

Map: **ELA Grade 3** Grade Level: **3**District: **Island Trees**Created: **12/21/2006** Last Updated: **02/13/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	What is the importance of having a sequence of events?	Comprehension	<b>Comprehension</b>	ELA1-K1-1B [2004]
	How can drawing conclusions help us infer what might be happening?	Literal - directly stated	<b>Literal</b> recognizes sequence	ELA1-K1-1C [2004]
		Inferential - indirectly stated	<b>Inferential</b>	ELA1-K1-1E [2004]
	How can understanding cause and effect help us in our daily decisions?	Vocabulary - building background and word development	draws conclusions	ELA1-K1-1F [2004]
			recognizes cause and effect	ELA2-K1-1A [2004]
	What is the importance to understanding the actions and behaviors of a character?	Phonics - decoding words	describes character traits, actions and motives	ELA2-K1-1B [2004]
			Speaking, Listening and Notetaking - developing communication skills and recording key information	<b>Vocabulary</b> determines the meaning of new words using synonyms and understands multiple-meaning words
		Writing, Grammar and Editing - communicating written ideas		<b>Phonics</b> recognizes short and long vowel sounds and double consonants
			ELA1-K2-2A [2004]	
				ELA1-K2-2D [2004]
			ELA1-K2-2F [2004]	
			ELA1-K2-2G [2004]	

		Study Skills - locating information	<b>Speaking, Listening and Notetaking</b>		
		Handwriting - emphasis on cursive writing	delivers an oral report and tells an original story		
			identifies appropriate graphic organizer (web, t-chart, venn diagram), listens carefully and records key details, events and ideas		
			demonstrates fluency when reading (expression, speed and accuracy)		
			uses appropriate vocabulary to orally communicate ideas		
			<b>Writing</b>		
			uses the writing process (prewriting, drafting, revising, proofreading and editing)		
			writes a narrative paragraph, self description and original story		
			<b>Grammar and Editing</b>		
			understands the parts of a sentence, recognizes subjects and predicates, as well as recognizes declarative,		

			<p>interrogative, imperative and exclamatory sentences</p> <p>reviews paragraphs for correct punctuation, capitalization, grammar, and spelling</p> <p><b>Literary Elements and Genre Study</b></p> <p>distinguishes the features of a tall tale, identifies point of view and recognizes the features of a play or drama</p> <p><b>Study Skills</b></p> <p>recognizes the parts of a book and uses guides to locate information</p> <p><b>Handwriting</b></p> <p>writes all uppercase and lowercase manuscript letters</p> <p>practices uppercase and lowercase cursive letters</p>	
	<p>How can graphic sources help us locate information? Where are graphic sources found?</p>	<p>Comprehension</p> <p>Literal - directly stated</p>	<p><b>Comprehension</b></p> <p><b>Literal</b></p> <p>recognizes graphs, maps, charts and</p>	<p><b>ELA1-K1-1A [2004]</b></p> <p><b>ELA1-K1-1E [2004]</b></p>

Unit 2	How can we differentiate between realism and fantasy?	Inferential - indirectly stated	tables	ELA1-K2-2A [2004]
	How can using context clues help us become better readers?	Vocabulary - building background and word development	recognizes realism and fantasy	ELA1-K2-2C [2004]
	Why is it important to recognize statements of fact and opinion?	Phonics - decoding words	differentiates between fact and opinion	ELA1-K2-2D [2004]
	What is the importance of the main idea? How can supporting details help us better understand a story or piece of writing?	Speaking, Listening and Notetaking - developing communication skills and recording key information	identifies supporting details	ELA1-K2-2F [2004]
		Writing, Grammar and Editing - communicating written ideas	<b>Inferential</b> applies context clues	ELA1-K2-2G [2004]
		Literary Elements and Genre Study - developing literary appreciation	identifies main idea	ELA2-K1-1A [2004]
		Study Skills - locating information	<b>Vocabulary</b> recognizes homophones and compound words, as well as determines the meaning of new words using synonyms and antonyms	ELA2-K1-1E [2004]
		Handwriting - emphasis on cursive writing	<b>Phonics</b> decodes words with long i, long u; vowel digraph oo; consonants j and g; consonants s and c	ELA2-K2-2C [2004]
			<b>Speaking, Listening and Notetaking</b> presents an oral report, delivers a	ELA2-K2-2D [2004]

