ENGLISH LANGUAGE ARTS
Foundational Skills
Phonics and Word Recognition
- Know and apply grade-level phonics and word analysis skills in decoding words.
  - Identify and know the meaning of the most common prefixes and derivational suffixes.
  - Decode words with common Latin suffixes.
  - Decode multi-syllable words.
  - Read grade-appropriate irregularly spelled words.

Fluency
- Read with sufficient accuracy and fluency to support comprehension.
  - Read on-level text with purpose and understanding.
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading for Literature
Key Ideas and Details
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Updated: 11/14/13

Range of Reading and Level of Text Complexity
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading for Informational Text
Key Ideas and Details
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.*
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (eg., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing
Text Types and Purposes
- Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion.
  - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
  - Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions, and details.

- ○ Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- ○ Provide a concluding statement or section.
- ● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - ○ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - ○ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - ○ Use temporal words and phrases to signal event order.
  - ○ Provide a sense of closure.

Production and Distribution of Writing
- ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- ● With guidance and support from adults, use technology to produce and publish writing (use keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge
- ● Conduct short research projects that build knowledge about a topic.
- ● Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing
- ● Write routinely over extended time frames (time for research, reflection, and revision and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

Conventions of Standard English
- ● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - ○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs and their functions in particular sentences.
  - ○ Form and use regular and irregular plural nouns.
  - ○ Use abstract nouns (e.g., *childhood*).
  - ○ Form and use regular and irregular verbs.
  - ○ Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
  - ○ Ensure subject-verb and pronoun-antecedent agreement.*
  - ○ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - ○ Use coordinating and subordinating conjunctions.
  - ○ Produce simple, compound, and complex sentences.
- ● Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - ○ Capitalize appropriate words in titles.
  - ○ Use commas in addresses.
  - ○ Use commas and quotation marks in dialogue.

- ○ Form and use possessives.
- ○ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- ○ Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- ○ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - ○ Choose words and phrases for effect.*
    Recognize and observe differences between the conventions of spoken and written Standard English.

Vocabulary Acquisition and Use
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
  - ○ Use sentence-level context as a clue to the meaning of a word or phrase.
  - ○ Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
  - ○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
  - ○ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
  - ○ Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - ○ Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  - ○ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Speaking and Listening

Comprehension and Collaboration
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
  - ○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - ○ Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - ○ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- Explain their own ideas and understanding in light of the discussion.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
    Presentation of Knowledge and Ideas
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk.

MATHEMATICS
Operations and Algebraic Thinking
- Represent and solve problems involving multiplication and division.
    - Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
    - Interpret whole-number quotients of whole numbers.
    - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
    - Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
- Understand properties of multiplication and the relationship between multiplication and division.
    - Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)
    - Understand division as an unknown-factor problem.
- Multiply and divide within 100.
    - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
    - Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
    - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Numbers and Operations in Base Ten
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
    - Use place value understanding to round whole numbers to the nearest 10 or 100.
    - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
    - Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations: Fractions
- Develop understanding of fractions as numbers.
    - Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
    - Understand a fraction as a number on the number line; represent fractions on a number line diagram.
    - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

Measurement and Data
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
    - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
    - Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).
- Represent and interpret data.
    - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
    - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
    - Recognize area as an attribute of plane figures and understand concepts of area measurement.
    - Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
    - Relate area to the operations of multiplication and addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
    - Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry
- Reason with shapes and their attributes.
  - Understand that shapes are different.
  - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

SCIENCE
Scientific and Engineering Practices
- Ask questions and define problems.
- Develop and use models.
- Plan and Carry out investigations.
- Analyze and interpret data.
- Use mathematical and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Scientific Concepts
- Analyze and interpret data about changes in the environment of different areas and describe how the changes may affect the organisms that live in the areas.
- Use evidence about organisms in their natural habitats to design an artificial habitat in which the organisms can survive well.
- Analyze and interpret data from fossils to describe the types of organisms that lived long ago and the environments in which they lived and compare them with organisms and environments today.
- Use multiple sources to generate and communicate information about the size, stability, and specialization of groups animals may form, and how different types of groups may help the members survive in their natural habitats.
- Investigate the motion of objects to determine when a consistent pattern can be observed and used to predict future motions in the system.
- Carry out investigations of the motion of objects to predict the effect of forces on an object in terms of balanced forces that do not change motion and unbalanced forces that change motion.

