

Grades 2–4

Core Performance Indicators: common to all four ELA standards

Throughout grades 2, 3, and 4, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

<p>Reading</p> <ul style="list-style-type: none">• Identify purpose for reading• Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning• Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts, such as root words, prefixes, and suffixes• Use self-monitoring strategies, such as rereading and cross-checking• Apply corrective strategies, using classroom resources, such as teachers, peers, and reference tools• Recognize the difference between phrases and sentences• Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension• Engage in independent silent reading• Locate the name of the author, illustrator, title page, table of contents, index, and chapter headings• Recognize and discriminate among a variety of informational texts• Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources• Read aloud at appropriate rate• Read with increasing fluency and confidence from a variety of texts• Maintain a personal reading list to reflect reading goals and accomplishments• Use computer software to support reading <p>Listening</p> <ul style="list-style-type: none">• Listen respectfully and responsively• Attend to a listening activity for an extended period of time• Avoid interrupting• Respond appropriately to what is heard	<p>Writing</p> <ul style="list-style-type: none">• Begin to develop a voice in writing• Spell frequently used words correctly• Use basic punctuation correctly, such as<ul style="list-style-type: none">- commas in a series, in simple/compound sentences, and in friendly letters- periods, exclamation points, and question marks- apostrophes for contractions and singular possessives- quotation marks for titles and simple dialogue• Use, in writing simple/compound sentences,<ul style="list-style-type: none">- correct tense of regular/irregular verbs- subject-verb agreement- varied vocabulary and sentence structure- various parts of speech, including personal pronouns• Capitalize words such as literary titles, holidays, and product names• Write sentences in logical order and create paragraphs to develop ideas• Use an organizational format that reflects a beginning, middle, and end• Develop an idea within a brief text• Learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)• Use revision strategies to develop writing, including conferring with teachers and peers, and cutting and pasting• Determine the intended audience before writing• Use legible print and/or cursive writing• Use word processing <p>Speaking</p> <ul style="list-style-type: none">• Respond respectfully• Initiate communication with peers and familiar adults• Use age-appropriate vocabulary• Speak in grammatically correct sentences• Use gestures appropriate to conveying meaning• Establish eye contact, when appropriate, to engage the audience• Speak loudly enough to be heard by the audience
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Grade 3 Reading

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The reading competencies common to all four ELA standards that students are developing during grade 3 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 3 students demonstrate as they learn to read include</p>
<p>Decoding Including Phonics and Structural Analysis</p> <ul style="list-style-type: none"> • Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar, but decodable, grade-level words • Decode by analogy using knowledge of syllable patterns (e.g., CVC, CVCC, CVVC) to read unfamiliar words, including multisyllabic grade-level words that are part of word families • Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds) <p>Fluency</p> <ul style="list-style-type: none"> • Sight-read automatically grade-level high-frequency words and irregularly spelled content words • Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 3: 115 WPM) (Davidson, M., & Towner, J. (2000). <i>Reading Screening Test</i>. Bellingham, WA: Applied Research and Development Center.) <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Study categories of words to learn grade-level vocabulary • Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning • Connect words and ideas in books to spoken language vocabulary and background knowledge • Learn new vocabulary and concepts indirectly by reading books and other print sources • Identify specific words causing comprehension difficulties in oral or written language • Use a dictionary to learn the 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use library media resources to acquire information, with assistance • Read unfamiliar texts to collect data, facts, and ideas • Read and understand written directions • Locate information in a text that is needed to solve a problem • Identify main ideas and supporting details in informational texts • Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information, with assistance • Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance • Relate data and facts from informational texts to prior information and experience • Compare and contrast information on one topic from two different sources • Identify a conclusion that summarizes the main idea • Identify and interpret facts taken from maps, graphs, charts, and other visuals • Use graphic organizers to record significant details from informational texts <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Recognize the differences among the genres of stories, poems, and plays • Relate the setting, plot, and characters in literature to own lives, with assistance • Explain the difference between fact and