short speech, listens for details,

identifies appropriate graphic organizer, listens carefully and records key details, events and ideas

speaks with expression and volume

#### **Writing**

uses the writing process (see unit 1)

writes a group poem, descriptive paragraph, and a picture description

#### **Grammar and Editing**

recognizes nouns; common, proper, singular, plural, and possessive

reviews paragraphs for correct punctuation, capitalization, grammar, and spelling

#### **Literary Elements and Genre Study**

distinguishes features of expository

			<p>nonfiction and narrative nonfiction</p> <p><b>Study Skills</b></p> <p>locates information in the dictionary and almanac as well as uses study strategies</p> <p><b>Handwriting</b></p> <p>practices uppercase and lowercase cursive letters</p>	
Unit 3	<p>Why is recognizing and organizing the steps in a process important?</p> <p>How can summarizing during and after reading help improve reading comprehension?</p> <p>How can determining text structure help in better understanding a piece of writing?</p> <p>In what ways does visualizing use many of our senses?</p> <p>What are some clue words that signal a generalization? What is the importance of recognizing generalizations?</p>	<p>Comprehension</p> <p>Literal - directly stated</p> <p>Inferential - indirectly stated</p> <p>Vocabulary - building background and word development</p> <p>Phonics - decoding words</p> <p>Speaking, Listening and Notetaking - developing communication skills and recording key information</p> <p>Writing, Grammar and</p>	<p><b>Comprehension</b></p> <p><b>Literal</b></p> <p>describes the steps in a process</p> <p>identifies text structure</p> <p><b>Inferential</b></p> <p>summarizes a story</p> <p>uses visualizing</p> <p>generalizes ideas in a story</p> <p><b>Vocabulary</b></p> <p>identifies multiple-meaning words and homonyms, uses synonyms and antonyms as well as context clues to determine the meaning of new words</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K2-2C [2004]</p>

		<p>Editing - communicating written ideas</p> <p>Literary Elements and Genre Study - developing literary appreciation</p> <p>Study Skills - locating information</p> <p>Handwriting - emphasis on cursive writing</p>	<p><b>Phonics</b></p> <p>recognizes silent letters wr, kn, st, gn, mb, and uses base words and suffixes -ness, -ly, -ful, -ous to determine word meaning</p> <p><b>Speaking, Listening and Notetaking</b></p> <p>discusses steps in order, retells a story, states directions, listens and summarizes</p> <p>identifies appropriate graphic organizer, listens carefully and records key details, events and ideas</p> <p>communicates ideas in an organized manner</p> <p><b>Writing</b></p> <p>uses the writing process (see unit 1)</p> <p>uses clue words to show order, eliminates wordiness, writes a summary and expository paragraph</p> <p><b>Grammar and Editing</b></p> <p>identifies verbs, verb tenses: present, past, and future, and regular and irregular forms</p> <p>reviews paragraphs for correct punctuation, capitalization,</p>		<p>ELA2-K2-2D [2004]</p> <p>ELA3-K2-2C [2004]</p> <p>ELA4-K2-2B [2004]</p>	
--	--	--	--	--	--	--

			<p>grammar and spelling</p> <p><b>Literary Elements and Genre Study</b></p> <p>understands the distinguishing features of a folk tale and realistic fiction</p> <p>identifies and understands similes and examples of jargon</p> <p><b>Study Skills</b></p> <p>interprets information from a schedule and locates information from pictures and captions as well as from an encyclopedia</p> <p><b>Handwriting</b></p> <p>practices uppercase and lowercase cursive letters</p>		
--	--	--	---	--	--

