy, appropriate rate and expression. Encourage students to use context to confirm or self-correct word recognition when reading the text. Once the students are familiar with the text they may read them to the class as a choral reading or reader's theater.

**Vocabulary for Teaching and Learning**

Purpose	Understanding	Fluency	Accuracy	Prose
Poetry	Rate	Expression	Successive readings	Context
Confirm	Self-correction	Rereading	Prosody	

	<b>Third Grade CCGPS</b>
	<b>Writing (W)</b>
	<p><b>ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</b></p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>

#### **Skills/Concepts for Students:**

- Use all the steps of the writing process
- Capture a reader's interest by stating a clear position/opinion and developing a point of view
- Write a persuasive piece that states a clear position
- Select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length
- Use organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers)
- Begin to include relevant examples, facts, anecdotes, and details appropriate to the audience
- Add supportive details throughout the paper that may include relevant examples, facts, and anecdotes
- Use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering)
- Provide a sense of closure

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Require all steps of the writing process when possible
- Encourage students to use the style and voice of their favorite writers on occasion to aid in their developing abilities
- Provide opportunities for students to write and support their opinions about a book or topic

#### **Sample Task for Integration:**

The teacher will provide students with copies of Duck for President by Doreen Cronin and Otto Runs for President by Rosemary Wells. The students will read the books independently. After the reading has been completed the students will write an opinion piece about which candidate would do the best job as president Duck or Otto. Students will share their writing with a partner.

#### **Vocabulary for Teaching and Learning:**

opinion	persuade	topic	support	organizational structure
reasons	details	introduce	linking words and phrases	facts
point of view	closure			

	<b>Third Grade CCGPS</b>
	<b>Writing (W)</b>
	<p><b>ELACC3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</p> <p>d. Provide a concluding statement or section.</p>

#### **Skills/Concepts for Students:**

- Use all the steps of the writing process
- Capture a reader's interest by setting a purpose and developing a point of view
- Select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length
- Include the appropriate purpose, expectations, and length for the audience and the genre
- Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic
- Use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering)
- Provide a sense of closure

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Allow students to read independently using informational/explanatory texts to discover how the author introduces the topic, uses facts and definitions to develop points about the text
- Discuss the organizational structures for conveying information
- Provide a variety of resources for research and sharing information on a topic

#### **Sample Task for Integration:**

The students will be given information about the state of Georgia such as brochures, travel magazines, encyclopedias, text books, and information on the web. Students will read the information about Georgia and gather facts. The students will use the information they have discovered about Georgia to create an informational writing about the great things to do in the state. The students will include illustrations about the places to visit. The illustrations may be hand drawn or computer generated. The students will complete their writings and with help from an adult publish the writings into a class book. The teacher will send a copy to parents electronically and display a copy in the media center.

#### **Vocabulary for Teaching and Learning:**

informative	explanatory	convey ideas	topic	facts
details	supporting details	definitions	linking words and phrases	connect ideas

	<b>Third Grade CCGPS</b>
	<b>Writing (W)</b>
	<p><b>ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>

#### **Skills/Concepts for Students:**

- Use all the steps of the writing process
- Write fantasy/imaginary stories
- Capture a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view
- Sustain a focus
- Include the appropriate purpose, expectations, and length for the audience and genre
- Use sensory details and other literary language to communicate setting, characters, and plot
- Use appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events)
- Develop characters through action and dialogue

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Require all steps of the writing process when possible
- Guide students to understand temporal words and phrases
- Provide students with several examples of narrative text to read and discuss point out to them how the author used descriptive adjectives and strong verbs to help develop the characters and setting in the text
- Model the use of various organizational structures in writing

#### **Sample Task for Integration:**

The student will read Sylvester and the Magic Pebble by William Steig. After reading the book students will talk with a partner about how Sylvester found the magic pebble and what he did with the pebble. Students will work independently to create a narrative about an object they have found or been given (real or imaginary). Students will share their writing with a partner in the class. Students will publish their work electronically using illustrations to aid in understanding.

#### **Vocabulary for Teaching and Learning:**

narrative	imagined	narrator	characters	sequence of events
dialogue	character	temporal words	Closure	

	<b>Third Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC3W4: 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.)</b>

**Skills/Concepts for Students:**

- Begin to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model how to select a focus when writing

**Sample Task for Integration:**

Students will continue to work on a writing piece of their own selection. The students will conference with the teacher and peers to ensure clear coherent writing is taking place. Students will work through the editing and revision process as needed to produce a piece of writing that is clear and coherent. Once students have a piece of work that is complete they will share their work orally with their peers.

**Vocabulary for Teaching and Learning:**

develop                                      organize

	<b>Third Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC3W5: 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 Standards 1–3 up to and including grade 3.)</b>

#### **Skills/Concepts for Students:**

- Plan and draft writing
- Revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text
- Edit to correct errors in spelling, punctuation, etc.

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Demonstrate different ways to plan and draft writing including using various graphic organizers and writing planning sheets
- Provide students with sample papers to revise and edit for conventions
- Use multiple strategies to help students revise their writing, including conferences, peer editing, using technology software to help edit the work

#### **Sample Task for Integration:**

Students will work with a partner or adult to edit a current piece of their writing electronically or in printed format. During the editing process students will work with an adult or peer to edit for conventions. Students will make changes to their writing and prepare to publish their work to be shared with others.

#### **Vocabulary for Teaching and Learning:**

planning	draft	revision	editing
develop	strengthen		

	<b>Third Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC3W6: 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.</b>

**Skills/Concepts for Students:**

- Publish by presenting an edited piece of writing to others
- Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive)
- 

**Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive)
- Guide students to use technology to interact and collaborate with others (e.g., email with other classes, age appropriate blogs, Skype, fax, chat)


**Sample Task for Integration:**

The students will write instructions that others can follow while carrying out a scientific procedure. The students will use technology to produce and publish the procedures. The students will add a sketch or digital image to help another person understand the procedures or ideas. The students will publish their scientific procedures for others to read.

**Vocabulary for Teaching and Learning:**

produce                                      publish                                      use technology                                      interact                                      collaborate  
keyboarding skills



	<b>Third Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC3W7: Conduct short research projects that build knowledge about a topic.</b>

**Skills/Concepts for Students:**

- Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model brief note taking techniques
- Provide students with various print and digital resources to aid in the research

**Sample Task for Integration:**

Students will work collaboratively to conduct research. The group will choose a Science or Social Studies topic such as the national, state, or local governments. The students will take brief notes about the information they obtained through print and digital resources. The students will continue to work in groups to present their information to other members of the class.

