

**Westbrook Public Schools
GRADE THREE**

READING

Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.

State Framework	Grade Level Expectations	Materials/Resources/Strategies	District Assessments	Relation to CMT/CAPT
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	<p style="text-align: center;">Phonics/Word Study</p> <ol style="list-style-type: none"> 1. Use phonetic, structural, syntactical and contextual clues to read and understand words. 2. Know sounds for a wide range of suffixes and prefixes, e.g., <i>-able, -tion, -ment, ex-, re-</i>. 3. Use letter-sound correspondence, structural analysis and syllable patterns to decode multi-syllable words. 4. Infer word meanings from roots, prefixes, and suffixes. 5. Recognize automatically common regular and irregular words. 6. Analyze the meaning of words and phrases in context. 	<ul style="list-style-type: none"> • <i>Trophies</i> Intervention Books and Activities (Themes 1-3) • <i>Trophies</i> Anthology Text Themes 1-3 (Theme 1: Something Special, Theme 2: What a Team, Theme 3: Friends to Grow with) • <i>Trophies</i> Student Spelling Book • <i>Trophies</i> Student Practice Book • Teacher Created material (i.e.: vocabulary cards, cloze sentence strips, making connection cards) • CMT structured materials (DRP workbooks) • 100 Book Challenge Books • <i>Trophies</i> Guided Reading Books 	<ul style="list-style-type: none"> • DIBELS • <i>Trophies</i> Fluency passages • <i>Trophies</i> end of story tests • Holistic Assessment • Reading and Language Assessment • DRP • Teacher Observation 	

	<p>7. Use context to accurately read words with more than one pronunciation, e.g., <i>an object</i> vs. <i>to object</i>.</p> <p>8. Explain common homophones e.g. <i>fair/fare</i> or <i>made/maid</i>, and homographs, e.g., <i>a lead weight</i> vs. <i>lead the way</i>.</p> <p>9. Identify pronoun referents in text.</p> <p>10. Read words containing complex letter patterns and/or word families, e.g., <i>-ieve</i>, <i>-eive</i>, <i>-ield</i>, in isolation and in context.</p>			
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	<p style="text-align: center;">High-Frequency Words</p> <p>11. Read at least 600 high-frequency words, e.g., Dolch or Fry.</p>	<ul style="list-style-type: none"> • 100 Book Challenge Reading Books • <i>Trophies</i> Guided Reading Books • <i>Trophies</i> Intervention Book and Activities • <i>Trophies</i> Anthology Books 	<ul style="list-style-type: none"> • DIBELS • DRA • DRP • Teacher Observations 	

<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	<p style="text-align: center;">Fluency</p> <p>12. Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.</p> <p>13. Read aloud, while comprehending, unpracticed text with fluency at 110-120+ words correct per minute.</p> <p>14. Silently read longer, more complex texts.</p>	<ul style="list-style-type: none"> • <i>Trophies</i> Intervention Daily Fluency sentences • Daily Guided Reading Groups • Whole class choral Reading of Anthology • Buddy Reading 	<ul style="list-style-type: none"> • Teacher Observations • DIBELS 	
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p>	<p style="text-align: center;">Vocabulary</p> <p>15. Use glossary, dictionary and thesaurus to find and confirm word meanings.</p> <p>16. Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.</p>	<ul style="list-style-type: none"> • Vocabulary Dictionaries • Cloze sentences to correlate with Anthology story • <i>Trophies</i> Student Practice Book • <i>Trophies</i> Student Spelling Book 	<ul style="list-style-type: none"> • <i>Trophies</i> end of story tests • Teacher generated materials • Holistic Assessment 	<ul style="list-style-type: none"> • DRP

<p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	<p>17. Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication</p> <p>18. Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.</p>	<ul style="list-style-type: none"> • Teacher generated materials (i.e.: challenge worksheet for vocabulary, dictionary skills etc.) • Content area word walls • Teacher generated materials (i.e.: vocabulary cards, vocabulary games, challenge worksheets) 	<ul style="list-style-type: none"> • <i>Trophies</i> Practice and Spelling Book • DRP Unit quizzes/ tests • Teacher generated materials 	
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p>	<p style="text-align: center;">Reading Comprehension</p> <p><i>Students will independently accomplish all before, during and after comprehension grade-level expectations. Teachers will continue to spiral all previous grade-level expectations. Students will read, view, listen to and write about a variety of fiction and nonfiction contemporary, classical, multicultural and culturally relevant texts in all content areas. Teachers will be culturally responsive to students. Students will provide evidence from text to support all oral, written and presented responses about text.</i></p>	<ul style="list-style-type: none"> • <i>Trophies</i> Intervention Books and Activities • <i>Trophies</i> Anthology Book (strategies related include, buddy reading, choral reading, read a-loud) • <i>Trophies</i> Practice Book • Teacher Created materials (i.e.: comprehension questions to correlate with Anthology stories) 	<ul style="list-style-type: none"> • <i>Trophies</i> End of Story tests • Teacher generated material • Holistic Assessments • <i>Trophies</i> Practice Book 	<ul style="list-style-type: none"> • CMT Strands - A Forming a General Understanding - B Developing an Interpretation - C Make reader/text Connections - D Examining Content and Structure