	Essential Questions	Content	Skills	Standards/PIs
Unit 4	What can we learn from a theme of a story?	Comprehension	<b>Comprehension</b>	ELA1-K1-1A [2004]
	Why is the setting an important component of a story? How can changing the setting affect a story?	Literal - directly stated	<b>Literal</b>	ELA1-K1-1C [2004]
		Inferential - indirectly stated	describes the setting of a story	ELA1-K1-1E [2004]
	How can understanding cause and effect help us in our daily decisions?	Evaluative - reader to formulate a response	identifies details that help to make predictions	ELA1-K2-2A [2004]
			<b>Inferential</b>	ELA1-K2-2C [2004]
	How can comparing and contrasting characters help us gain greater understanding of a story?	Vocabulary - building background and word development	recognizes the relationship between an effect and a cause	ELA1-K2-2F [2004]
			<b>Vocabulary</b>	ELA1-K2-2G [2004]
	How can using details help us with prediction?	Phonics - decoding words	identifies clue words that signal comparisons and contrasts	ELA2-K1-1A [2004]
			<b>Evaluative</b>	ELA2-K1-1B [2004]
		Speaking, Listening and Notetaking - developing communication skills and recording key information	recognizes theme of a story	ELA2-K1-1C [2004]
<b>Vocabulary</b>			ELA2-K1-1E [2004]	
Writing, Grammar and Editing - communicating written ideas		uses context clues and antonyms to determine the meaning of new words	ELA2-K2-2A [2004]	
		<b>Phonics</b>	ELA2-K2-2C [2004]	
Literary Elements and Genre Study - developing literary appreciation	identifies and decodes words with initial and final consonant blends, three-letter blends and suffixes -ness, -ly, -ful, and -ous	ELA2-K2-2D [2004]		
Study Skills - locating information	<b>Phonics</b>	ELA4-K1-1A [2004]		
Handwriting - emphasis		identifies and decodes words with initial and final consonant blends, three-letter blends and suffixes -ness, -ly, -ful, and -ous	ELA4-K1-1B [2004]	
		<b>Speaking, Listening</b>	ELA4-K1-1C [2004]	

on cursive writing

#### **and Notetaking**

explains that food often plays an important part in cultural celebrations and performs a pantomime

identifies appropriate graphic organizer, listens carefully and records key details, events and ideas

participates in group discussions

#### **Writing**

uses the writing process (see unit 1)

writes a character sketch, a book report and a list of class rules

#### **Grammar and Editing**

identifies and uses adjectives and adverbs in sentences

reviews paragraphs for correct punctuation, capitalization, grammar and spelling

#### **Literary Elements and Genre Study**

understands the distinguishing features of a folk tale, fable and realistic fiction, and identifies idioms to determine their meaning

			<p><b>Study Skills</b></p> <p>organizes information, uses textbooks, trade books, and telephone directories to locate information and interprets graphs</p> <p><b>Handwriting</b></p> <p>practices uppercase and lowercase cursive letters</p>	
Unit 5	<p>How can using information from the text or from our personal experiences assist us as we make judgments?</p> <p>How can we distinguish fact from opinion? Why is it important to recognize a fact or opinion?</p> <p>How can using details help us with prediction?</p> <p>What are some of the reasons authors write?</p> <p>Why is understanding the important beginning, middle and end events in a story important to understanding the story's plot?</p>	<p>Comprehension</p> <p>Literal - directly stated</p> <p>Inferential - indirectly stated</p> <p>Evaluative - reader to formulate response</p> <p>Vocabulary - building background and word development</p> <p>Phonics - decoding words</p> <p>Speaking, Listening and Notetaking - developing communication skills and recording key information</p> <p>Writing, Grammar and Editing - communicating written ideas</p>	<p><b>Comprehension</b></p> <p><b>Literal</b></p> <p>distinguishes fact from opinion in the text</p> <p>makes predictions based on the text</p> <p><b>Inferential</b></p> <p>recognizes the author's purpose</p> <p><b>Evaluative</b></p> <p>makes judgments from text and personal experiences</p> <p><b>Vocabulary</b></p> <p>uses context clues and synonyms to construct the meanings of words that are homophones or homographs</p> <p><b>Phonics</b></p> <p>identifies regular and</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1E [2004]</p>