**Vocabulary for Teaching and Learning:**

research projects                      topic

	<b>Third Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</b>

**Skills/Concepts for Students:**

- Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic
- Take brief notes about a topic and where the information generated
- Sort information into categories

**Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with various print and digital resources to aid in the research

**Sample Task for Integration:**

The teacher will provide students with a variety of resources to investigate how common objects are attracted to magnets. The students will work to read about objects that are attracted to magnets. Students will take brief notes about the information they have gathered from the readings and list the source of information. Students will then conduct an experiment selecting various objects found in the classroom. While doing the experiment the students will take notes and afterwards sort the information into categories. The students will write about what they have discovered about magnets and share orally with the class.

**Vocabulary for Teaching and Learning:**

recall	evidence	notes/note taking	sort evidence	print sources
digital sources	categories			

	<b>Third Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC3W9:</b> <i>(Begins in grade 4)</i> <b>ELACC3W10: 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</b>

#### **Skills/Concepts for Students:**

- Select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements
- Maintain a routine writing practice, both within the classroom and independently
- Read and study writers whose styles you enjoy and admire
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time
- Write texts of a length appropriate to address the topic or tell the story
- Maintain a portfolio of your written work, not only for reflection but as a resource for ideas, work samples, etc.

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W10 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide extensive and specific feedback on as much student writing as possible
- Require students to maintain a record of their writing throughout the year in the form of a portfolio
- Model how to incorporate research, reflections, and revision into the writing process
- Vary the requirements for tasks to include computer generated and hand-written pieces, long and short pieces, research

#### **Sample Task for Integration:**

See sample tasks provided for ELACC3W1 through ELACC3W9 for suggestions on implementation of routine, research, and the exploration of writing in grade 3.

#### **Vocabulary for Teaching and Learning:**

extended time frame      research      reflection      revision

	<b>Third Grade CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<p><b>ELACC3SL1: 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.</b></p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>

#### **Skills/Concepts for Students:**

- Adapt oral language to fit the situation by following the rules of conversation with peers and adults
- Identify and define roles for participants in discussions
- Initiate new topics in addition to responding to adult-initiated topics
- Give reasons in support of opinions expressed
- Research topic to be discussed and give reasons in support of opinions expressed
- Ask relevant questions
- Respond appropriately to comments and questions
- Review key ideas expressed during a discussion
- Volunteer contribution and respond when directly solicited by teacher or discussion leader

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Allow students an opportunity to discuss and create rules for collaborative conversations
- Model having a discussion and being respectful to others
- Provide students with materials to research a topic
- Engage students in discussions about the roles of participants in discussions
- Explain the consequences of not following agreed-upon rules for a discussion
- Provide opportunities for students to respond to others through multiple exchanges while exhibiting polite behavior during a conversation

#### **Sample Task for Integration:**

The students will work in groups to discuss how Thurgood Marshall adapted to and was influenced by his environment. Students will come to the group having read from their Social Studies book or other informational texts about Thurgood Marshall. Students will participate in collaborative discussions following the agreed upon rules for a discussion. Students will be encouraged to build upon the conversations of others in the group to ask questions, and clarify something they did not understand. During the discussions students will take brief notes. Once the discussion is over students will use their notes to share with other groups.

#### **Vocabulary for Teaching and Learning:**

explicitly	collaborative	clarifies	respond	ask questions
respond to questions	active listening	questioning	taking turns	discussion
agreed upon rules		gaining the floor	explain ideas	

	<b>Third Grade CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACC3SL2: 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.</b> <b>ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</b>

#### **Skills/Concepts for Students:**

- Recall, interprets, and summarizes information presented orally
- Use oral language for different purposes: to inform, persuade, or entertain
- Listen to and view a variety of media to acquire information
- Ask relevant questions
- Respond to questions with appropriate information

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide opportunities for students to listen and identify key details from written texts read aloud
- Engage students in opportunities to have information presented in a variety of formats
- Encourage students to use various strategies for keeping track of information presented orally
- Model how to ask and answer questions for a variety of purposes (clarifying comprehension, gathering information, deepening understanding)

#### **Sample Task for Integration:**

The students will engage in a variety of activities which require them to retell or describe key ideas and details from written text or information presented orally to them by asking and answering questions about what they heard. Examples may include the school counselor talking to the class about events for Red Ribbon Week or the guest speaker for Fire Prevention Week. Students will recount the main ideas and details presented to them. They may also question the speaker in order to clarify or get more information. Students will write about the information presented to them. The students will share what they wrote with a partner.

#### **Vocabulary for Teaching and Learning:**

recount	key ideas	key details	orally	media
retell	speaker	understanding	ask questions	answer questions
elaborate	details			

	<b>Third Grade CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACC3SL4: 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.</b>

#### **Skills/Concepts for Students:**

- Tell a story by presenting facts and relevant details
- Recount an experience with facts
- Speak clearly using an understandable pace
- Increase vocabulary to reflect a growing range of interest and knowledge
- Produce complete sentences with correct subject/verb agreement

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model appropriate storytelling techniques

#### **Sample Task for Integration:**

After reading The Life and Times of the Peanut by Charles Micucci, the teacher will lead the class in a discussion about the events in the life of a peanut. The teacher will engage the students in creating a chart of the events in the life of a peanut. The teacher will provide students with other books such as From Seed to Plant by Gail Gibbons, Tell Me, Tree, by Gail Gibbons, The Cloud Book by Tomie dePaola to read independently and learn about the stories various objects have to tell. Students will write about the book they read including relevant and descriptive details. The students will share their writing with the class. During the share time with the class students will speak clearly at an understandable pace.

#### **Vocabulary for Teaching and Learning:**

facts	details	recount	Speaking	descriptive details
speaking clearly	pace			

	<b>Third Grade CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<p><b>ELACC3SL5: 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.</b></p> <p><b>ELACC3SL6: 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.)</b></p>

#### **Skills/Concepts for Students:**

- Use notes, multimedia, or other memory aids to structure the presentation
- Display knowledge of keyboarding skills for visuals
- Acquire audio recording skills
- Create audio recordings with understandable pace
- Add visual displays to enhance facts and details
- Use increasingly complex language patterns and sentence structure when communicating
- Speak and write in complete and coherent sentences

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model for students how to create audio recordings
- Model for students how to add visuals to enhance an audio presentation for facts and details
- Provide students opportunities to listen to various audio recordings of books and poems
- Model appropriate storytelling techniques
- Provide opportunities for students to do oral presentations to tell stories or recounting experiences

#### **Sample Task for Integration:**

The students will use various web sites such as <http://www.poetryarchive.org/childrensarchive/poemsHome.do>, <http://www.fizzyfunnyfuzzy.com/audio.php>, and <http://etc.usf.edu/lit2go/index.htm>. The students listen to the authors reading their poems and stories with close attention to the reader's fluency, expression, and pace. Students will work independently to write their own poems or stories. After creating their own poems or stories students will use technology to publish their creations adding audio recordings. Students will also add visual displays to enhance the meaning of the poem or story.