meanings of words and a thesaurus to identify synonyms and antonyms

Comprehension Strategies

- Read grade-level texts with comprehension and for different purposes
- Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, attend to vocabulary, self-correct) to clarify meaning of text
- Work cooperatively with peers to comprehend text
- Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence)
- Use knowledge of structure of imaginative text to identify and interpret plot, character, and events
- Listen to or read grade-level texts and ask questions to clarify understanding
- Listen to or read grade-level texts and answer literal, inferential, and critical/application questions
- Summarize main ideas of informational text and details from imaginative text orally and in writing
- Support point of view with details from the text
- Lead and participate in discussion about grade-level texts by integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)
- Demonstrate comprehension of grade-level text through creative responses, such as writing, drama, and oral presentations
- Infer underlying theme or message of written text

Motivation to Read

- Show interest in a wide range of grade-level texts, including historical and science fiction, folktales and fairy tales, poetry, and other imaginative and informational texts
- Read voluntarily for own purposes and interests
- Show familiarity with titles and authors of well-known grade-level literature

fiction

- Use previous reading and life experiences to understand and compare literature
- Make predictions, draw conclusions, and make inferences about events and characters
- Identify cultural influences in texts and performances, with assistance
- Maintain a personal reading list to reflect reading accomplishments
- Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events
- Use knowledge of story structure, story elements, and key vocabulary to interpret stories
- Use graphic organizers to record significant details about characters and events in stories
- Summarize main ideas and supporting details from imaginative texts, both orally and in writing

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

- 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
- Compare and contrast characters, plot, and setting in literary works, with assistance
- Analyze information on the basis of new or prior knowledge and/or personal experience
- Recognize how language and illustrations are used to persuade in printed and filmed advertisements, with assistance
- Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers
- Use opinions of teachers and classmates to evaluate personal interpretation of ideas and information

Standard 4: Students will read, write, listen, and speak for **social interaction.**

- Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
- Respect the age, gender, social position, and cultural traditions of the writer

<ul style="list-style-type: none">• Read independently and silently, including longer fiction and chapter books	<ul style="list-style-type: none">• Recognize the types of language (e.g., informal vocabulary and jargon) that is appropriate to social communication
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Grade 3 Writing

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The writing competencies common to all four ELA standards that students are developing during grade 3 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include</p>
<p>Spelling</p> <ul style="list-style-type: none"> • Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing <p>Handwriting</p> <ul style="list-style-type: none"> • Write legibly all uppercase and lowercase manuscript letters • Write legibly all uppercase and lowercase cursive letters <p>Composition</p> <ul style="list-style-type: none"> • Write in response to the reading of imaginative and informational texts • Write a variety of compositions, such as literary responses and informational reports, using different organizational patterns (e.g., cause and effect, compare/contrast) • Write in a variety of formats, such as print and multimedia • Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) • Use grade-level vocabulary and sentence patterns in writing • Write sentences in logical order and use paragraphs to organize topics • Review work independently for spelling and conventional capitalization and punctuation • Vary the formality of language depending on audience and purpose of writing (e.g., friendly letter, 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use at least two sources of information in writing a report • Take notes to record data, facts, and ideas, following teacher direction • State a main idea and support it with facts and details • Use organizational patterns such as compare/contrast and time/order for expository writing • Connect personal experiences to new information from school subject areas • Use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs • Produce clear, well-organized reports and accounts that demonstrate understanding of a topic • Support interpretations and explanations with evidence from text • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers • Compare and contrast ideas between two sources, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Develop original literary texts that <ul style="list-style-type: none"> - 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 • Write interpretive and responsive essays that <ul style="list-style-type: none"> - 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 • Produce clear, well-organized responses to stories

