

Map: **ELA Grade 1-3 Special Education** Grade Level: **3**District: **Island Trees**Created: **03/08/2007** Last Updated: **03/08/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	<p>What is the importance of having a <u>sequence of events</u>?</p> <p>How can <u>drawing conclusions</u> help us infer what might be happening? How can a student support <u>judgments</u> from the text?</p>	<p>Comprehension</p> <p>Literal- directly stated</p> <p>Inferential- indirectly stated</p> <p>Literary Elements and Genre Study- developing literary appreciation</p>	<p><b>Sequence</b></p> <p><b>Kindergarten</b></p> <p>identify first, next and last</p> <p>illustrates sequence of events through the use of story boards and pictures.</p> <p><b>Grade 1:</b></p> <p>discusses what happens first, next and last.</p> <p>recognizes clue words, for example: first, then, next, finally and last that signal the order of events</p> <p>relates the concept of ordinal numbers to sequence of events</p> <p><b>Grade 2:</b></p> <p>identifies key sequencing words</p> <p>relates the concept of ordinal numbers to sequence of events.</p> <p><b>Grade 3:</b></p> <p>uses the term</p>	<p>ELA1-1.R.2</p> <p>ELA2-1.R.1</p> <p>ELA2-1.R.2</p> <p>ELA2-1.R.3</p> <p>ELA2-1.L.1</p> <p>ELA2-1.W.1</p> <p>ELA2-1.W.2</p> <p>ELA2-1.W.4</p> <p>ELA2-1.S.1</p> <p>ELA2-1.S.7</p> <p>ELA3-1.R.2</p> <p>ELA3-1.S.1</p> <p>ELA1-2.R.2</p> <p>ELA1-2.R.12</p> <p>ELA1-2.R.4</p> <p>ELA1-2.R.2</p> <p>ELA1-2.W.4</p> <p>ELA1-2.W.7</p> <p>ELA1-2.S.5</p> <p>ELA2-2.R.10</p> <p>ELA2-2.R.11</p> <p>ELA2-2.R.12</p> <p>ELA2-2.W.2</p>

*sequence* to refer to the order in which things happen

arrange a story events in sequence, with or without clue words

### Drawing Conclusions

#### Kindergarten

uses what they know about a subject to decide what happens in a story

#### Grade 1

points out details to figure out what happens in the story

recognizes details or facts in story to illustrate the conclusions they draw

#### Grade 2

draw conclusions and figure out more about the characters than is told by the author

#### Grade 3

uses the term *conclusion* to refer to a decision or understanding based on facts

draw conclusions with information

ELA2-2.L.1

ELA2-2.L.4

ELA3-2.W.5

ELA1-3.R.5

ELA1-3.R.12

ELA1-3.W.8

ELA1-3.L.1

ELA1-3.L.3

ELA1-3.S.8

ELA2-3.R.12

ELA2-3.W.3

ELA1-3.R.4

ELA1-3.R.10

ELA1-1.R.2

ELA1-1.W.4

ELA1-1.L.4

ELA1-1.S.7

ELA2-1.R.2

ELA2-1.W.2

ELA2-1.S.1

ELA3-1.R.2

ELA3-1.W.1

ELA3-1.S.2

ELA1-2.R.9

ELA1-2.W.8

ELA1-2.L.5

ELA1-2.S.6

from the text and/  
or real life  
experiences

**ELA2-2.R.8**

**ELA3-2.W.4**

**ELA3-2.W.5**

Unit 2	<p>How can understanding <u>cause and effect</u> help us in our daily decisions?</p> <p>What is the importance to understanding the actions and behaviors of a <u>character</u>?</p>	<p>Comprehension</p> <p>Literal-directly stated</p> <p>Inferential-indirectly stated</p> <p>Vocabulary-building</p>	<p><b>Cause and Effect</b></p> <p><b>Kindergarten</b></p> <p>answers questions about what happened and why it happened in stories read aloud to them</p> <p><b>Grade 1:</b></p> <p>answers questions about what</p>		<p><b>ELA1-1.W.4</b></p> <p><b>ELA1-1.L.1</b></p> <p><b>ELA1-1.S.7</b></p> <p><b>ELA2-1.W.2</b></p> <p><b>ELA2-1.S.1</b></p> <p><b>ELA3-1.R.2</b></p> <p><b>ELA3-1.W.3</b></p> <p><b>ELA1-2.R.7</b></p>

	background and word development	<p>happened and why it happened</p> <p><b>Grade 2:</b></p> <p>uses clue words such as because, so, if, then, since to figure out cause and effect</p> <p>identifies/recognizes clue words (because, so , if, then, since) to identify cause and effect</p> <p>recognizes casual relationships</p> <p><b>Grade 3</b></p> <p>recognizes that a cause is the reason that something happens</p> <p>recognizes that an effect is what happens</p> <p>points out clue words to help them identify causes and effects</p> <p><b>Character</b></p> <p><b>Kindergarten</b></p> <p>recognize that characters are the people/ animals in a story</p> <p><b>Grade 1</b></p> <p>recognize that people/animals in a story can be real or make-believe</p> <p><b>Grade 2</b></p>	<p>ELA1-2.R.12</p> <p>ELA1-2.W.8</p> <p>ELA1-2.L.5</p> <p>ELA2-2.R.12</p> <p>ELA2-2.W.3</p> <p>ELA1-3.R.4</p> <p>ELA1-3.R.12</p> <p>ELA1-3.W.2</p> <p>ELA1-3.W.2</p> <p>ELA1-3.W.8</p> <p>ELA1-3.L.2</p> <p>ELA1-3.L.6</p> <p>ELA1-3.L.7</p> <p>ELA2-3.R.8</p> <p>ELA2-3.R.11</p> <p>ELA2-3.R.12</p> <p>ELA2-3.R.12</p> <p>ELA2-3.R.13</p> <p>ELA2-3.W.3</p> <p>ELA2-1.R.2</p> <p>ELA2-1.R.3</p> <p>ELA2-1.R.1</p> <p>ELA2-1.W.2</p> <p>ELA2-1.L.1</p> <p>ELA2-1.S.2</p> <p>ELA3-1.R.2</p> <p>ELA3-1.W.1</p>
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recognize that authors tell what their characters look like, how they act, and what they are like