#### **Vocabulary for Teaching and Learning:**

audio recording                      fluid reading                      multimedia                      sentence structure                      Clarification

	<b>Third Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC3L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i> ). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses

#### **Skills/Concepts for Students:**

- Identify and use nouns – abstract, common, collective, plural, and possessive.
- Identify and define abstract nouns in text presented in a variety of formats
- Distinguish between abstract and common nouns
- Demonstrate how to use abstract nouns in oral and written language
- Identify and use correct verb tense (past, present, and future) when speaking and writing

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Create a class posters with facts about parts of speech and their functions
- Provide students with opportunities to identify and explain the functions of parts of speech in text
- Provide teacher created samples of writings for students to examine for the correct use of parts of speech, regular and irregular plural nouns, abstract nouns, and verb tense


#### **Sample Task for Integration:**

Encourage students to identify and use various parts of speech including abstract nouns in their conversations and when writing. Students may also locate and explain various parts of speech in the text that they are reading. Students may underline and explain the function of that particular part of speech. During shared reading have students identify parts of speech that they find in the text. Students may examine writing of others for correct use of parts of speech, regular and irregular plural nouns, abstract nouns, and verb tense.

#### **Vocabulary for Teaching and Learning:**

Parts of speech	Nouns	Pronouns	Verbs	Adjectives
Adverbs	Sentences	Conventions	Grammar	Functions
Abstract nouns	Form	Use	Regular verbs	Irregular verbs
Verb tense				



	<b>Third Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC3L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b> f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions.

#### **Skills/Concepts for Students:**

- Correctly identify subject/verb agreement
- Use standard subject-verb and pronoun-antecedent agreement
- Demonstrate correct usage of comparative and superlative forms of adjectives and adverbs
- Identify and use the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence
- Identify and use conjunctions correctly – coordinating, and subordinating
- Recognize the difference between coordinating and subordinating conjunctions

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with opportunities to identify subject and verbs in sentences read in text
- Provide additional instruction in grammatical concepts for students who are struggling with these concepts
- Model how to analyze writings for the correct subject-verb and pronoun-antecedent agreement
- Point out examples within texts under consideration of grammatical concepts focused on in your grade 3 standards
- Provide samples of writing models for students to examine for correct use of grammatical concepts being studied

#### **Sample Task for Integration:**

Create class posters/charts with grammatical concepts for grade 3 with examples of grade-level concepts such as subject-verb agreement, comparative and superlative adjectives, etc. Students will look for examples of these concepts in texts that they are reading. As examples are found within the text students discuss them with guidance from the teacher.

#### **Vocabulary for Teaching and Learning:**

Subject-verb	Pronoun-antecedent	Agreement	Comparative adjectives	Superlative adjectives
Comparative adverbs	Superlative adverbs	Modified	Coordinating conjunctions	Subordinating conjunctions
Conventions				

	<b>Third Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC3L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b> i. Produce simple, compound, and complex sentences. j. Writes legibly in cursive.

#### **Skills/Concepts for Students:**

- Write simple, compound and complex sentences
- Identify and use increasingly complex sentence structure when writing or speaking
- Vary sentence structure by complexity (simple, compound, and complex,) in their writings
- Write legibly in cursive leaving spaces between words in a sentence

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with examples several prewritten sentences for them to identify the types of sentences (simple, compound or complex)
- Model how to strengthen writing by revising to use various sentence types
- Allow students to identify various sentence types in text that they are reading
- Model writing legibly in cursive for students and require them to write legible in cursive

#### **Sample Task for Integration:**

Review grammatical concepts taught in ELACC3L1a-h requiring students to correctly use these concepts as they construct simple, compound and complex sentences in their writings. Provide students with several examples of simple, compound, and complex sentences. Students will work with a partner to identify the sentence type. Students can also go on a hunt for sentence types as they read for example students may read a paragraph from a text and then identify the types of sentences they found in the paragraph.

#### **Vocabulary for Teaching and Learning:**

Sentences	Simple	Compound	Complex	Cursive writing
Declarative	Interrogative	Imperative	Exclamatory	Function

	<b>Third Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC3L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue

#### **Skills/Concepts for Students:**

- Use appropriate capitalization for words in titles
- Identify and use commas correctly in address
- Correctly place commas and quotation marks in dialogue

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Write several titles on the board or a chart explain to students what words should be capitalized in each title (i.e., first and last word, nouns, pronouns, verbs, adverbs, and adjectives)
- Demonstrate where to place commas in addresses
- Use comic strips to teach the use of quotation marks in dialogue
- Use written text such as Reader's Theaters to introduce students to the use of quotation marks in dialogue
- Encourage students to look for quotation marks in text to determine what a character says

#### **Sample Task for Integration:**

Provide students with a writing sample that has errors in the placement of commas in address, capitalization in titles, and commas and quotation marks in dialogue. Work with students to examine the writing sample providing them with guidance as needed as they attempt to identify and correct the errors.

#### **Vocabulary for Teaching and Learning:**

Capitalization	Titles	Commas	Addresses	Punctuation
Dialogue				

	<b>Third Grade CCGPS</b>
	<b>Language (L)</b>
	<p><b>ELACC3L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b></p> <p>d. Form and use possessives.</p> <p>e. 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>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

#### **Skills/Concepts for Students:**

- Identify and use nouns (singular, plural, possessive) correctly
- Use common rules of spelling for grade-level high-frequency words
- Use common rules of spelling when adding suffixes to base words
- Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling

#### **Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Engage students in activities requiring them to correctly spell grade appropriate high-frequency words
- Provide students with writing samples that contain incorrectly spelled high-frequency words
- Have students keep a high-frequency word journal

#### **Sample Task for Integration:**

Place students in teams and have them brainstorm on the clock to identify words from a given root, prefix, or suffix, providing prizes or incentives for the team that can think of the most words (for example, the prefix “bio”: biology, biosphere, biography). Use these brainstormed words to examine the meaning of the word parts and how it helps to define the word or at least identify the general concept in many cases. The generated word list can also be used to identify patterns in spellings of related word families.

