

Idaho Extended Content Standards Draft
Extended Content Indicators
Grade 3
Language Arts

Standard 1: Reading Process - Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.

Extended Standard 1: Students use print conventions to read printed material containing patterns and word families in isolation and in context. Students use knowledge of syllables, word parts, words with multiple meanings, and context clues to decode unknown words. Students identify sight words and simple compound words, contractions, and abbreviations. Students fluently read high frequency words and grade appropriate text.

Topic	GR	Goals	Objectives	Essence	Extended Content Indicators
	3.L.A.1.1	Acquire Concepts About Print	3.LA.1.1.1 Use print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. (698.05.c)	Students use print conventions to identify words containing	3.LA.1.1.1A Recognizes print conventions such as letters, words, sentences, punctuation, paragraphs, etc.
			3.LA.1.1.2 Locate information using alphabetical order past the second letter. (698.01.i)		3.LA.1.1.2 A Identifies letters, objects, or words in order using an alphabet chart.

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Extended Standard 1: Students use print conventions to read printed material containing patterns and word families in isolation and in context. Students use knowledge of syllables, word parts, words with multiple meanings, and context clues to decode unknown words. Students identify sight words and simple compound words, contractions, and abbreviations. Students fluently read high frequency words and grade appropriate text.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	3.L.A.1.2	Acquire Concepts About Text	3.LA.1.2.1 Identify text types and formats of various kinds of text.	Students use print conventions to identify words and/ or sentences containing patterns and word	3.LA.1.2.1 A Recognize similar types of text and formats.
			3.LA.1.2.2 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.		3.LA.1.2.2A Responds to the purpose of print conventions such as punctuation, paragraph, bold print, etc
			3.LA.1.2.3 Use graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text. (698.05.b)		3.LA.1.2.3A Identify graphic features in text, i.e. graphs, italics, bold print.

Standard 1: Reading Process - Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.

Extended Standard 1: Students use print conventions to read printed material containing patterns and word families in isolation and in context. Students use knowledge of syllables, word parts, words with multiple meanings, and context clues to decode unknown words. Students identify sight words and simple compound words, contractions, and abbreviations. Students fluently read high frequency words and grade appropriate text.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	3.L.A.1.3	Acquire Phonological Awareness Skills	No objectives at this grade level.		No objectives at this grade level.

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Extended Standard 1: Students use print conventions to read printed material containing patterns and word families in isolation and in context. Students use knowledge of syllables, word parts, words with multiple meanings, and context clues to decode unknown words. Students identify sight words and simple compound words, and abbreviations. Students fluently read high frequency words and grade appropriate text.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	3.LA.1.4	Acquire Decoding Skills Using Word Parts	3.LA.1.4.1 Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound association to read new words. (689.01.d)	Students use letter patterns and word families to decode unknown words. Students identify sight words and simple compound words,	3.LA.1.4.1 A Identify word patterns and/or word families.
			3.LA.1.4.2 Read abbreviations appropriate to grade level.		3.LA.1.4.2 A Recognizes abbreviations in text appropriate to grade level.

Standard 1: Reading Process - Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.

Extended Standard 1: Students use print conventions to read printed material containing patterns and word families in isolation and in context. Students use knowledge of syllables, word parts, words with multiple meanings, and context clues to decode unknown words. Students identify sight words and simple compound words, and abbreviations. Students fluently read high frequency words and grade appropriate text.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	3.L.A.1.5	Acquire Decoding Skills Using Syllabication	3.LA.1.5.1 Decode using syllable types and syllable patterns to decode words with 2-4 syllables. (698.01.a)	Students use knowledge of syllables, word parts, words with multiple meanings, and context clues to decode unknown words.	3.LA.1.5.1 A Identify that letters and syllables put together make words.

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Extended Standard 1: Students use print conventions to read printed material containing patterns and word families in isolation and in context. Students use knowledge of syllables, word parts, words with multiple meanings, and context clues to decode unknown words. Students identify sight words and simple compound words, and abbreviations. Students fluently read high frequency words and grade appropriate text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.1.6	Acquire Decoding Skills Using Context	3.LA.1.6.1 Use context clues to aid in decoding of new words. (698.01.e)		3.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.

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Extended Standard 1: Students use print conventions to read printed material containing patterns and word families in isolation and in context. Students use knowledge of syllables, word parts, words with multiple meanings, and context clues to decode unknown words. Students identify sight words and simple compound words, and abbreviations. Students fluently read high frequency words and grade appropriate text.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	3.L.A.1.7	Acquire Fluency	3.LA.1.7.1 Fluently read at least 450 regular and irregular sight words.		3.LA.1.7.1 A Recognizes automatically between 20 to 50 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words). .
			3.LA.1.7.2 Read aloud Grade 3 text fluently from at least 120 correct words per minute. (see Idaho Reading Indicator fall to spring benchmarks).		3.LA.1.7.2 A Listen to grade 3 appropriate text read aloud by repeating text in choral reading.