**Grade 3**

describes characters based on what the characters says

points out characters' actions to undersatnd what the characters are like

discovers more aobut the characters by studying the characters' feelings

**ELA3-1.S.3**

**ELA3-1.S.6**

**ELA3-1.S.7**

**ELA2-2.R.5**

**ELA2-2.R.5**

**ELA2-2.R.10**

**ELA2-2.R.10**

**ELA2-2.R.12**

**ELA2-2.W.2**

**ELA2-2.L.1**

**ELA2-2.L.1**

**ELA2-2.S.2**

**ELA3-2.R.1**

**ELA3-2.R.2**

**ELA3-2.W.5**

**ELA2-3.R.8**

**ELA2-3.R.11**

**ELA2-3.W.2**

**ELA2-3.L.1**

**ELA3-3.W.6**

**ELA3-3.W.6**

**ELA3-3.L.1**

**ELA3-3.S.1**

**ELA3-3.S.2**

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Unit 3	<p>How can we differentiate between <b>realism and fantasy</b>?</p> <p>How can using <b>context clues</b> help us become better readers?</p>	<p>Comprehension</p> <p>Literal-directly stated</p> <p>Inferential-indirectly stated</p> <p>Vocabulary-building background and word development</p> <p>Literary Elements and Genre Study-developing literary appreciation</p>	<p><b>Realism and Fantasy</b></p> <p><b>Kindergarten</b></p> <p>differentiates between real and make believe</p> <p><b>Grade 1</b></p> <p>recognize the difference between books that tell facts or give information and books that are make-believe</p> <p><b>Grade 2</b></p> <p>recognize fact and fantasy in book of more difficult readability</p> <p>identify details of story that make it real or make believe</p> <p>cites details to support judgments about whether a story is realistic or fantasy</p> <p><b>Grade 3</b></p> <p>defines a <i>realistic story</i> as a story that tells about things that could happen in real life</p> <p>defines a <i>fantasy story</i> as a story that includes things that could never happen</p>		<p>ELA2-1.R.1</p> <p>ELA2-1.L.1</p> <p>ELA2-1.S.5</p> <p>ELA3-1.W.1</p> <p>ELA1-2.W.8</p> <p>ELA1-2.L.5</p> <p>ELA1-2.L.2</p> <p>ELA1-2.L.2</p> <p>ELA2-2.R.6</p> <p>ELA2-2.W.2</p> <p>ELA2-2.W.3</p> <p>ELA2-2.W.3</p> <p>ELA2-2.W.4</p> <p>ELA2-2.W.4</p> <p>ELA3-2.L.3</p> <p>ELA3-2.S.5</p> <p>ELA3-2.S.6</p> <p>ELA3-2.S.6</p> <p>ELA3-2.S.5</p> <p>ELA3-2.S.5</p> <p>ELA3-2.S.4</p> <p>ELA3-2.S.4</p> <p>ELA3-2.S.4</p> <p>ELA1-3.W.8</p> <p>ELA2-3.R.4</p>



**Context Clues****Kindergarten**

discusses unknown words in a story read aloud to them

use context clues as they use pronouns when they speak

**Grade 1:**

uses context clues to figure out unknown, predictable words in a story read independently

infers meaning of unfamiliar words from context

recognizes that context clues suggest meaning

**Grade 2:**

uses context clues found in the same or an adjacent sentence to figure out unknown words in a story

relies on repetition and other clues to infer meaning and cite context clues that suggest meaning of unfamiliar words

**Grade 3**

interprets the meaning of a word by looking at its

ELA2-3.R.4

ELA2-3.R.12

ELA2-3.R.12

ELA2-3.W.4

ELA2-3.L.1

ELA2-3.S.3

ELA2-3.S.3

ELA3-3.R.1

ELA3-3.W.5

ELA3-3.W.5

ELA1-1.R.2

ELA1-1.R.5

ELA1-1.L.1

ELA1-1.L.2

ELA1-2.R.2

ELA1-2.R.4

ELA1-3.R.4

ELA1-3.R.7

context

uses a dictionary to  
verify definitions by  
context

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	Essential Questions	Content	Skills	Standards/PIs
Unit 4	<p>What is the importance of the <b>main idea</b>? How can <b>supporting details</b> help us better understand a story or piece of writing?</p> <p>Why is recognizing the <b>steps in a process</b> important?</p>	<p>Comprehension</p> <p>Literal- directly stated</p> <p>Inferential- indirectly stated</p> <p>Vocabulary- building background and word development</p> <p>Literary Elements and Genre Study- developing literary appreciation</p>	<p><b>Main Idea &amp; Supporting Details</b></p> <p><b>Kindergarten:</b></p> <p>recognizes the main idea of a story read aloud to them</p> <p><b>Grade 1:</b></p> <p>recognize the main idea of a story read independently.</p> <p>identifies the main idea from among two or three choices</p> <p><b>Grade 2:</b></p> <p>define the term main idea</p> <p>identify the main idea of a nonfiction selection from among several choices</p> <p><b>Grade 3:</b></p> <p>recognizes that the main idea of a paragraph can be stated directly</p> <p>identify supporting details</p> <p><b>Steps in a</b></p>	<p>ELA1-1.R.2</p> <p>ELA1-1.W.5</p> <p>ELA1-1.L.1</p> <p>ELA1-1.S.7</p> <p>ELA2-1.R.2</p> <p>ELA1-2.R.5</p> <p>ELA1-2.R.9</p> <p>ELA1-2.W.3</p> <p>ELA1-2.W.2</p> <p>ELA1-2.L.4</p> <p>ELA1-2.S.4</p> <p>ELA1-2.S.7</p> <p>ELA1-3.R.5</p> <p>ELA1-3.R.10</p> <p>ELA1-3.R.10</p> <p>ELA1-3.W.3</p> <p>ELA1-3.W.2</p> <p>ELA1-3.W.7</p> <p>ELA1-3.W.8</p> <p>ELA1-3.L.4</p> <p>ELA1-3.L.2</p> <p>ELA1-3.L.2</p> <p>ELA1-3.S.5</p> <p>ELA1-3.S.5</p> <p>ELA2-1.W.2</p> <p>ELA2-1.W.1</p>