#### **Vocabulary for Teaching and Learning:**

Possessives	Conventional spelling	High-frequency words	Suffixes	Base words
Spelling patterns	Generalizations	Reference materials	Dictionaries	

	<b>Third Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.

#### **Skills/Concepts for Students:**

- Select words and phrases that will add effect (set the tone, compare/contrast)
- Identify and use figurative language
- Use words to communicate feelings or mood in writing
- Demonstrate knowledge of and differences between the conventions of spoken and written language

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- During a read aloud point out some of the important words in the text that the writer used for effect for example in the sentence “ The children’s eyes were **glued** on the movie” guide students in identifying the key words and explaining the effect of the word **glued** in the sentence

#### **Sample Task for Integration:**

Provide students with copies of poems to read and select key words and phrases from the poems to discuss the effects of the words and phrases in the poem on feeling and mood. Provide students with a list of questions to answer in reference to effect of the writer’s choice of word or phrases in the poem. For example students will answer such questions as, “What do the words or phrases make you think of?” “Did the word/phrase create a picture in your mind?” “How did the words make you feel?”

#### **Vocabulary for Teaching and Learning:**


Words  
Written

Phrases  
Standard English

Effects  
Figurative language

Conventions  
mood

Spoken

	<b>Third Grade CCGPS</b>
	<b>Language (L)</b>
	<p><b>ELACC3L4: 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.</b></p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

#### **Skills/Concepts for Students:**

- When appropriate, determine the meaning of a word based on how it is used in an orally presented sentence.
- Determine the meaning of unknown words on the basis of context.
- Recognize and use words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence
- Use knowledge of known root words to determine the meaning of another word with the same root
- Use print and digital reference materials to determine or clarify meaning of words and phrases

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model using sentence-level context as a clue to the meaning of words and phrase
- Review previously taught affixes and demonstrate how they help to determine the meaning of a new word
- Model how to use known root words to determine the meaning of an unknown word with the same root

#### **Sample Task for Integration:**

During individual, paired, and group reading of literary and informational text based on grade 3 content encourage students to use a variety of previously taught strategies to determine the meaning of unknown words and phrases they encounter. Students may refer to their journal of unknown words and phrases as well as dictionaries both print and digital to determine or clarify the exact meaning of key words and phrases. Encourage students to use these newly learned words in their writing and conversations.

#### **Vocabulary for Teaching and Learning:**


Context  
Dictionaries

Sentence-level  
Words

Meaning  
Phrases

Root words  
Multiple meaning

Glossaries  
affixes

	<b>Third Grade CCGPS</b>
	<b>Language (L)</b>
	<p><b>ELACC3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>

### Skills/Concepts for Students:

With guidance and support

- Identify playful uses of language
- Identify the meaning of common idioms and figurative phrases and incorporate them into oral and written language
- Make real-life connections between words and their use by accessing prior knowledge
- Identify relationships between and among words, such as synonyms, antonyms, homophones
- 

### Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Guide students in understanding that language is used to describe our world and that word choices are essential for communication
- providing modeling and instruction in independent word-learning strategies
- Lead students in exploring multiple meaning words and idioms from content reading
- Keep a class word wall of new words
- Encourage students to keep a word journal of words to be used when writing

### Sample Task for Integration:

Use a variety of literary and informational texts in a variety of reading situations (read alouds, shared reading, and independent reading) to help students understanding word relationships and nuances in word meanings. For example the book [Splash! Poems of our Watery World](#) by Constance Levy may be used. The book contains 34 poems that celebrate water's mystical, metamorphic properties in nature and our daily lives. With guidance and support from the teacher students can read poems and highlight new words and phrases that they find interesting. The words may be placed on a class chart for discussions. Students may work together to determine the meanings of the words and phrases in the text distinguishing literal and non-literal meanings. Students may also identify and real-life connections between the words and their use. Encourage students to write poems using some of the words. Words may also be added to the students' word journals.

### Vocabulary for Teaching and Learning:

Literary	Non-literary	Meaning	Words	phrases
Context	Connections	Shades of meaning	Word relationships	nuances

	<b>Third Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</b>

#### **Skills/Concepts for Students:**

- Consistently continue the acquisition of new vocabulary
- Acquire foundational knowledge of roots, pre-fixes, suffixes, and other structural tools for decoding new vocabulary
- Use sequential and temporal words and phrases in procedures such as process essays and scientific experiments
- Examine author's purpose in word choice and be aware of your own

#### **Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)
- Provide examples of language that illustrate both conversational and academic vocabulary, pointing out the differences in word choice
- Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary

#### **Sample Task for Integration:**

Take the opportunity to expand the discussion on vocabulary when pulling words from literary texts by including thematically connected informational text topics. For example when teaching the wonderful vocabulary words from *Charlotte's Web* such as "salutation" and "radiant," pull in domain specific words from science such as "arachnid," "mammal," and "agriculture." The pairing of short informational texts on the theme of each extended literary text in the CCGPS units will facilitate the identification of related domain-specific vocabulary. Remember to include, in your vocabulary studies in general, academic terms unrelated to domains, such as "abstract," "deduce," "exhibit," etc. For a list of academic vocabulary words visit <http://www.englishcompanion.com/pdfDocs/academicvocab.pdf>.

#### **Recommended Vocabulary for Teaching and Learning:**

Conversational	Dialect	Academic	Domain-specific	Technical
Academic	Temporal	Spatial		





## GPS to CCGPS:



*A comparison of GPS and CCGPS rigor, texts, terminology, expectations, and tasks*

## Overview




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The following pages contain a comparison of items from the CCGPS and the GPS. This section is not meant to serve as the definitive guide to each of the CCGPS standards; that is provided in the previous section, entitled “Guidance,” along with skills, concepts, tasks, and strategies. In this section you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise significantly altered. Where it is necessary, you will find instructional guidance to ensure that all the standards are thoroughly covered throughout the transition period for all students, including students who fall into grades between levels of a transitioning standard. For all grades, the concept of a “Domain” of skills has been replaced by the term “Strand.”




GPS Domain	CCGPS Strand
Reading Reading Across the Curriculum	Reading Literature Informational Foundational (Grades K-5)
Writing	Writing
Listening, Speaking, and Viewing	Speaking and Listening
Conventions (Grades 3-12)	Language










On the following pages, skills that have an identical or extremely well-aligned match in scope and focus are highlighted in red between the two sets of standards. In all cases the GPS will appear in the left column and the CCGPS will appear on the right. For clarity, corresponding standards may appear more than once (if they correspond to more than one standard in the complementary set) or they may (rarely) appear out of order for ease of reference. Additional information explaining correspondences or a lack of correspondence is highlighted in blue. The icons  and  appear in the text to alert the user to standards that are new to CCGPS, or will not reappear in their original GPS form in the new standards.