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Extended Standard 1: Students use print conventions to read printed material containing patterns and word families in isolation and in context. Students use knowledge of syllables, word parts, words with multiple meanings, and context clues to decode unknown words. Students identify sight words and simple compound words, and abbreviations. Students fluently read high frequency words and grade appropriate text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.1.8	Vocabulary and Concept Development	3.LA.1.8.1 Use knowledge of base words, common prefixes and suffixes to determine meaning of unknown words in isolation and in context. (698.01.i)		3.LA.1.8.1 A Identify words and concepts of common prefixes or suffixes, such as singular and plural.
			3.LA.1.8.2 Identify synonyms, antonyms, homophones, and homographs to determine the meaning of words in context. (698.01.h)		3.LA.1.8.2 A Identify words and concepts of same or opposite in meaning (synonyms, antonyms)
			3.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text.		3.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 3 content area text.
			3.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. (698.05.a)		3.LA.1.8.4 A Use dictionary materials to develop concepts and vocabulary.

Standard 2: Comprehension/Interpretation - Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.

Extended Standard 2: Students respond to a variety of grade appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing conclusions to understand Grade 3 material. Students identify story elements from a variety of genre.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.2.1	Acquire Strategies and Skills for Comprehending Text	3.LA.2.1.1 Tell the purpose for reading various kinds of text (e.g., textbooks, newspapers, instructional manuals, novels, essays).		3.LA.2.1.1 A Identify the purpose of different kinds of text.
			3.LA.2.1.2 Connect the information and events in texts to self, to the world, and to other texts.		3.LA.2.1.2 A Connect the information and events in texts to self.
			3.LA.2.1.3 Draw simple conclusions based on information gathered from text. (698.01.n)		3.LA.2.1.3 A Use picture clues and context to support a conclusion from text.

Standard 2: Comprehension/Interpretation - Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.

Extended Standard 2: Students respond to a variety of grade appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing conclusions to understand Grade 3 material. Students identify story elements from a variety of genre.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.2.2	Acquire Skills to Comprehend Expository Text	3.LA.2.2.1 Identify cause-effect, compare-contrast, and descriptions that support comprehension.		3.LA.2.2.1 A Identify cause-effect and descriptions in expository text.
			3.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. (698.04.b)		3.LA.2.2.2 A Respond to yes/no question based on: who, what, when, where, how, why in expository text that is heard or read.
			3.LA.2.2.3 Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts. (698.01.p)		3.LA.2.2.3 A Identify and sequence details from expository text using picture or object clues to retell.
			3.LA.2.2.4 Follow simple multi-step written directions.		3.LA.2.2.4 A Follow single and two-step directions.

Standard 2: Comprehension/Interpretation - Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.

Extended Standard 2: Students respond to a variety of grade appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing conclusions to understand Grade 3 material. Students identify story elements from a variety of genre.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.2.3	Acquire Skills for Comprehending Literary Text	3.LA.2.3.1 Identify different genres of literature (e.g., fables, fairy tales, poetry, folktales). (698.02.a)		3.LA.2.3.1 A Identify different genres of literature (e.g. fairy tales, poetry)
			3.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. (698.03.b)		3.LA.2.3.2 A Identify characters in a story.
			3.LA.2.3.3 Identify all aspects of the setting (e.g., time of day, place, year). (698.03.b)		3.LA.2.3.3A Identify setting of a story.
			3.LA.2.3.4 Identify plots in literary text. (698.03.b)		3.LA.2.3.4 A Retell a story.
			3.LA.2.3.5 Orally identify narrator (point of view) of a story.		3.LA.2.3.5 A Identify who is telling a story.
			3.LA.2.3.6 Identify the lesson of a fable or folktale (theme).		3.LA.2.3.6 A Identify a lesson of a fable or folktale.
			3.LA.2.3.7 Identify common idioms.		3.LA.2.3.7 A Identify simple, common idioms.

Standard 3: Writing - Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Extended Standard 3: Students follow of the writing process to write for a purpose and audience. Students use different strategies to organize information for different audiences and purposes. Students match appropriate vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.3.1	Acquire Prewriting Skills	3.LA.3.1.1 Generate ideas using prewriting strategies (e.g., graphic organizers).		3.LA.3.1.1 A Participate in generating ideas using prewriting strategies.
			3.LA.3.1.2 Generate the main idea.		3.LA.3.1.2 A Participate in identifying the main idea.
			3.LA.3.1.3 Plan writing using organizational strategies (e.g., graphic organizer, chart).		3.LA.3.1.3 A Use strategies for planning and organizing writing (e.g. graphic organizer, pictures, objects, etc).
			3.LA.3.1.4 Identify an appropriate writing format for purpose and audience. (699.01.c)		3.LA.3.1.4 A Select a writing format template for purpose and audience.
			3.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.		3.LA.3.1.5 A Follow set time periods for producing a piece of writing.