		<p>Literary Elements and Genre Study - developing literary appreciation</p> <p>Study Skills - locating information</p> <p>Handwriting - emphasis on cursive writing</p>	<p>irregular plurals / uses inflected endings -ed and -ing, and prefixes im-, dis-, and non- to determine the meaning of new words</p> <p><b>Speaking, Listening and Notetaking</b></p> <p>uses examples during a discussion, conducts an interview and performs a choral reading</p> <p>identifies appropriate graphic organizers, listens carefully and records key details, events and ideas</p> <p>recognizes what is important for a particular audience</p> <p><b>Writing</b></p> <p>uses the writing process (see unit 1)</p> <p>writes a topic sentence, a news story and a research report</p> <p><b>Grammar and Editing</b></p> <p>identifies and understands pronouns; subject, object, singular and possessive pronouns</p> <p>reviews paragraphs for correct punctuation, capitalization, grammar and spelling</p> <p><b>Literary Elements and Genre Study</b></p> <p>recognizes the</p>		<p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K1-1B [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p> <p>ELA4-K1-1C [2004]</p>	
--	--	---	---	--	---	--

			<p>distinguishing features of a biography, autobiography and historical fiction, as well as identifies and understands examples of personification, similes and metaphors</p> <p><b>Study Skills</b></p> <p>uses an atlas to locate cities, countries, and oceans, reads and interprets information on a time line, chart, and table and draws conclusions from reference materials</p> <p><b>Handwriting</b></p> <p>practices uppercase and lowercase cursive letters</p>	
Unit 6	<p>Why is recognizing and organizing the steps in a process important?</p> <p>Why is the setting an important component of a story? How does understanding the setting help us make inferences about how a character acts in a story?</p> <p>In what ways does visualizing use many of our senses?</p> <p>How can recognizing important events in the beginning, middle and end of a story help you to better understand the plot of a story?</p> <p>How can we</p>	<p>Comprehension</p> <p>Literal - directly stated</p> <p>Inferential - indirectly stated</p> <p>Vocabulary - building background and word development</p> <p>Phonics - decoding words</p> <p>Speaking, Listening and Notetaking - developing communication skills and recording key information</p>	<p><b>Comprehension</b></p> <p><b>Literal</b></p> <p>recognizes clue words and identifies steps in a process</p> <p>locates details of setting in the text</p> <p>recognizes and identifies important events in the beginning, middle and end of a story</p> <p><b>Inferential</b></p> <p>uses prior knowledge to help them visualize</p> <p>identifies the distinguishing</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p>

	differentiate between realism and fantasy?	<p>Writing, Grammar and Editing - communicating written ideas</p> <p>Literary Elements and Genre Study - developing literary appreciation</p> <p>Study Skills - locating information</p> <p>Handwriting - emphasis on cursive writing</p>	<p>characteristics of a realistic story and a fantasy</p> <p><b>Vocabulary</b></p> <p>uses synonyms, antonyms, and context clues to determine the meaning of new words</p> <p><b>Phonics</b></p> <p>decodes and reads words with the schwa sound, uses inflected endings, base words and syllables to decode new words</p> <p><b>Speaking, Listening and Notetaking</b></p> <p>prepares and gives an oral report, and listens for new words and discusses their meaning</p> <p>identifies appropriate graphic organizers, listens carefully and records key details, events and ideas</p> <p><b>Writing</b></p> <p>uses the writing process (see unit 1)</p> <p>organizes ideas into paragraphs, and writes a friendly letter, persuasive essay and critique</p> <p><b>Grammar and Editing</b></p> <p>distinguishes between sentences and sentence fragments, and writes direct quotations correctly</p>		<p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p> <p>ELA4-K2-2A [2004]</p>	
--	--	---	--	--	---	--