In all cases both sets of standards are primarily sorted by Strand/Domain and may be identified in their original order by referencing the coding of the standard (ELAKR1 or ELACCKRF1 for example). For the GPS, standards are coded with ELA, followed by the Grade, then the Domain (R for reading for example) then the number of the standard in order within the Domain. CCGPS similarly begins with ELA, followed by “CC” for Common Core, then the grade level, followed by the Strand (RF for Reading, Foundational for example), and finally the number of the standard.




GPS	TRANSITIONAL GUIDANCE FOR GRADE 3	CCGPS
<p><b><u>FLUENCY</u></b></p> <p><b>ELA3R1 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student</b></p> <p>a. Applies letter-sound knowledge to decode quickly and accurately.</p> <p>b. Reads familiar text with expression.</p> <p> c. Reads third-grade texts at a target rate of 120 words correct per minute.</p> <p>d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.</p>	<p>CCGPS includes two distinct sets of standards for literary text and informational text. Each set is comprised of 10 standards, even though standard 8 in the literary strand is not applicable to literary text. Essentially this gives 3<sup>RD</sup> graders 9 literary reading standards and 10 informational reading standards. It is also important to note that standards for disciplinary literacy (reading in the content areas of science and social studies) are embedded in the standards of informational literacy.</p> <p> <b>ELA3R1c. Reads third-grade texts at a target rate of 120 words correct per minute.</b></p> <p>CCGPS for 3<sup>rd</sup> grade does not specify words per minute; however, guidance suggests that this target of 120 wpm is acceptable.</p>	<p><b><u>FLUENCY</u></b></p> <p><b>ELACC3RF4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p><b><u>VOCABULARY</u></b></p> <p><b>ELA3R2 The student acquires and uses grade-level words to communicate effectively. The student</b></p> <p>a. Reads literary and informational texts and incorporates new words into oral and written language.</p> <p>b. Uses grade-appropriate words with multiple</p>	<p>CCGPS has placed the vocabulary standards within the language strand. Note that the guidance will be referencing the “L” strand for Language.</p> <p><b>ELA3R2a. Reads literary</b></p>	<p><b>ELACC3L4:</b> 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> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p> b. Determine the meaning of the new word formed when a known affix is added to a known word</p>

<p>meanings.</p> <p>c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.</p> <p>d. Identifies the meaning of common idioms and figurative phrases and incorporates them into oral and written language.</p> <p>e. Identifies and infers meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-), and common suffixes (e.g., -tion, -ous, -ly).</p> <p>f. Determines the meaning of unknown words on the basis of context.</p> <p><b><u>GPS THAT HAVE MOVED TO EARLIER GRADES</u></b></p> <p><b>FROM 4<sup>TH</sup> GRADE: ELA4R3c.</b> Identifies the meaning of common root words to determine the meaning of unfamiliar words. This is now in 2<sup>nd</sup> Grade CCGPS. Guidance recommends that it be taught in 3<sup>rd</sup> and 4<sup>th</sup> grade during implementation year one.</p> <p><b>FROM 4<sup>TH</sup> GRADE: ELA4R3e.</b> Identifies the meaning of common prefixes (e.g., un-, re-, dis-). This is now in 1st Grade CCGPS. Guidance recommends that it be taught in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade during implementation year one.</p>	<p>and informational texts and incorporates new words into oral and written language. (Note that within CCGPS, the informational reading standards will reference academic language specific to content text.)</p> <p><b>ELA3R2 e.</b> Identifies and infers meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-), and common suffixes (e.g., -tion, -ous, -ly). (Guidance suggests that this example list of prefixes continue to be referenced during implementation. CCGPS does not provide a list; likewise, ELACC3L4b: 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>) adds another layer of work with affixes by showing the paired words and expecting students to determine meaning based on what students can infer about these pairs.</p> <p> <b>ELACC3L5c.</b> Distinguish shades of meaning among related</p>	<p>(e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. 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>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>ELACC3L5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p> c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p><b>ELACC3L6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p><b>ELACC3L6/ GUIDANCE TO NOTE REGARDING THIS STANDARD:</b> <i>This general integrated vocabulary standard also includes the additional focus on domain-specific vocabulary study within disciplinary text (science, social studies, history, and technical subjects).</i></p>
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	<p>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>). (The reference to “shades of meaning” is new within CCGPS. To understand this concept requires going beyond simple synonyms. For example, the examples given reference several states of mind regarding a degree of certainty. A student would want to know the difference between “knew” and “suspected” or “believed.” The verb “knew” means that there is no doubt associated with what happened whereas “wondered” implies that one is not sure about the event. Simply put, this is what “shades of meaning” means.)</p>	
<p><b><u>COMPREHENSION</u></b></p> <p><b>ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. The student</b></p> <ul style="list-style-type: none"> <li> a. Reads a variety of texts for information and pleasure.</li> <li>b. Makes predictions from text content.</li> <li>c. Generates questions before, during, and after reading.</li> <li> d. Distinguishes fact from opinion.</li> <li>e. Recognizes plot, setting, and character within text, and compares and contrasts these elements</li> </ul>	<p><b>A major shift between GPS and CCGPS in the comprehension standard/s is that GPS combined the literary and the informational elements in one standard. CCGPS is quite different in that there are standards for literary text and standards for informational text. This transitional guidance will first outline the literary standards guidance and conclude with the</b></p>	<p><b><u>LITERARY TEXT</u></b></p> <p><b>ELACC3RL1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p> <b>ELACC3RL2:</b> 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 text.</p> <p><b>ELACC3RL3:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>