Standard 3: Writing - Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Extended Standard 3: Students follow of the writing process to write for a purpose and audience. Students use different strategies to organize information for different audiences and purposes. Students match appropriate vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.LA.3.2	Acquire Skills for Writing a Draft	3.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.		3.LA.3.2.1 A Use ideas generated in prewriting to write a draft.

Standard 3: Writing - Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Extended Standard 3: Students follow of the writing process to write for a purpose and audience. Students use different strategies to organize information for different audiences and purposes. Students match appropriate vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.3.3	Acquire Skills for Revising a Draft	3.LA.3.3.1 Revise draft for meaning.		3.LA.3.3.1 A Revise draft to enhance meaning.
			3.LA.3.3.2 Revise draft by adding details to enhance audience understanding.		3.LA.3.3.2 A Revise writing by adding to the text.
			3.LA.3.3.3 Identify words and sentences that need to be rearranged to clarify meaning.		3.LA.3.3.3 A Revise writing by substituting words to clarify meaning.
			3.LA.3.3.4 Use literary models to refine writing style.		3.LA.3.3.4 A Use a literary model in a piece of writing.
			3.LA.3.3.5 Use strategies to guide the revision process.		3.LA.3.3.5 A Use strategies to guide the revision process.

Standard 3: Writing - Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Extended Standard 3: Students follow of the writing process to write for a purpose and audience. Students use different strategies to organize information for different audiences and purposes. Students match appropriate vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.3.4	Acquire Skills for Editing a Draft	3.LA.3.4.1 Edit the draft using a simple editing checklist.		3.LA.3.4.1 A Edit the draft for errors.

Standard 3: Writing - Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Extended Standard 3: Students follow of the writing process to write for a purpose and audience. Students use different strategies to organize information for different audiences and purposes. Students match appropriate vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.LA.3.5	Acquire Skills to Publish Writing	3.LA.3.5.1 Publish and illustrate draft.		3.LA.3.5.1 A Publish draft.
			3.LA.3.5.2 Share writing with intended audience. (699.03.b)		3.LA.3.5.2 A Share writing with intended audience.

Standard 4: Writing Applications - Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.

Extended Standard 4: Students write in a variety of modes including expressive, expository, and literary text. Students write compositions that have a topic sentence and contain supporting details. Students compose responses that identify connections between their personal experience and a text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.4.1	Acquire Expressive (Narrative/Creative) Writing Skills	3.LA.4.1.1 Write short narratives with a logical sequence of events that include a beginning, middle, and end.		3.LA.4.1.1 A Write and/or share narratives based on personal experience.
			3.LA.4.1.2 Write rhymes, poems, or songs that include sensory details. (699.01.b)		3.LA.4.1.2 A Write rhymes or poems using a template.

Standard 4: Writing Applications - Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.

Extended Standard 4: Students write in a variety of modes including expressive, expository, and literary text. Students write compositions that have a topic sentence and contain supporting details. Students compose responses that identify connections between their personal experience and a text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.4.2	Acquire Expository (Informational/Research) Writing Skills	3.LA.4.2.1 Write a friendly letter and correctly address the envelope.		3.LA.4.2.1 A Participate in creating a letter by dictating, drawing, or writing.
			3.LA.4.2.2 Write an expository paragraph that contains a main idea and supporting details. (699.02.b)		3.LA.4.2.2 A Participate in writing brief observations of real objects, persons, places, or events.

Standard 4: Writing Applications - Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.

Extended Standard 4: Students write in a variety of modes including expressive, expository, and literary text. Students write compositions that have a topic sentence and contain supporting details. Students compose responses that identify connections between their personal experience and a text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.4.3	Acquire Persuasive Writing Skills	No objectives at this grade level.		No objectives at this grade level.

Standard 4: Writing Applications - Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.

Extended Standard 4: Students write in a variety of modes including expressive, expository, and literary text. Students write compositions that have a topic sentence and contain supporting details. Students compose responses that identify connections between their personal experience and a text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.4.4	Acquire Skills for Literary Response	3.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.		3.LA.4.4.1A Participate in writing (drawing, pictures, objects) a personal response that identifies a text connection.
			3.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot.		3.LA.4.4.2 A Participate in writing responses to the plot of literary selections.

Standard 5: Writing Components - Students use the conventions of written language appropriate to this grade level. Students write legibly in cursive. Students write complete declarative, imperative, interrogative, and exclamatory sentences.

Extended Standard 5: Students identify and use the conventions of language appropriate to this grade. Students compose legibly compositions. Students use different types of sentences in pieces of writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.5.1	Acquire Handwriting Skills	3.LA.5.1.1 Write legibly in cursive. (699.01.b)		3.LA.5.1.1 A Write fluently and legibly.