**Process****Grade 2:**

identify which steps come first, second, last

recognizes clue words that signal the order of steps in a process

**Grade 3:**

recognize that a process involves steps that must be done in sequential order

recognizes that following the steps in a process results in a finished process or product

ELA2-1.S.7

ELA2-2.R.10

ELA2-2.R.12

ELA2-2.W.3

ELA2-2.L.4

ELA2-3.R.12

ELA2-3.R.13

ELA2-3.W.2

ELA2-3.L.4

ELA2-3.L.1

ELA2-3.S.3

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Unit 5	<p>How can determining <b>text structure</b> help in better understanding a piece of writing? How can determining the <b>plot</b> help in developing a better understanding of a piece of writing?</p> <p>In what ways does <b>visualizing</b> use many of our senses?</p>	<p>Comprehension</p> <p>Literal- directly stated</p> <p>Inferential- indirectly stated</p> <p>Vocabulary- building background and word development</p> <p>Literary Elements and Genre Study- developing literary appreciation</p>	<p><b>Text Structure</b></p> <p><b>Grade 3:</b></p> <p>refers to the way a story or an article is organized as <i>text structure</i></p> <p>recognizes that fiction or nonfiction may be organized by the order in which things happen</p> <p><b>Plot</b></p> <p>refers to recognizing and understanding the development of a story and comprehending basic components of the beginning, middle and end of a story.</p> <p><b>Visualizing</b></p> <p><b>Grade 2:</b></p> <p>creates a picture in their minds as to what is happening in the story</p> <p>identifies words</p>	<p>ELA1-3.R.4</p> <p>ELA1-3.R.7</p> <p>ELA1-3.R.6</p> <p>ELA1-3.R.11</p> <p>ELA1-3.W.2</p> <p>ELA1-3.W.4</p> <p>ELA1-3.W.8</p> <p>ELA1-3.L.7</p> <p>ELA2-3.R.12</p> <p>ELA2-1.R.1</p> <p>ELA2-1.R.3</p> <p>ELA2-1.S.2</p> <p>ELA2-1.S.9</p> <p>ELA2-2.W.2</p> <p>ELA2-2.W.4</p> <p>ELA2-2.S.2</p> <p>ELA2-3.W.2</p> <p>ELA2-3.W.4</p> <p>ELA2-3.S.3</p>
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			<p>that help form mental pictures</p> <p><b>Grade 3:</b></p> <p>identifies descriptive details and relates their own experiences to create mental pictures of what the author is describing</p> <p>uses senses to help visualize as they read</p>	
	What are some clue words that	Comprehension	<b>Generalizing</b>	<b>ELA1-1.W.4</b>



Unit 6	signal a <b>generalization</b> ? What is the importance of recognizing generalizations?	Literal- directly stated	<b>Grade 2:</b> prepare to make generalizations as they make inferences and draw conclusions	ELA4-1.R.1
	What can we learn from a <b>theme</b> of a story?	Inferential- indirectly stated	<b>Grade 3:</b> define a generalization as a statement or rule that applies to many examples in a story	ELA1-2.R.7 ELA1-2.R.11 ELA1-2.W.8 ELA1-2.L.5 ELA1-2.L.6 ELA1-2.L.1 ELA1-2.S.4 ELA1-3.R.8 ELA1-3.R.10 ELA1-3.R.11 ELA1-3.W.7 ELA1-3.W.8 ELA1-3.L.5 ELA1-3.L.2 ELA1-3.L.7 ELA1-3.S.3 ELA1-1.W.5 ELA2-1.S.6 ELA3-1.R.1 ELA3-1.R.2 ELA3-1.S.1 ELA1-2.W.3 ELA1-2.W.7 ELA1-2.W.7 ELA1-2.L.4 ELA1-2.S.7
		Vocabulary-building background and word development	recognize clue words, <i>all</i> , <i>always</i> , <i>never</i>	
		Literary Elements and Genre Study-developing literary appreciation	<b>Theme</b> <b>Kindergarten</b> recognizes that all stories have one big idea <b>Grade 1</b> identify the big idea, or theme, from the minor themes in the story discuss the big idea in the story <b>Grade 2</b> recognizes that every story has one "big idea"	