<p>between texts.</p> <p>f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.</p> <p> g. Summarizes text content.</p> <p>h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.</p> <p> i. Makes connections between texts and/or personal experiences.</p> <p>j. Identifies and infers main idea and supporting details.</p> <p>k. Self-monitors comprehension to clarify meaning.</p> <p>l. Identifies and infers cause-and-effect relationships and draws conclusions.</p> <p>m. Recalls explicit facts and infers implicit facts.</p> <p>n. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry).</p> <p>o. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.</p> <p>p. Recognizes the author's purpose.</p> <p>q. Formulates and defends an opinion about a text.</p> <p>r. Applies dictionary, thesaurus, and glossary skills to determine word meanings.</p>	<p><b>informational text standards.</b></p> <p> <b>ELA3R3a. Reads a variety of texts for information and pleasure.</b> (Students read a variety of texts for information, but the reference to “reading for pleasure” does not exist within the CCGPS standards. Reading is always tied to a very specific instructional objective.</p> <p> <b>ELA3R3d. Distinguishes fact from opinion.</b> (Even though there are not explicit references to distinguishing facts from opinions within CCGPS, it is an implied skill, and guidance recommends that this distinction continue in 3<sup>rd</sup> grade.)</p> <p> <b>ELA3R3g. Summarizes text content.</b> (This GPS element is now in 4<sup>th</sup> grade CCGPS; however, there is no harm in continuing the practice of summarizing text content as a part of 3<sup>rd</sup> grade expectations.)</p> <p> <b>ELA3R3i. Makes connections between texts and/or personal experiences.</b> (This GPS element is not evident in CCGPS; however, these connections are certainly relevant in making</p>	<p><b>ELACC3RL4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p> <b>ELACC3RL5:</b> 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> <p> <b>ELACC3RL6:</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>ELACC3RL7:</b> Explain how specific aspects of a 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).</p> <p><b>ELACC3RL8:</b> (Not applicable to literature)</p> <p><b>ELACC3RL9:</b> 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).</p> <p> <b>ELACC3RL10:</b> 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.</p> <p><b><u>INFORMATIONAL TEXT</u></b></p> <p><b>ELACC3RI1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>ELACC3RI2:</b> Determine the main idea of a text; recount the key details and explain how they support the main</p>
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	<p>a connection with a text.)</p> <p> <b>ELACC3RL6:</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p> <b>ELACC3RI6:</b> Distinguish their own point of view from that of the author of a text. (CCGPS requires more rigor regarding defending one's opinion. Students should distinguish their own opinion or point of view from that of the narrator or one of the characters in literary text while informational text requires that students distinguish their own point of view from that of the author.)</p> <p><b>ELA3R3r.</b> Applies dictionary, thesaurus, and glossary skills to determine word meanings. (This element aligns with the Language strand within CCGPS/ specifically ELACC3L4d. Note that thesaurus is not referenced in CCGPS until 4<sup>th</sup> grade. Guidance suggests that the use of a thesaurus as referenced in 3<sup>rd</sup> grade GPS is an acceptable practice with which to continue.)</p>	<p>idea.</p> <p> <b>ELACC3RI3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>ELACC3RI4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p> <b>ELACC3RI5:</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.</p> <p> <b>ELACC3RI6:</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>ELACC3RI7:</b> 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> <p><b>ELACC3RI8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>ELACC3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p> <b>ELACC3RI10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of</p>
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	<p> <b>ELACC3RL2:</b> 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 text. (The genres of reading referenced in this CCGPS state specific genres of reading new for 3<sup>rd</sup> grade.)</p> <p> <b>ELACC3RL7:</b> Explain how specific aspects of a 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). (Whereas GPS references captions and pictures, there is no reference to determining how these illustrations convey meaning.)</p> <p> <b>ELACC3RL10:</b> 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.</p>	the grades 2-3 text complexity band independently and proficiently.
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	<p> <b>ELACC3RI10:</b> 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.</p> <p> <b>ELACC3RI3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCGPS includes connections to disciplinary text within the ELA standards.)</p> <p> <b>ELACC3RI5:</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. (Use of technology is very consistent within the CCGPS.)</p> <p> <b>ELACC3RI8:</b> Describe the logical connection</p>	
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	<p>between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (This is new for 3<sup>rd</sup> grade.)</p>	
<p><b><u>WRITING</u></b></p> <p><b>ELA3W1 The student demonstrates competency in the writing process. The student</b></p> <ol style="list-style-type: none"> <li>Captures a reader's interest by setting a purpose and developing a point of view.</li> <li>Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.</li> <li>Writes text of a length appropriate to address the topic or tell the story.</li> <li>Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).</li> <li>Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering).</li> <li>Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect.</li> <li>Begins to develop characters through action and dialogue.</li> <li>Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.</li> <li>Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.</li> <li>Uses a variety of resources to research and share information on a topic.</li> <li>Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.</li> </ol>	<p>Both sets of standards for writing are very similar although the arrangement of the standards is different under Common Core. First of all, CCGPS outlines 10 specific writing standards with appropriate elements. The first three writing standards focus on three genres of writing: opinion, informative/ explanatory, and narrative. Even though there is not a standard which is specifically aligned to the response to literature genre, it is important to note that all standards involve a response in writing to what students are reading. Guidance suggests that elements from GPS be included to ensure further expansion of the CCGPS writing standards.</p> <p>GPS in 3<sup>rd</sup> grade did not originally include the W2 standard, which is the standard for the genres of writing. Standard W1 not only included elements for the</p>	<p><b><u>WRITING</u></b></p> <p><b>ELACC3W1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol> <p><b>ELACC3W2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, and details.</li> <li>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>Provide a concluding statement or section.</li> </ol> <p><b>ELACC3W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> </ol>