Standard 5: Writing Components - Students use the conventions of written language appropriate to this grade level. Students write legibly in cursive. Students write complete declarative, imperative, interrogative, and exclamatory sentences.

Extended Standard 5: Students identify and use the conventions of language appropriate to this grade. Students compose legibly compositions. Students use different types of sentences in pieces of writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.5.2	Acquire Spelling Skills	3.LA.5.2.1 Spell correctly Grade 3 high-frequency words. (699.02.a)		3.LA.5.2.1 A Demonstrate spelling skills with high frequency words.
			3.LA.5.2.2 Spell correctly Grade 3 phonetically regular words with common spelling patterns. (699.02.a)		3.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.
			3.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. (699.02.a)		3.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.

Standard 5: Writing Components - Students use the conventions of written language appropriate to this grade level. Students write legibly in cursive. Students write complete declarative, imperative, interrogative, and exclamatory sentences.

Extended Standard 5: Students identify and use the conventions of language appropriate to this grade. Students compose legibly compositions. Students use different types of sentences in pieces of writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.5.3	Acquire Skills for Sentence Structure	3.LA.5.3.1 Identify and use three types of sentences (exclamatory, declarative, and interrogative).		3.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.
			3.LA.5.3.2 Use past and present verb tenses, including irregular verbs.		3.LA.5.3.2A Use past and present verb tenses.

Standard 5: Writing Components - Students use the conventions of written language appropriate to this grade level. Students write legibly in cursive. Students write complete declarative, imperative, interrogative, and exclamatory sentences.

Extended Standard 5: Students identify and use the conventions of language appropriate to this grade. Students compose legibly compositions. Students use different types of sentences in pieces of writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.5.4	Acquire Skills for Using Conventions	3.LA.5.4.1 Capitalize proper nouns, titles, and holidays. (699.02.a)		3.LA.5.4.1 A Demonstrate use of capitalization skills: holidays
			3.LA.5.4.2 Use commas in: • series (699.02.a) • dates (699.02.a) • addresses (699.02.a) letters (699.02.a)		3.LA.5.4.2 A Demonstrate use of punctuation skills: Commas in dates, addresses, or letters

Standard 6: Communication - Students listen critically to effectively understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Extended Standard 6: Students listen to understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A. 6.1	Acquire Listening Skills	3.LA.6.1.1 Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). (700.03.a)		3.LA.6.1.1 A Listen to acknowledge the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).
			3.LA.6.1.2 Listen for answers to specific questions from information presented orally.		3.LA.6.1.2 A Listen for answers to specific questions from information presented orally.
			3.LA.6.1.3 Listen and follow multiple-step oral directions.		3.LA.6.1.3 A Listen and follow simple oral directions.
			3.LA.6.1.4 Listen to acquire and summarize information from a variety of sources. (700.01.a)		3.LA.6.1.4 A Listen to repeat information from a variety of sources.

Standard 6: Communication - Students listen critically to effectively understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Extended Standard 6: Students listen to understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.6.2	Acquire Speaking Skills	3.LA.6.2.1 Ask for clarification and explanation of stories and ideas		3.LA.6.2.1 A Ask questions about stories.
			3.LA.6.2.2 Paraphrase information that has been shared orally by others.		3.LA.6.2.2 A Repeat information that has been shared orally by others.
			3.LA.6.2.3 Organize simple oral presentations to maintain a clear focus. (701.01.a)		3.LA.6.2.3 A Participate in simple oral presentations with a clear focus.
			3.LA.6.2.4 Retell stories or experiences, that follow a logical sequence of events.		3.LA.6.2.4 A Retell stories or experiences that follow a simple sequence of events.
			3.LA.6.2.5 Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class). (701.01.b)		3.LA.6.2.5 A Speak clearly (verbal, sign, augmentative device) at an appropriate pace for the type of communication (e.g., request, refusal, greeting, report to the class, etc).

Standard 6: Communication - Students listen critically to effectively understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Extended Standard 6: Students listen to understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	3.L.A.6.3	Acquire Viewing Skills	3.LA.6.3.1 Identify grade-level-appropriate traditional and non-print media as sources of information. (702.01.a)		3.LA.6.3.1 A Identify grade-level-appropriate traditional and non-print media as sources of information.
			3.LA.6.3.2 Identify the role of media in focusing people's attention on events and in forming their opinion on issues. (703.02.)		3.LA.6.3.2 A Recognize media that focuses personal attention on events and in forming their opinion.
			3.LA.6.3.3 Identify the difference between fact and opinion in media presentations. (702.03.b)		3.LA.6.3.3 A Identify an opinion in media presentations.

Standard :

[illegible]