SOCIAL STUDIES
Political Systems
- Identify the officials and political bodies that form the organization of their local government (mayor, police chief, justice of the peace).
- Name the current President of the United States.
- Identify important services provided by local governments to people (e.g., police and fire protection, parks departments).
- Discuss a situation in their home or school that illustrates people being responsible in their duties or job.
- List examples of responsible student classroom behavior.
- Summarize the outcome of classroom decision-making in terms of what was decided by the majority of the students.
- Identify elected leaders (e.g., mayor, governor, president).
- Identify a student or parent group that serves the school.

- State the interests of students and adults involved in a school project (e.g., a fund raising activity to buy and build new playground equipment for their school).
- Tell how a student should express ideas in a respectful manner to another student or to teachers.
- Recognize the responsibilities of local government.

Economics
- Describe times when students or families have been consumers.
- Identify a choice students have made about the use of time.
- Choose between two items and correctly identify the item given up as the opportunity cost.
- Explain that people who make goods and services are producers.
- List examples of human, natural, and capital resources.
- Define barter.
- Give examples of barter in the economy.
- Describe a trade that has been made and why the people agreed to trade.

History
- Place a series of events from a chronology (e.g., the student's life) in their proper places on a timeline.
- Explain how the individual events on a timeline are related to one another.
- Explain how an event in United States political history is related to a current community event or issue.
- Identify significant political figures or groups from the past.
- Name significant political ideas from the past.
- Explain why people traded in the past.
- Describe how people made a living in the past.
- Identify the significance of trade in society in the past and present.
- Describe how people made a living in ancient civilizations.
- Explain how people made economic choices to survive and improve their lives in the past.
- Identify stories and folk tales that describe various customs practiced in America and/or local communities (e.g., John Henry, Pocahontas).
- Tell how stories and folk tales influence the behavior of Americans and/or local community members.
- Name a significant social organization that worked to improve life in the community and/or the United States (e.g., Red Cross, VFW, YWCA/YMCA).
- Tell about a person who worked to improve life in the community and/or United States.
- List examples of past traditions found within the local community.
- Interpret stories and folktales from the past to show various customs from groups of people in the past and the influence these customs had on their society.

Geography
- Describe how seasons relate to the ways people dress and seasonal activities they engage in, in different areas of the world using pictures in books and magazines.
- Look at the sky early in the day and predict what the weather might be like, then record the predictions on a wall chart for several months.
- Identify behaviors that would show respect for the environment.
- Tell how people pollute the air, water, and land.
- Select pictures from a series that show people using the environment to meet their needs (e.g., people cutting trees in a forest, damming up rivers, mining operations).

- Locate pictures showing ways that humans use the natural environment.
- Describe how people have changed the physical and human environment of the school grounds and the surrounding neighborhood.
- Describe daily changes in the weather and changes in the seasons in the local community.
- Describe seasonal changes occurring on the school ground throughout the year.
- Explain why physical and human features in the local environment change over time.

Culture and Society
- Describe how communities within a culture are similar.
- Identify cultural traits.
- Identify symbols of local culture.
- Describe the role of technology in daily life.
- Define social group.
- Explain how contact with others shapes people's lives.
- Tell about the role of families in the community.
- Provide examples of how individuals make choices that affect the group.
- Give examples of group decisions that do not please every individual in the group.

MUSIC
Music Literacy
Rhythm
- Interpret basic rhythmic notation symbols (whole note, half note, quarter note) and 2/4, 3/4 and 4/4 meter.
- Identify dynamics (pp, p, mp, mf, f, ff, cresendo, decrescendo).
- Identifying tempo (largo, andante, allegro, presto).
- Identify Rondo Form.
Notation
- Interpret basic rhythmic notation symbols (whole note, half note, quarter note).
- Introduce traditional note reading and vocabulary including names of lines and spaces.
- Write and identify (listening) direction of notes up and down.
Expressive Qualities
- Identify/perform dynamic markings (pp, p, mp, mf, f, ff, cresendo, decrescendo).
- Identify/perform tempo markings (largo, andante, allegro, presto).
Instruments
- Harmony - introduce home tone.
- Visually identify and distinguish between Band & Orchestra instruments.
History
- "The Sorcerer's Apprentice".
- Vivaldi's "Four Seasons".

Composition
- Compose 2-bar melody (8 beats) for recorder or other pitched instrument.

Musical Performance
Singing
- Sing to match pitches on Do Re Mi Sol La.
- Vocal timbre and volume.

Recorder
- Recorder: pitch, rhythm, instrument technique and preparation of music.
- Perform B-A-G on recorder.
  Live Performance
- Knowledge of audience behavior via written assessment.
  Improvisation
- Improvise on pitched instrument.
- Improvise a rhythmic accompaniment for a song.