			<p>reviews paragraphs for correct punctuation, capitalization, grammar and spelling</p> <p><b>Literary Elements and Genre Study</b></p> <p>recognizes point of view and identifies characteristics of fiction, nonfiction and myths</p> <p><b>Study Skills</b></p> <p>interprets and labels diagrams, analyzes advertisements and identifies types of articles and sections in newspapers</p> <p><b>Handwriting</b></p> <p>practices uppercase and lowercase cursive letters</p>		
--	--	--	--	--	--

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
<b>Key to Standards used in this Map</b>						
<b>ELA1-K1-1A [2004]</b> [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - gather and interpret information from childrens reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams. [Elementary]						
<b>ELA1-K1-1B [2004]</b> [2 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - select information appropriate to the purpose of their investigation and relate ideas from one text to another. [Elementary]						
<b>ELA1-K1-1C [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - select and use strategies they have been taught for notetaking, organizing, and categorizing information. [Elementary]						
<b>ELA1-K1-1E [2004]</b> [6 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words. [Elementary]						
<b>ELA1-K1-1F [2004]</b> [3 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. [Elementary]						
<b>ELA1-K2-2A [2004]</b> [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts. [Elementary]						
<b>ELA1-K2-2B [2004]</b> [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - select a focus, organization, and point of view for oral and written presentations. [Elementary]						
<b>ELA1-K2-2C [2004]</b> [3 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference. [Elementary]						
<b>ELA1-K2-2D [2004]</b> [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use details, examples, anecdotes, or personal experiences to explain or clarify information. [Elementary]						
<b>ELA1-K2-2F [2004]</b> [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2F - use the process of pre-writing, drafting, revising, and proofreading (the writing process') to produce well-constructed informational texts. [Elementary]						
<b>ELA1-K2-2G [2004]</b> [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2G - observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms. [Elementary]						
<b>ELA2-K1-1A [2004]</b> [6 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read a variety of literature of different genres: picture books; poems; articles and stories from childrens magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers. [Elementary]						
<b>ELA2-K1-1B [2004]</b> [5 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - recognize some features that distinguish the genres and use those features to aid comprehension. [Elementary]						
<b>ELA2-K1-1C [2004]</b> [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives. [Elementary]						
<b>ELA2-K1-1D [2004]</b> [1 occurrence] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - use inference and deduction to understand the text. [Elementary]						
<b>ELA2-K1-1E [2004]</b> [5 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning. [Elementary]						
<b>ELA2-K2-2A [2004]</b> [3 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure. [Elementary]						
<b>ELA2-K2-2B [2004]</b> [1 occurrence] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - explain the meaning of literary works with some attention to meanings beyond the literal level. [Elementary]						
<b>ELA2-K2-2C [2004]</b> [5 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary. [Elementary]						
<b>ELA2-K2-2D [2004]</b> [5 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - observe the conventions of grammar and usage, spelling, and punctuation. [Elementary]						
<b>ELA3-K1-1A [2004]</b> [2 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor. [Elementary]						

**ELA3-K1-1B [2004]** [1 occurrence] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement. [Elementary]

**ELA3-K1-1D [2004]** [1 occurrence] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully. [Elementary]

**ELA3-K2-2A [2004]** [2 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence. [Elementary]

**ELA3-K2-2C [2004]** [1 occurrence] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - monitor and adjust their own oral and written presentations to meet criteria for competent performance (E.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact.). [Elementary]

**ELA3-K2-2D [2004]** [2 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. [Elementary]

**ELA4-K1-1A [2004]** [4 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1A - listen attentively and recognize when it is appropriate for them to speak. [Elementary]

**ELA4-K1-1B [2004]** [3 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1B - take turns speaking and respond to others ideas in conversations on familiar topics. [Elementary]

**ELA4-K1-1C [2004]** [4 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1C - recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations. [Elementary]

**ELA4-K2-2A [2004]** [1 occurrence] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2A - exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions. [Elementary]

**ELA4-K2-2B [2004]** [1 occurrence] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2B - adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message. [Elementary]