			<p>relates personal experiences to help them understand the theme</p> <p>reads stories with directly stated themes and figures out how the story shows the theme</p> <p><b>Grade 3:</b></p> <p>identifies the "big ideas" in the sotry with stated or implied themes</p> <p>applies prior knowledge to understand the themes of stories</p>	<p><b>ELA2-2.R.13</b></p> <p><b>ELA3-2.W.2</b></p>
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	Essential Questions	Content	Skills	Standards/PIs
Unit 7	<p>Why is the <b>setting</b> an important component of a story? How can changing the setting affect a story? How does understanding the setting help us make inferences about how a character acts in a story?</p> <p>How can <b>comparing and contrasting</b> characters help us gain greater understanding of a story?</p>	<p>Comprehension</p> <p>Literal- directly stated</p> <p>Inferential- indirectly stated</p> <p>Vocabulary- building background and word development</p> <p>Literary Elements and Genre Study- developing literary appreciation</p>	<p><b>Setting</b></p> <p><b>Kindergarten</b></p> <p>identify when and where a story happens as they listen to it being read to them</p> <p><b>Grade 1</b></p> <p>identify time and place of a story</p> <p><b>Grade 2:</b></p> <p>define setting as the time and place of a story</p> <p>identify setting which is explicit</p> <p>identify settings as real or imaginary</p> <p><b>Grade 3:</b></p> <p>identifies setting by inference</p> <p>identifies details that indicate setting</p> <p>relates the action and behaviors of characters to the setting</p> <p><b>Comparing and Contrasting</b></p> <p><b>Kindergarten</b></p> <p>answers</p>	<p>ELA1-1.L.4</p> <p>ELA2-1.R.2</p> <p>ELA2-1.W.2</p> <p>ELA2-1.L.1</p> <p>ELA2-1.S.9</p> <p>ELA3-1.W.1</p> <p>ELA2-2.R.11</p> <p>ELA2-2.L.1</p> <p>ELA3-2.R.1</p> <p>ELA2-3.R.5</p> <p>ELA2-3.R.12</p> <p>ELA2-3.W.1</p> <p>ELA2-3.L.1</p> <p>ELA3-3.R.2</p> <p>ELA3-3.R.1</p> <p>ELA3-3.W.6</p> <p>ELA3-3.L.1</p> <p>ELA3-3.S.2</p> <p>ELA1-1.R.2</p> <p>ELA1-1.W.4</p> <p>ELA1-1.L.1</p> <p>ELA3-1.R.2</p> <p>ELA3-1.W.3</p> <p>ELA3-1.W.3</p> <p>ELA3-1.S.3</p> <p>ELA3-1.S.5</p>

questions that help them recognize comparisons and contrasts within a story and across stories

**Grade 1**

uses terms alike and different when comparing and contrasting story elements

**Grade 2**

identify clue words such as *like* to show comparisons and *but* to show contrasts

uses the terms comparison and contrast

**Grade 3:**

compares and contrasts across and beyond texts

identifies comparisons and contrasts that do not use clue words

ELA3-1.S.6

ELA3-1.S.7

ELA1-2.R.8

ELA1-2.R.2

ELA1-2.W.8

ELA1-2.L.6

ELA2-2.R.12

ELA2-2.L.4

ELA2-2.S.3

ELA3-2.R.2

ELA1-3.R.9

ELA1-3.R.9

ELA1-3.R.12

ELA1-3.W.10

ELA1-3.W.4

ELA1-3.L.7

ELA2-3.R.13

ELA2-3.L.4

ELA2-3.S.5

ELA3-3.R.2

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Unit 8	How can using details help us with <b>prediction</b> ?	<p>Comprehension</p> <p>Literal- directly stated</p> <p>Inferential- indirectly stated</p> <p>Vocabulary- building background and word development</p> <p>Literary Elements and Genre Study- developing literary appreciation</p>	<p><b>Predictions</b></p> <p><b>Kindergarten:</b></p> <p>answer questions about what will happen and give reasons for their answers</p> <p><b>Grade 1:</b></p> <p>listens as teacher models making predictions and citing reasons for them</p> <p>discusses reasons for their predictions based on text and prior knowledge</p> <p><b>Grade 2:</b></p> <p>cite reasons for making, confirming or changing their predictions</p> <p><b>Grade 3:</b></p> <p>uses the terms <i>predict/prediction</i></p> <p>makes predictions for fiction and nonfiction text</p> <p>uses details from text to make and refine predictions</p>		<p><b>ELA1-1.R.2</b></p> <p><b>ELA1-1.W.2</b></p> <p><b>ELA1-1.S.7</b></p> <p><b>ELA2-1.W.2</b></p> <p><b>ELA3-1.R.2</b></p> <p><b>ELA1-2.W.8</b></p> <p><b>ELA2-2.R.8</b></p> <p><b>ELA3-2.W.7</b></p> <p><b>ELA1-3.W.8</b></p> <p><b>ELA2-3.R.8</b></p> <p><b>ELA2-3.W.3</b></p> <p><b>ELA3-3.S.6</b></p> <p><b>ELA2-1.W.4</b></p> <p><b>ELA2-1.S.5</b></p> <p><b>ELA4-1.R.1</b></p> <p><b>ELA1-2.R.7</b></p> <p><b>ELA1-2.W.5</b></p> <p><b>ELA1-2.L.5</b></p> <p><b>ELA2-2.R.7</b></p> <p><b>ELA2-2.W.5</b></p> <p><b>ELA2-2.L.2</b></p> <p><b>ELA2-2.S.3</b></p>

				<p>ELA2-2.S.4</p> <p>ELA3-2.S.4</p> <p>ELA4-2.W.2</p> <p>ELA1-3.R.8</p> <p>ELA1-3.W.5</p> <p>ELA1-3.L.6</p> <p>ELA2-3.W.5</p> <p>ELA2-3.L.2</p> <p>ELA2-3.S.5</p> <p>ELA3-3.R.3</p> <p>ELA3-3.W.5</p> <p>ELA3-3.S.5</p>
Unit 9	<p>How can we distinguish <b>fact</b> from <b>opinion</b>? Why is it important to recognize a fact or opinion?</p>	<p>Comprehension</p> <p>Literal- directly stated</p> <p>Inferential- indirectly stated</p>	<p><b>Fact/ Opinion Kindergarten</b></p> <p><b>Grade 1:</b></p> <p><b>Grade 2:</b></p> <p><i>defines statement of fact and statement of opinion</i></p>	<p>ELA1-1.R.3</p> <p>ELA3-1.W.1</p> <p>ELA3-1.L.1</p> <p>ELA3-1.S.2</p> <p>ELA1-2.R.11</p> <p>ELA1-2.W.2</p> <p>ELA1-2.W.3</p>