<p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p>2. Exploring and Responding to Literature Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p>	<p style="text-align: center;">Before Reading</p> <p>19. Choose the appropriate text for a specific purpose.</p> <p>20. Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.</p> <p>21. Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.</p>	<ul style="list-style-type: none"> • CMT structured materials (DPR workbooks) • 100 Book Challenge Books • <i>Trophies</i> Guided Reading Books • <i>Trophies</i> Reading Strategies • Prediction Activities • Teacher Modeling and Think a-louds 	<ul style="list-style-type: none"> • DRP • Reading and Language Assessments • Teacher generated materials • Teacher Observations 	<ul style="list-style-type: none"> • A4 Use information from the text to make predictions based on what is read.
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p>	<p style="text-align: center;">During Reading</p> <p>22. Make predictions and connections.</p> <p>23. Ask and answer questions.</p> <p>24. Describe the mental imagery that occurs while reading.</p> <p>25. Identify specific words or phrases that cause comprehension difficulties and self monitor.</p>	<ul style="list-style-type: none"> • <i>Trophies</i> Reading Strategies (i.e.: summarizing, self- questioning, creating mental pictures, re-read to clarify etc.) • Making Connections (i.e.: relating to personal life) • Teacher generated questions (i.e.: “How would you have felt if you were the main character?”) 	<ul style="list-style-type: none"> • DRA • DRP • <i>Trophies</i> Theme Tests • Teacher generated materials 	<ul style="list-style-type: none"> • A4 Use information from the text to make predictions based on what is read.

<p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p>2. Exploring and Responding to Literature Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.2 Students explore multiple responses to literature.</p>	<p>26. Explain first-, second-, and third-person point of view.</p> <p>27. Interpret graphical information, e.g., charts, tables, diagrams.</p> <p>28. Make inferences based on explicit information in the text; provide justification for those inferences.</p>	<ul style="list-style-type: none"> • Guided Reading groups 	<ul style="list-style-type: none"> • Teacher observations 	<ul style="list-style-type: none"> • A5 Use context clues to determine meanings of unknown or multiple-meaning words or figurative language. • C1 Make connections between the text and outside experiences and knowledge.
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<p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p>				
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	<p style="text-align: center;">After Reading</p> <p>29. Describe characters' physical and personality traits.</p> <p>30. Develop a new title that best fits a text.</p> <p>31. Describe the conflict faced by a character in a story.</p> <p>32. State the main idea with supporting details in informational text.</p> <p>33. State the theme in literary text.</p> <p>34. Explain similarities and differences in a story.</p> <p>35. Draw conclusions based on implicit or explicit evidence from text.</p> <p>36. Decide an author's purpose for including particular information in text.</p>	<ul style="list-style-type: none"> • <i>Trophies</i> Reading strategies (i.e.: summarizing, self-questioning, creating mental pictures, re-read to clarify etc.) • Reading response journals • Teacher generated material • <i>Trophies</i> Reading strategies (i.e.: creating mental imaging, using context to confirm meaning) • <i>Trophies</i> story questions and reading response journals 	<ul style="list-style-type: none"> • End of story Tests • Reading Journals (Think and Respond Questions) • Open ended questions on 'end of story' tests • Teacher generated activities 	<ul style="list-style-type: none"> • A1 Determine the main idea (nonfiction) theme (fiction) the text. • A2 Identify or infer important characters, problems, settings, events, relationships and details • A3 Select and use relevant information from the text in order to summarize events and/or ideas in the text. • B1 Identify or infer the author's use of structure/ organizational patterns.