<p>report)</p> <ul style="list-style-type: none"> • Convey personal voice in writing • Begin to use literary elements in creative writing (e.g., figurative language) • Combine information from multiple sources when writing reports • Present and discuss own writing in conferences with teacher and peers, and respond with feedback <p>Motivation to Write</p> <ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences • Write voluntarily for different purposes (e.g., tell stories, share information, give directions) • Publish writing for classroom or school display 	<p>read or listened to, supporting the understanding of characters and events with details from story</p> <ul style="list-style-type: none"> • Produce imaginative stories and personal narratives that show development, organization, and effective language • Use resources such as personal experiences and elements from other texts and performances to stimulate own writing • Use computer to create and respond to literary texts • Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Use a variety of prewriting tools to organize ideas and information • State a main idea, theme, or opinion and provide supporting details from the text • Use relevant examples, reasons, and explanations to support ideas • Express opinions and make judgments that demonstrate a personal point of view • Use personal experiences and knowledge to analyze new ideas • Analyze the author's use of setting, plot, character, rhyme, and rhythm in written and visual text • Create an advertisement, using words and pictures, to illustrate an opinion about a product • Use effective vocabulary in expository writing • Use details from stories or informational texts to predict or explain relationships between information and events • Use ideas from two sources of information to generalize about causes, effects, or other relationships • Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write with a partner • Respect the age, gender, social position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer, with assistance • Use the tone, vocabulary, and sentence structure of informal conversation • Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers
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Grade 3 Listening

<p>LITERACY COMPETENCIES The listening competencies common to all four ELA standards that students are developing during grade 3 are</p>	<p>GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 3 students demonstrate as they learn to listen include</p>
<p>Listening</p> <ul style="list-style-type: none"> • Listen attentively to books read aloud • Listen attentively for different purposes • Listen respectfully, without interrupting, when others speak • Attend to a listening activity for a specified period of time 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Acquire information and/or understand procedures • Identify essential details • Determine a sequence of steps given • Identify main ideas and supporting details • Identify a conclusion that summarizes the main idea, with assistance • Interpret information by drawing upon prior knowledge and experience • Collect information <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author’s message or intent • Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation • Identify the author’s use of rhythm, repetition, and rhyme • Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form a personal opinion about the quality of texts read aloud on the basis of criteria such as characters, plot, and setting • Recognize the perspective of others, with assistance • Distinguish between fact and opinion <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, position, and culture of the speaker • Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners • Identify the tone of voice and content that signal friendly communication

Grade 3 Speaking

<p>LITERACY COMPETENCIES The speaking competencies common to all four ELA standards that students are developing during grade 3 are</p>	<p>GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 3 students demonstrate as they learn to speak include</p>
<p>Speaking</p> <ul style="list-style-type: none"> • Speak in response to the reading of imaginative and informational texts • Use grade-level vocabulary to communicate orally ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing) • Use conventional grammar • Recognize what is relevant and irrelevant for a particular audience • Communicate ideas in an organized and cohesive manner • Vary formality of language according to purpose (e.g., conversation with peers, presentation to adults) • Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience • Take turns in conversation and respond respectfully when speaking in a group • Participate in group discussions • Offer feedback to others during conferences 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Provide directions • Ask questions • Summarize, with assistance • Describe a problem and suggest one or more solutions • State a main idea with supporting details • Present a short oral report, using at least two sources of information, such as a person, book, magazine article, or electronic text <ul style="list-style-type: none"> - speak loudly enough to be heard by the audience • Use complete sentences, using age- and content-appropriate vocabulary • Use logical order in presentations <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Present original works, such as stories, poems, and plays, to classmates • Give book reviews, with assistance • Describe characters and plot • Make inferences • Compare literary texts and performances to personal experiences and prior knowledge • Explain cultural and ethnic features in literary texts, with assistance • Ask questions to clarify and interpret literary texts and performance • Discuss themes of literary texts, with assistance • Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Explain the reasons for a character's actions, considering both the situation and motivation of the character • Express an opinion or judgment about a character, setting, and plot in a variety of works

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| | <ul style="list-style-type: none">• Discuss the impact of format, illustrations, and titles in evaluating ideas, information, and experiences• Express an opinion about school and community issues• Analyze and evaluate new ideas by using personal experiences and knowledge• Express an opinion, supporting it with text, about the accuracy of the content of literary works• Communicate an interpretation of real or imaginary people or events through role play• Use appropriate eye contact and gestures in presentations and responses• Speak with appropriate rate and volume for the audience• Take turns speaking in a group <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Respect the age, gender, social position, and cultural traditions of the listener when speaking• Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other• Use the rules of conversation, such as avoid interrupting and respond respectfully |
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