		<p>Vocabulary-building background and word development</p> <p>Literary Elements and Genre Study-developing literary appreciation</p>	<p>identify fact and opinions in context</p> <p>recognizes words that indicate statements of opinion</p> <p><b>Grade 3:</b></p> <p>distinguish between statements of opinion and fact</p> <p>recognize clue words that signal statements of opinion</p>		<p><b>ELA2-2.R.6</b></p> <p><b>ELA3-2.W.4</b></p> <p><b>ELA3-2.L.3</b></p> <p><b>ELA3-2.S.2</b></p> <p><b>ELA1-3.R.2</b></p> <p><b>ELA1-3.R.11</b></p> <p><b>ELA2-3.R.6</b></p> <p><b>ELA3-3.R.5</b></p> <p><b>ELA3-3.W.4</b></p> <p><b>ELA3-3.L.3</b></p> <p><b>ELA3-3.S.6</b></p> <p><b>ELA3-3.S.2</b></p> <p><b>ELA3-3.S.4</b></p> <p><b>ELA4-3.R.3</b></p>
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	Essential Questions	Content	Skills	Standards/PIs
Unit 10	What are some of the <b>reasons authors write?</b>	<p>Comprehension</p> <p>Literal- directly stated</p> <p>Inferential-indirectly stated</p> <p>Vocabulary- building background and word development</p> <p>Literary Elements and Genre Study- developing literary appreciation</p>	<p><b>Author's Purpose</b></p> <p><b>Kindergarten</b></p> <p>recognizes that an author writes a story for a reason</p> <p><b>Grade 1:</b></p> <p>tells why they think authors include certain information in a selection</p> <p><b>Grade 2:</b></p> <p>recognizes that author's often have more than one purpose for writing a story</p> <p><b>Grade 3</b></p> <p>defines the <i>author's purpose</i> as the author's reasons for writing</p> <p>recognizes that an author may write to inform and/or entertain</p>	<p>ELA1-1.S.2</p> <p>ELA2-1.R.2</p> <p>ELA2-1.L.1</p> <p>ELA2-1.S.6</p> <p>ELA1-2.R.10</p> <p>ELA1-2.W.8</p> <p>ELA2-2.R.2</p> <p>ELA2-2.L.1</p> <p>ELA3-2.R.1</p> <p>ELA3-2.W.5</p> <p>ELA2-3.W.2</p> <p>ELA2-3.L.3</p> <p>ELA3-3.R.1</p> <p>ELA3-3.W.6</p>

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**Key to Standards used in this Map**

**ELA1-1.R.2** [6 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 1.R.02 - read grade-level informational texts to begin to collect data, facts, and ideas, with assistance [Grade 1]

**ELA1-1.R.3** [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 1.R.03 - distinguish between texts with stories and texts with information [Grade 1]

**ELA1-1.R.5** [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 1.R.05 - select books to meet informational needs, with assistance [Grade 1]

**ELA2-1.R.1** [4 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 1.R.01 - comprehend and respond to imaginative texts and performances; interpret, with assistance [Grade 1]

**ELA2-1.R.2** [6 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 1.R.02 - engage in pre-reading and reading activities to - select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic - predict what might happen next in a story read aloud or independently - draw conclusions from a story - identify characters, settings, and events in a story - retell a story - distinguish between what is real and what is imaginary [Grade 1]

**ELA2-1.R.3** [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 1.R.03 - dramatize or retell stories, using puppets, toys, and other props [Grade 1]

**ELA3-1.R.1** [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 1.R.01 - identify, explain, and evaluate ideas, themes, and experiences from texts and performances [Grade 1]

**ELA3-1.R.2** [7 occurrences] - ELA Standard 3 - Reading Strand - Performance Indicator 1.R.02 - engage in pre-reading and reading activities to - identify what they know, want to know, and have learned about a specific story, theme, or topic - predict what could happen next or the outcome of a story or article - change the sequence of events in a story to create a different ending - compare a character in a story or article to a person with the same career or experience - evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as theme, topic, author, and illustrations - identify the characters in a story and explain what each contributes to the events of the story - recognize different plots in books by the same author [Grade 1]

**ELA4-1.R.1** [2 occurrences] - ELA Standard 4 - Reading Strand - Performance Indicator 1.R.01 - share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults [Grade 1]

**ELA1-1.W.2** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 1.W.02 - write data, facts, and ideas gathered from personal experiences [Grade 1]

**ELA1-1.W.4** [4 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 1.W.04 - take notes to record facts from lessons, with assistance - write words or draw pictures in order to capture important understandings [Grade 1]

**ELA1-1.W.5** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 1.W.05 - state the main idea, with assistance [Grade 1]

**ELA2-1.W.1** [2 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 1.W.01 - develop original literary texts to - create a story with a beginning, middle, and end, using words that can be understood by others - create poems or jingles, using words that can be understood by others [Grade 1]

**ELA2-1.W.2** [7 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 1.W.02 - write to respond to text to - express feelings about characters or events in one or more stories - describe characters, settings, or events - list a sequence of events in a story - retell a story, using words - identify the problem and solution in a simple story [Grade 1]

**ELA2-1.W.4** [2 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 1.W.04 - use personal experiences to stimulate own writing, with assistance [Grade 1]

**ELA3-1.W.1** [5 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 1.W.01 - write to express opinions and judgments to - share what they know, want to know, and have learned about a theme or topic - respond in words to an experience or event shared by a classmate - depict an opinion about statements, illustrations, characters, and events in written and visual texts - compare characters, settings, and events within and between stories - describe the differences between real and imaginary experiences - describe the connections between personal experiences and ideas and information in written and visual texts [Grade 1]

**ELA3-1.W.3** [3 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 1.W.03 - use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance [Grade 1]

**ELA1-1.L.1** [4 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 1.L.01 - acquire information from nonfiction text [Grade 1]

**ELA1-1.L.2** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 1.L.02 - identify words and sentences on a chart [Grade 1]

**ELA1-1.L.4** [2 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 1.L.04 - identify similarities and differences in information about people, places, and events [Grade 1]