<p>l. Writes a persuasive piece that states a clear position.</p> <p>m. Pre-writes to generate ideas, develops a rough draft, rereads to revise, and edits to correct.</p> <p>n. Publishes by presenting an edited piece of writing to others.</p> <p><b>ELA3W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.</b></p> <p><b>The student produces a narrative that:</b></p> <p>a. Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.</p> <p>b. Sustains a focus.</p> <p>c. Includes the appropriate purpose, expectations, and length for the audience and genre.</p> <p>d. Uses sensory details and other literary language to communicate setting, characters, and plot.</p> <p>e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events).</p> <p>f. Develops characters through action and dialogue.</p> <p>g. Provides a sense of closure.</p> <p>h. May include pre-writing.</p> <p>i. May include a revised and edited draft.</p> <p>j. May be published.</p> <p><b>The student produces informational writing (e.g., procedures, report, correspondence) that:</b></p> <p>a. Captures a reader's interest by setting a purpose and developing a point of view.</p> <p>b. Sustains a focused topic.</p> <p>c. Includes the appropriate purpose, expectations, and length for the audience and the genre.</p> <p>d. Includes relevant examples, facts, anecdotes,</p>	<p>genres, but also connections within the conventions of writing as well as the writing process. Note that GPS 3W2, which was implemented in 2009-10, was repetitive concerning some of the elements within 3W1; however, the intent was to revise W1 so that the repetition was not an issue. With the adoption of Common Core, the process of revising standard W1 never occurred. Overall, CCGPS writing standards align well with GPS. Please note that there is not a direct writing standard for "response to literature." Guidance suggests that the elements within this genre are actually supported within the CCGPS standards for opinion (ELACC3W1) and informative/explanatory (ELACC3W2).</p> <p> <b>ELACC3W3c. Use temporal words and phrases to signal event order.</b></p> <p>The language of temporal words is new in CCGPS. Temporal words are simply those words which signal the order of the events (e.g., first, next, then, etc.).</p>	<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p> <b>c. Use temporal words and phrases to signal event order.</b></p> <p>d. Provide a sense of closure.</p> <p><b>ELACC3W4:</b> 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.)</p> <p><b>ELACC3W5:</b> 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 Standards 1–3 up to and including grade 3.)</p> <p> <b>ELACC3W6:</b> 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.</p> <p><b>ELACC3W7:</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>ELACC3W8:</b> Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>ELACC3W9:</b> <i>(Begins in grade 4)</i></p> <p><b>ELACC3W10:</b> 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</p>
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<p>and details.</p> <ul style="list-style-type: none"> <li>e. Uses organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers).</li> <li>f. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.</li> <li>g. Provides a sense of closure.</li> <li>h. May include prewriting.</li> <li>i. May include a draft that is revised and edited.</li> <li>j. May be published.</li> </ul> <p><b>The student produces a persuasive piece of writing that:</b></p> <ul style="list-style-type: none"> <li>a. Captures a reader's interest by stating a clear position/opinion and developing a point of view.</li> <li>b. Sustains a focus.</li> <li>c. Includes the appropriate purpose, expectations, and length for audience and the genre.</li> <li>d. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes.</li> <li>e. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews).</li> <li>f. Provides a sense of closure.</li> <li>g. May include pre-writing.</li> <li>h. May include a revised and edited draft.</li> <li>i. May be published.</li> </ul> <p><b>The student produces a response to literature that:</b></p> <ul style="list-style-type: none"> <li>a. Captures a reader's interest by developing a point of view.</li> <li>b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment.</li> <li>c. Makes connections: text-to-self, text-to-text, text-</li> </ul>	<p> <b>.ELACC3W6: 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.</b></p> <p>The reference to “keyboarding skills” is not a reference to TEACH keyboarding. The standard merely states that students will USE technology to produce and publish writing. If given the opportunity to use technology to produce and publish writing, students will become adept over time with the skills necessary to manipulate the keyboard. Later CCGPS requirements for writing standard 6 include page requirements within a sitting. The goal is to allow students to use technology in an attempt to increase their exposure and therefore become better equipped to use technology.</p> <p>Even though CCGPS does not specifically have a standard for “response to literature,” it is still a part of the writing resulting from the opinion standard (3W1) as well as the informative/ explanatory standard (3W2).</p>	<p>audiences.</p>
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<p>to-world connections using significant details from the reading selection.</p> <p>d. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).</p> <p>e. Provides a sense of closure.</p> <p>f. May include pre-writing.</p> <p>g. May include a draft that is revised and edited.</p> <p>h. May be published.</p>	<p>Final guidance regarding CCGPS is noting that standard 3W10 is included in all writing.</p>	
<p><b>ELA3C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</b></p> <p>a. Correctly identifies and uses subject/verb agreement and adjectives.</p> <p>b. Identifies and uses nouns (singular, plural, possessive) correctly.</p> <p>c. Identifies and uses personal and possessive pronouns.</p> <p>d. Speaks and writes in complete and coherent sentences.</p> <p>e. Identifies and uses increasingly complex sentence structure.</p> <p>f. Distinguishes between complete and incomplete sentences.</p> <p>g. Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms).</p> <p>h. When appropriate, determines the meaning of a word based on how it is used in an orally presented sentence.</p> <p>i. Uses resources (encyclopedias, Internet, books) to research and share information about a topic.</p> <p>j. Uses the dictionary and thesaurus to support word choices.</p>	<p> <b>ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</b></p> <p>Explaining the functions of the five parts of speech (nouns, pronouns, verbs, adjectives, and adverbs) goes beyond GPS for grade 3, which was to identify and use. Much more rigor is implied and expected in the language of “explaining the function” as well as “explaining their functions in particular sentences.” Third graders will be expected to understand and apply a new part of speech, adverbs, as well as explain how all five parts of speech work within sentences. Whereas explicit instruction will be necessary to introduce these parts of speech as well as to teach them, it is not expected that</p>	<p><b>ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p> c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p> d. Form and use regular and irregular verbs.</p> <p> e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p> f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p> g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p> h. Use coordinating and subordinating conjunctions.</p> <p> i. Produce simple, compound, and complex sentences.</p> <p>j. Writes legibly in cursive.</p>