DRAMA
Uses Face, Body and Voice to Portray Character
- Plan, Practice, Perform, Side-coach ("Sit to plan, stand to practice").
- Group Work: "Ask, don't tell" (for making decisions) and negotiating skills.
- Story Structure: Alternate Ending (create/explain).
- Roles of the actor: face audience, speak loud and clear/project, stay in character, be seen.
- Identify Four Fine Arts (Music, Art, Drama, Dance).
- Introduce reading plays together.

Performance
- Storytelling: re-tell story.
- Story Telling Skills/Narration (of a current story).
- Imitate simple emotions.
- Demonstrate appropriate audience behavior.

ART
Technique and Processes
- Use symmetry and asymmetry in artwork.
- Create artwork including the following: tints and shades, organic and geometric shapes, thick and thin lines, foreground, middle ground and background.
- Use the following tools: permanent marker, chalk pastels, ruler, and paper sculpture.
- Practice proper care of tools by using them correctly.
- Apply chalk using the process of color blending.
- Use a ruler to draw straight lines.
- Create a 3-dimensional work of art with a cultural inspiration.

Reflection and Critique
- Write a story using a piece of art as inspiration.
- Classify a group of art works according to subject such as landscape, portrait, and still life.
- Identify Abstract and Realistic art.
- List the reasons why people make art and discuss.
- Identify architecture as a form of art.

PHYSICAL EDUCATION
Motor Skills and Movement Patterns
- Demonstrate combinations of locomotor and non-locomotor movements.

Cognitive Concepts, Principles and Strategies
- Demonstrate safe movements and practices.
- Recognize components and benefits of health related fitness.

Health-Enhancing Level of Physical Fitness
- Participates in health related fitness activities.

HEALTH
Health Concepts and Health Enhancing Behaviors
- Promotes injury prevention and safety.
- Understands the relationship between environment and health.
- Applies appropriate decision making skills.

Body Systems
- Understands effects of nutrition with the body.

CHIP
Exhibit Creativity
- Demonstrate personal or group expression by creating original works.
- Generate unique ideas.

Generate Ideas and Persevere through Problems
- Collect and analyze data to identify solutions to problems.
- Make informed decisions based on investigation results.
- Identify and define problems.

Use Logic/Reasoning Skills
- Use higher level thinking skills to solve problems.
- Use critical thinking.

Demonstrate Ability to Think Abstractly
- Generate multiple ideas for solving a problem.
- Exhibit curiosity/interest in a variety of topics.

Extend Learning Beyond Expectations
- Demonstrate learning using technology.
- Demonstrate mastery of subject being investigated.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

WIDA CONSORTIUM — CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawing) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meaning of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	Level 6 - Reaching
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

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NOT FORMALLY GRADED

LMC
Access Information Efficiently and Effectively
- Explain an information need.
- Understand the concept of keywords.

Evaluate Information Critically and Competently
- Determine appropriate sources of information.
- Identify facts and details that support main ideas.
- Analyze and evaluate new information based on previous experience and knowledge.
- Find similar ideas in more than one source.
- Recognize the differences between sources.

Use Information Accurately, Creatively, and Ethically
- Communicate results of an information search in format appropriate for content.
- Recognize ownership of written and illustrated material.
- Observe Internet guidelines and protocols as defined in the district's policies.

Appreciate Literature to Pursue Knowledge and Expand Personal Interests
- Use both text and visuals to understand literature.
- Select a "just right" book independently for personal reading.
- Identify numerous types and elements of literature.
- Analyze and understand information presented creatively in various non-text formats.
- Seek information related to personal interests.
- Select resources and materials based on interest, need, and appropriateness.

Understand and Practice Internet Safety
- Use personal and private information appropriately.
- Behave responsibly and respectfully in a network environment.
- Use electronic devices safely and appropriately.

Tech Skills
   Internet
- Navigate websites using forward and back keys, use multiple tabs, and open new windows.
- Use simple strategic search tools like *and/or/not*.
- Use online catalog/OPAC navigation/Destiny Quest/Find books in Lexile range on OPAC.
- Use online dictionary or thesaurus.

   Operations and Presentations
- Troubleshoot basic problems (software updates, keychain, force quit).
- Format a picture using text wrap, bring to front, sizing, etc.
- Spreadsheet Software: Type data into a template.
- Create a presentation using one or more slides and choose background, font color and size, and add a picture.