**ELA2-1.L.1** [5 occurrences] - ELA Standard 2 - Listening Strand - Performance Indicator 1.L.01 - listen to literary texts and performances to - appreciate and enjoy literary works - match spoken words with pictures - identify a character, setting, plot - respond to vivid language - identify specific people, places, and events - distinguish between a story, a poem, and a play [Grade 1]

**ELA3-1.L.1** [1 occurrence] - ELA Standard 3 - Listening Strand - Performance Indicator 1.L.01 - form an opinion and evaluate information on the basis of information in the world [Grade 1]

**ELA1-1.S.2** [1 occurrence] - ELA Standard 1 - Speaking Strand - Performance Indicator 1.S.02 - report information to peers and familiar adults [Grade 1]

**ELA1-1.S.7** [4 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 1.S.07 - respond orally to questions and/or directions [Grade 1]

**ELA2-1.S.1** [3 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 1.S.01 - converse with adults and peers regarding pictures, books, and experiences [Grade 1]

**ELA2-1.S.2** [2 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 1.S.02 - role-play characters and events from stories [Grade 1]

**ELA2-1.S.5** [2 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 1.S.05 - compare stories from personal experience with stories heard or read [Grade 1]

**ELA2-1.S.6** [2 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 1.S.06 - express the mood or emotion of a story by using a variety of words [Grade 1]

**ELA2-1.S.7** [2 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 1.S.07 - retell familiar stories in a logical sequence [Grade 1]

**ELA2-1.S.9** [2 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 1.S.09 - describe familiar persons, places, or objects [Grade 1]

**ELA3-1.S.1** [2 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 1.S.01 - share what they know, want to know, and have learned about a theme or topic [Grade 1]

**ELA3-1.S.2** [2 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 1.S.02 - express an opinion or judgment about a story, poem, poster, or advertisement [Grade 1]

**ELA3-1.S.3** [2 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 1.S.03 - compare characters, settings, or events in two or more stories [Grade 1]

**ELA3-1.S.5** [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 1.S.05 - compare and contrast different versions of the same story [Grade 1]

**ELA3-1.S.6** [2 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 1.S.06 - explain why two different characters view the same action or event differently [Grade 1]

**ELA3-1.S.7** [2 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 1.S.07 - compare and contrast events or characters in a story with their lives [Grade 1]

**ELA1-2.R.2** [4 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.02 - read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance [Grade 2]

**ELA1-2.R.4** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.04 - locate information in a text that is needed to solve a problem, with assistance [Grade 2]

**ELA1-2.R.5** [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.05 - identify main ideas and supporting details in informational texts, with assistance [Grade 2]

**ELA1-2.R.7** [3 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.07 - relate data and facts from informational texts to prior information and experience, with assistance [Grade 2]

**ELA1-2.R.8** [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.08 - compare and contrast information on one topic from two different sources, with assistance [Grade 2]

**ELA1-2.R.9** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.09 - identify a conclusion that summarizes the main idea, with assistance [Grade 2]

**ELA1-2.R.10** [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.10 - select books to meet informational needs, with assistance [Grade 2]

**ELA1-2.R.11** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.11 - identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance [Grade 2]

**ELA1-2.R.12** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.12 - use graphic organizers to record significant details from informational texts, with assistance [Grade 2]

**ELA2-2.R.2** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 2.R.02 - engage in purposeful oral reading in small and large groups [Grade 2]

**ELA2-2.R.5** [2 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 2.R.05 - relate characters in literature to own lives, with assistance [Grade 2]

**ELA2-2.R.6** [2 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 2.R.06 - explain the difference between fact and fiction, with assistance [Grade 2]

**ELA2-2.R.7** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 2.R.07 - use previous reading and life experiences to understand literature, with assistance [Grade 2]

**ELA2-2.R.8** [2 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 2.R.08 - make predictions and draw conclusions and inferences about characters, with assistance [Grade 2]

**ELA2-2.R.10** [4 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 2.R.10 - use specific evidence from stories to describe characters and relate sequences of events, with assistance [Grade 2]

**ELA2-2.R.11** [2 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 2.R.11 - use knowledge of story structure and story elements to interpret stories, with assistance [Grade 2]

**ELA2-2.R.12** [5 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 2.R.12 - use graphic organizers to record significant details to compare and contrast characters and events in stories, with assistance [Grade 2]

**ELA2-2.R.13** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 2.R.13 - summarize main ideas and supporting details from literary text, both orally and in writing, with assistance [Grade 2]

**ELA3-2.R.1** [3 occurrences] - ELA Standard 3 - Reading Strand - Performance Indicator 2.R.01 - evaluate the content by identifying, with assistance - the author's purpose - important and unimportant details - whether events, actions, characters, and/or setting are realistic [Grade 2]

**ELA3-2.R.2** [2 occurrences] - ELA Standard 3 - Reading Strand - Performance Indicator 2.R.02 - compare characters in literary works [Grade 2]

**ELA1-2.W.2** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 2.W.02 - take notes to record facts by following teacher directions, with assistance [Grade 2]

**ELA1-2.W.3** [3 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 2.W.03 - state a main idea and support it with facts, with assistance [Grade 2]

**ELA1-2.W.4** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 2.W.04 - use organizational patterns, such as time/order, for expository writing [Grade 2]

**ELA1-2.W.5** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 2.W.05 - connect personal experiences to new information from school subject areas, with assistance [Grade 2]

**ELA1-2.W.7** [3 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 2.W.07 - produce clear, well-organized, short reports to demonstrate understanding of a topic [Grade 2]

**ELA1-2.W.8** [7 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 2.W.08 - support explanations with evidence from text [Grade 2]

**ELA2-2.W.2** [4 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 2.W.02 - write interpretive and responsive essays that - identify the title, author, and illustrator - describe literary elements, such as plot and characters, with assistance - express a personal response to literature [Grade 2]

**ELA2-2.W.3** [4 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 2.W.03 - create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story, with assistance [Grade 2]

**ELA2-2.W.4** [3 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 2.W.04 - create imaginative stories and personal narratives that show development and organization, with assistance [Grade 2]