<p>k. Uses common rules of spelling and corrects words using dictionaries and other resources.</p> <p>l. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).</p> <p>m. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.</p>	<p>this standard will stop at merely identifying a word's part of speech within a sentence. Students will have to explain WHY a word is a certain part of speech depending on the word's function within a sentence. For example: <i>Carla <b>furiously</b> kicked the soccer ball out of the stadium.</i> Third graders will be expected to know that the word "furiously" is an adverb and that its function is to further add meaning to the verb "kicked." It tells to what extent Carla kicked the ball or even "how" Carla kicked the ball. To merely state that the word is an adverb without telling why the word is an adverb will not be enough to satisfy the mastery of this standard.</p> <p> <b>ELACC3L1c. Use abstract nouns (e.g., <i>childhood</i>).</b></p> <p>Previously, GPS placed the language of "abstract nouns" within 6<sup>th</sup> grade. Therefore, this will be new for 3<sup>rd</sup> graders. Guidance also suggests that "abstract nouns" be taught not only in 3<sup>rd</sup> grade, but in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades during year one implementation.</p>	<p><b>ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p> <b>a. Capitalize appropriate words in titles.</b></p> <p> <b>b. Use commas in addresses.</b></p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. 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>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p> <b>a. Choose words and phrases for effect.*</b></p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>
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	<p> <b>ELACC3L1d. Form and use regular and irregular verbs.</b></p> <p> <b>ELACC3L1e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</b>  GPS placed emphasis on using and identifying verb phrases for the first time in 5<sup>th</sup> grade. Similarly, this would include forming and using regular and irregular verbs as well as understanding the different verb tenses. Guidance suggests that a focus on verb tenses and conjugations be a focal point in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades during year one implementation.</p> <p> <b>ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.*</b>  GPS first uses the language of pronoun-antecedent agreement in 7<sup>th</sup> grade. Although implicit in most teaching of pronouns, the language of “antecedent” is probably not evident in 3<sup>rd</sup> grade. Guidance suggests that 3<sup>rd</sup> graders become familiar with the language of “antecedent” and what this means. Note the asterisk at</p>	
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	<p>the end of element f. This designates a progressive language standard that begins in 3<sup>rd</sup> grade and receives emphasis until the standard is subsumed by a more rigorous standard later in another grade. Referencing the Language Progressive Skills chart will demonstrate how once a standard is introduced, how it continues throughout successive grades until becoming subsumed by a more rigorous standard.</p> <p> <b>ELACC3L1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</b></p> <p>GPS placed the formation and usage of comparative and superlative adjectives and adverbs within 7<sup>th</sup> grade. Guidance recommends that this standard be taught during year one implementation in 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades as well. Furthermore, the rigor is increased within this element in that students must choose between using a comparative or superlative adjective or adverb depending on what is to be modified. This is not an</p>	
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	<p>identification skill but a correct usage skill.</p> <p> <b>ELACC3L1h. Use coordinating and subordinating conjunctions.</b> GPS first uses the language of conjunctions in 5<sup>th</sup> grade; the language of coordinating and subordinating does not appear in GPS until 6<sup>th</sup> grade. Implicitly, 3<sup>rd</sup> graders are using conjunctions when they write and when they speak. This will be an explicit teaching task for 3<sup>rd</sup> graders in that they have not been exposed to the language. It is recommended that students know that there are different types of conjunctions and how these conjunctions work together correctly in speaking as well as in writing. Guidance recommends that this skill be taught to 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders during year one implementation in order to avoid gaps in knowledge.</p> <p> <b>ELACC3L1i. Produce simple, compound, and complex sentences.</b> Implicitly, 3<sup>rd</sup> graders should be producing simple and compound sentences as a result of varying sentence structure which is an element</p>	
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	<p>in 3<sup>rd</sup> grade; however, the exact explicit teaching of compound sentences does not occur in GPS until 4<sup>th</sup> grade. Furthermore, the explicit instruction for complex sentence structure does not occur until 5<sup>th</sup> grade. Guidance recommends that this be taught not only in 3<sup>rd</sup> grade, but also in 4<sup>th</sup> and 5<sup>th</sup> grades during year one implementation.</p> <p> <b>ELACC3L2a. Capitalize appropriate words in titles.</b> GPS never specified explicit guidance on teaching capitalization of words in titles. This is new for CCGPS.</p> <p> <b>ELACC3L2b. Use commas in addresses.</b> This has moved from 2<sup>nd</sup> grade GPS to 3<sup>rd</sup> grade CCGPS. Guidance recommends that this be 3<sup>rd</sup> grade CCGPS element also be taught to 2<sup>nd</sup> graders during year one implementation.</p> <p> <b>ELACC3L3a. Choose words and phrases for effect.*</b> The idea that students will choose words and phrases</p>	
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	depending on the effect these words and phrases could have on their speaking and writing is new within CCGPS.	
<p><b>ELA3LSV1 The student uses oral and visual strategies to communicate. The student</b></p> <p>a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.</p> <p>b. Recalls, interprets, and summarizes information presented orally.</p> <p>c. Uses oral language for different purposes: to inform, persuade, or entertain.</p> <p>d. Listens to and views a variety of media to acquire information.</p>	<p>Overall, the strand of speaking and listening is much more inclusive and recursive of previous standards within GPS domain speaking, listening, and viewing. It is important to note that the reference to “viewing” has not been omitted in CCGPS, but rather is very explicit in standard 7 of both reading informational and reading literary.</p> <p> <b>ELACC3SL5: 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.</b></p> <p>This is new within the speaking and listening strand of CCGPS as compared to the listening, speaking, and viewing domain of GPS.</p>	<p><b>ELACC3SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>ELACC3SL2:</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>ELACC3SL3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>ELACC3SL4:</b> 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.</p> <p> <b>ELACC3SL5: Create engaging audio recordings of</b></p>

		<p>stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>ELACC3SL6:</b> 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.)</p>
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GPS ABSENT FROM GRADE 3	RATIONALE
<p>ELA3R1a. Applies letter-sound knowledge to decode quickly and accurately. (This has moved to 2<sup>nd</sup> CCGPS)</p> <p>ELA3R1c. Reads third-grade texts at a target rate of 120 words correct per minute. (absent from CCGPS)</p> <p>ELA3R2e. Identifies and infers meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-), and common suffixes (e.g., -tion, -ous, -ly). (Implied in CCGPS but an explicit list is not provided.)</p> <p>ELA3R3a. Reads a variety of texts for information and <u>pleasure</u>. (Students are definitely reading texts for information; however, the explicit reference of reading for “pleasure” is not a part of CCGPS.)</p> <p>ELA3R3d. Distinguishes fact from opinion. (This is explicit in 4<sup>th</sup> grade CCGPS.)</p> <p>ELA3R3g. Summarizes text content. (This is explicit in 4<sup>th</sup> grade CCGPS.)</p> <p>ELA3R3i. Makes connections between texts and/or personal experiences. (This is perhaps implied but not explicit in CCGPS.)</p> <p>ELA3C1c. Identifies and uses contractions correctly. (This has moved to 2<sup>nd</sup> CCGPS.)</p> <p>ELA3C1g. Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms). (This has moved to 1<sup>st</sup> CCGPS.)</p>	<p>The standards listed on the left are not necessarily absent from 3<sup>rd</sup> grade meaning that instruction is not necessary; quite contrary, these standards represent the 3<sup>rd</sup> grade GPS which were not explicit in 3<sup>rd</sup> grade Common Core. Perhaps these standards moved to earlier grades or perhaps they moved beyond 3<sup>rd</sup> grade (unlikely). The rationale behind listing them here is to make the guidance recommendations explicit regarding the need to continue to include these standards during year one implementation. Perhaps an element from GPS is listed because it included information not explicit in CCGPS. The overall intent of including this list is to ensure that 2012-13 3<sup>rd</sup> graders will not miss necessary content.</p>

# LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).						Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.						Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.					Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. ELACC3L1h. Use coordinating and subordinating conjunctions. ELACC5L1e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).											
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELACC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.											
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.											
ELACC3L3a. Choose words and phrases for effect.											
EKACC4L1e. Form and use prepositional phrases.											
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.											
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).											
ELACC4L3a. Choose words and phrases to convey ideas precisely.								Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.											
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.											
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).											
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.											
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.											
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).											
ELACC6L1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.											
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).											
ELACC6L3b. Maintain consistency in style and tone.											
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.											
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.											
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.											
ELACC9–10L1a. Use parallel structure.											
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											