**ELA2-2.W.5** [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 2.W.05 - use resources such as personal experiences to stimulate own writing [Grade 2]

**ELA3-2.W.2** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 2.W.02 - state a main idea and provide supporting details from the text [Grade 2]

**ELA3-2.W.4** [2 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 2.W.04 - express opinions and make judgments that demonstrate a personal point of view, with assistance [Grade 2]

**ELA3-2.W.5** [4 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 2.W.05 - analyze and evaluate the author's use of plot and character in written and visual text [Grade 2]

**ELA3-2.W.7** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 2.W.07 - use details from stories or informational texts to predict events [Grade 2]

**ELA4-2.W.2** [1 occurrence] - ELA Standard 4 - Writing Strand - Performance Indicator 2.W.02 - respect the age, gender, social position, and cultural traditions of the recipient [Grade 2]

**ELA1-2.L.1** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.01 - acquire information and/or understand procedures [Grade 2]

**ELA1-2.L.2** [2 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.02 - identify essential details, with assistance [Grade 2]

**ELA1-2.L.4** [2 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.04 - identify main ideas and supporting details, with assistance [Grade 2]

**ELA1-2.L.5** [5 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.05 - interpret information by drawing on prior knowledge and experience, with assistance [Grade 2]

**ELA1-2.L.6** [2 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.06 - collect information, with assistance [Grade 2]

**ELA2-2.L.1** [5 occurrences] - ELA Standard 2 - Listening Strand - Performance Indicator 2.L.01 - identify elements of character, plot, and setting to understand the author's message, with assistance [Grade 2]

**ELA2-2.L.2** [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 2.L.02 - connect literary texts to previous life experiences to enhance understanding [Grade 2]

**ELA2-2.L.4** [3 occurrences] - ELA Standard 2 - Listening Strand - Performance Indicator 2.L.04 - use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud, with assistance [Grade 2]

**ELA3-2.L.3** [2 occurrences] - ELA Standard 3 - Listening Strand - Performance Indicator 2.L.03 - distinguish between fact and opinion, with assistance [Grade 2]

**ELA1-2.S.4** [2 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 2.S.04 - summarize, with assistance [Grade 2]

**ELA1-2.S.5** [1 occurrence] - ELA Standard 1 - Speaking Strand - Performance Indicator 2.S.05 - provide a sequence of steps [Grade 2]

**ELA1-2.S.6** [1 occurrence] - ELA Standard 1 - Speaking Strand - Performance Indicator 2.S.06 - describe a problem and suggest a solution [Grade 2]

**ELA1-2.S.7** [2 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 2.S.07 - state a main idea with supporting examples and details, with assistance [Grade 2]

**ELA2-2.S.2** [2 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 2.S.02 - describe characters [Grade 2]

**ELA2-2.S.3** [2 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 2.S.03 - compare literary texts and performances to personal experiences and prior knowledge, with assistance [Grade 2]

**ELA2-2.S.4** [1 occurrence] - ELA Standard 2 - Speaking Strand - Performance Indicator 2.S.04 - identify cultural and ethnic features in literary texts [Grade 2]

**ELA3-2.S.2** [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 2.S.02 - express an opinion or judgment about a character and plot in a variety of works, with assistance [Grade 2]

**ELA3-2.S.4** [3 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 2.S.04 - use personal experience and knowledge to analyze new ideas [Grade 2]

**ELA3-2.S.5** [3 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 2.S.05 - role-play to communicate an interpretation of real or imaginary people or events [Grade 2]

**ELA3-2.S.6** [2 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 2.S.06 - ask and respond to questions [Grade 2]

**ELA1-3.R.2** [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 3.R.02 - read unfamiliar texts to collect data, facts, and ideas [Grade 3]

**ELA1-3.R.4** [4 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 3.R.04 - locate information in a text that is needed to solve a problem [Grade 3]

**ELA1-3.R.5** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 3.R.05 - identify main ideas and supporting details in informational texts [Grade 3]

**ELA1-3.R.6** [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 3.R.06 - recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information, with assistance [Grade 3]

**ELA1-3.R.7** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 3.R.07 - use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance [Grade 3]

**ELA1-3.R.8** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 3.R.08 - relate data and facts from informational texts to prior information and experience [Grade 3]

**ELA1-3.R.9** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 3.R.09 - compare and contrast information on one topic from two different sources [Grade 3]

**ELA1-3.R.10** [4 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 3.R.10 - identify a conclusion that summarizes the main idea [Grade 3]

**ELA1-3.R.11** [3 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 3.R.11 - identify and interpret facts taken from maps, graphs, charts, and other visuals [Grade 3]

**ELA1-3.R.12** [3 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 3.R.12 - use graphic organizers to record significant details from informational texts [Grade 3]

**ELA2-3.R.4** [2 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 3.R.04 - recognize the differences among the genres of stories, poems, and plays [Grade 3]

**ELA2-3.R.5** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 3.R.05 - relate the setting, plot, and characters in literature to own lives, with assistance [Grade 3]

**ELA2-3.R.6** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 3.R.06 - explain the difference between fact and fiction [Grade 3]

**ELA2-3.R.8** [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 3.R.08 - make predictions, draw conclusions, and make inferences about events and characters [Grade 3]

**ELA2-3.R.11** [2 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 3.R.11 - use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events [Grade 3]

**ELA2-3.R.12** [8 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 3.R.12 - use knowledge of story structure, story elements, and key vocabulary to interpret stories [Grade 3]

**ELA2-3.R.13** [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 3.R.13 - use graphic organizers to record significant details about characters and events in stories [Grade 3]

**ELA3-3.R.1** [3 occurrences] - ELA Standard 3 - Reading Strand - Performance Indicator 3.R.01 - evaluate the content by identifying - the author's purpose - important and unimportant details - whether events, actions, characters, and/or settings are realistic - statements of fact and opinion [Grade 3]

**ELA3-3.R.2** [2 occurrences] - ELA Standard 3 - Reading Strand - Performance Indicator 3.R.02 - compare and contrast characters, plot, and setting in literary works, with assistance [Grade 3]

**ELA3-3.R.3** [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 3.R.03 - analyze information on the basis of new or prior knowledge and/or personal experience [Grade 3]

**ELA3-3.R.5** [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 3.R.05 - judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers [Grade 3]

**ELA4-3.R.3** [1 occurrence] - ELA Standard 4 - Reading Strand - Performance Indicator 3.R.03 - recognize the types of language (e.g., informal vocabulary and jargon) that is appropriate to social communication [Grade 3]

**ELA1-3.W.2** [4 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 3.W.02 - take notes to record data, facts, and ideas, following teacher direction [Grade 3]

**ELA1-3.W.3** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 3.W.03 - state a main idea and support it with facts and details [Grade 3]

**ELA1-3.W.4** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 3.W.04 - use organizational patterns such as compare/contrast and time/order for expository writing [Grade 3]

**ELA1-3.W.5** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 3.W.05 - connect personal experiences to new information from school subject areas [Grade 3]

**ELA1-3.W.7** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 3.W.07 - produce clear, well-organized reports and accounts that demonstrate understanding of a topic [Grade 3]

**ELA1-3.W.8** [7 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 3.W.08 - support interpretations and explanations with evidence from text [Grade 3]

**ELA1-3.W.10** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 3.W.10 - compare and contrast ideas between two sources, with assistance [Grade 3]

**ELA2-3.W.1** [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 3.W.01 - develop original literary texts that - contain characters, simple plot, and setting - use rhythm and rhyme to create short poems and songs - use dialogue - use vivid language - use descriptive language to create an image [Grade 3]

**ELA2-3.W.2** [4 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 3.W.02 - write interpretive and responsive essays that - describe literary elements such as plot, setting, and characters - express a personal response - describe themes of literary texts, with assistance - compare and contrast elements of texts, with assistance [Grade 3]

**ELA2-3.W.3** [3 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 3.W.03 - produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story [Grade 3]

**ELA2-3.W.4** [2 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 3.W.04 - produce imaginative stories and personal narratives that show development, organization, and effective language [Grade 3]

**ELA2-3.W.5** [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 3.W.05 - use resources such as personal experiences and elements from other texts and performances to stimulate own writing [Grade 3]

**ELA3-3.W.4** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 3.W.04 - express opinions and make judgments that demonstrate a personal point of view [Grade 3]

**ELA3-3.W.5** [3 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 3.W.05 - use personal experiences and knowledge to analyze new ideas [Grade 3]

**ELA3-3.W.6** [4 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 3.W.06 - analyze the author's use of setting, plot, character, rhyme, and rhythm in written and visual text [Grade 3]

**ELA1-3.L.1** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 3.L.01 - acquire information and/or understand procedures [Grade 3]

**ELA1-3.L.2** [4 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 3.L.02 - identify essential details [Grade 3]

**ELA1-3.L.3** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 3.L.03 - determine a sequence of steps given [Grade 3]

**ELA1-3.L.4** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 3.L.04 - identify main ideas and supporting details [Grade 3]

**ELA1-3.L.5** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 3.L.05 - identify a conclusion that summarizes the main idea, with assistance [Grade 3]

**ELA1-3.L.6** [2 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 3.L.06 - interpret information by drawing upon prior knowledge and experience [Grade 3]

**ELA1-3.L.7** [4 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 3.L.07 - collect information [Grade 3]

**ELA2-3.L.1** [4 occurrences] - ELA Standard 2 - Listening Strand - Performance Indicator 3.L.01 - identify elements of character, plot, and setting to understand the author's message or intent [Grade 3]

**ELA2-3.L.2** [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 3.L.02 - connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation [Grade 3]

**ELA2-3.L.3** [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 3.L.03 - identify the author's use of rhythm, repetition, and rhyme [Grade 3]

**ELA2-3.L.4** [2 occurrences] - ELA Standard 2 - Listening Strand - Performance Indicator 3.L.04 - use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud [Grade 3]

**ELA3-3.L.1** [2 occurrences] - ELA Standard 3 - Listening Strand - Performance Indicator 3.L.01 - form a personal opinion about the quality of texts read aloud on the basis of

criteria such as characters, plot, and setting [Grade 3]

**ELA3-3.L.3** [1 occurrence] - ELA Standard 3 - Listening Strand - Performance Indicator 3.L.03 - distinguish between fact and opinion [Grade 3]

**ELA1-3.S.3** [1 occurrence] - ELA Standard 1 - Speaking Strand - Performance Indicator 3.S.03 - summarize, with assistance [Grade 3]

**ELA1-3.S.5** [2 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 3.S.05 - state a main idea with supporting details [Grade 3]

**ELA1-3.S.8** [1 occurrence] - ELA Standard 1 - Speaking Strand - Performance Indicator 3.S.08 - use logical order in presentations [Grade 3]

**ELA2-3.S.3** [4 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 3.S.03 - describe characters and plot [Grade 3]

**ELA2-3.S.5** [2 occurrences] - ELA Standard 2 - Speaking Strand - Performance Indicator 3.S.05 - compare literary texts and performances to personal experiences and prior knowledge [Grade 3]

**ELA3-3.S.1** [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 3.S.01 - explain the reasons for a character's actions, considering both the situation and motivation of the character [Grade 3]

**ELA3-3.S.2** [3 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 3.S.02 - express an opinion or judgment about a character, setting, and plot in a variety of works [Grade 3]

**ELA3-3.S.4** [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 3.S.04 - express an opinion about school and community issues [Grade 3]

**ELA3-3.S.5** [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 3.S.05 - analyze and evaluate new ideas by using personal experiences and knowledge [Grade 3]

**ELA3-3.S.6** [2 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 3.S.06 - express an opinion, supporting it with text, about the accuracy of the content of literary works [Grade 3]