<p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>2. Exploring and Responding to Literature Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.2 Students explore multiple responses to literature.</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p>	<p>37. Interpret meaning based on charts, graphs, maps, illustrations, photos in text.</p> <p>38. Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.</p> <p style="padding-left: 40px;">a. Identify most surprising/interesting/important part of a text and explain why.</p> <p>39. Recognize values, ethics and beliefs included in a text.</p> <p>40. Select, synthesize and use relevant information from a text to include in an extension or response to the text, e.g., journal response, questions to ask the author, points to include in a speech.</p> <p>41. Identify the author’s use of literary devices, e.g., simile, personification.</p>	<ul style="list-style-type: none"> • <i>Trophies</i> Focus skills (Theme related i.e.: decoding long words, grammar skills) • Teacher created questions (i.e.: Have you ever felt the way the main character is feeling?) • Reading response journals • Teacher generated activities (i.e.: showcasing other literature that relates to the same theme of the Anthology story) • Answering questions written by teacher or in <i>Trophies</i> book. 	<ul style="list-style-type: none"> • Teacher Observations • Reading response journals • Teacher observations • Reading response journals 	<ul style="list-style-type: none"> • B2 Draw conclusions about the author’s purpose for choosing genres or including or omitting specific details in the text. • B3 Use stated or implied evidence from the text to draw and/or support a conclusion. • C1 Make connections between the text and outside experiences and knowledge. • C2 Select, synthesize and/or use relevant information within the text to write a personal response to the text. • D1 Analyze and evaluate the author’s craft including use of literary devices and textual elements
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<p>2.4 Students recognize that reads and authors are influenced by individual, social, cultural and historical contexts.</p>	<p>42. Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.</p>			<ul style="list-style-type: none"> • D2 Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts. • D3 Demonstrate an awareness of an author’s or character’s values, customs and beliefs included in the text.
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	<p>Reading Reflection/Behaviors</p> <p>43. Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition.</p> <p>44. Identify reading strengths and weaknesses with teacher assistance and select targets on which to work.</p> <p>45. Cite favorite authors and books and support with reasons</p>	<ul style="list-style-type: none"> • <i>Trophies</i> Anthology text (Themes 1-6) • Weekly readers • 100 book challenge • Guided reading texts 	<ul style="list-style-type: none"> • Teacher Observations 	

<p>2. Exploring and Responding to Literature Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p>				
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**Westbrook Public Schools
GRADE THREE**

ORAL LANGUAGE

Students will listen and speak to communicate ideas clearly.

State Framework	Grade Level Expectations	Materials/Resources/Strategies	District Assessments	Relation to CMT/CAPT
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p>	<p style="text-align: center;">Listening</p> <ol style="list-style-type: none"> 1. Recognize the difference between standard and nonstandard English. 2. Listen to the opinions of others about written, oral and visual texts. 3. Paraphrase information that has been shared by others. 	<ul style="list-style-type: none"> • <i>Trophies</i> Intervention Resource Kit Fluency Builder activities (Choral Reading, Echo Reading) • Teacher Read A-louds to develop listening comprehension • <i>Trophies</i> Anthology Stories 	<ul style="list-style-type: none"> • Teacher Observations • Teacher created listening comprehension questions 	

<p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English</p>				
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p>	<p style="text-align: center;">Speaking</p> <p>4. Express clearly main idea and elaborate with supporting details.</p> <p>5. Sequence ideas logically with effective transition words to connect ideas.</p>	<ul style="list-style-type: none"> • <i>Trophies</i> spelling workbook • Word banks • Language handbook • Teacher-generated practice worksheets 	<ul style="list-style-type: none"> • <i>Trophies</i> theme test • Spelling tests 	

<p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<p>6. Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.</p>			
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<p>4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p>				
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**Westbrook Public Schools
GRADE THREE**

WRITING

Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.

State Framework	Grade Level Expectations	Materials/Resources/Strategies	District Assessments	Relation to CMT/CAPT
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<p style="text-align: center;">Spelling</p> <p>7. Spell words involving previously studied generalizations and word patterns, and words taught as part of the third-grade spelling curriculum. Examples: - vowel patterns, e.g., <i>aw, ou, oy</i> - affixes, e.g., <i>un-, pre-, -ed</i> - plurals rules, e.g., <i>cat to cats, glass to glasses, carry to carries</i> - double consonant rules, e.g., <i>bunny, hopping, hotter, hottest</i> - common homophones, e.g., <i>to, two, too; there, their, they're</i></p>	<ul style="list-style-type: none"> • <i>Trophies</i> spelling workbook • Word banks • Language handbook • Teacher-generated practice worksheets 	<ul style="list-style-type: none"> • <i>Trophies</i> theme test • Spelling tests 	

<p>4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p>8. Use phonetic spelling for challenging words.</p> <p>9. Recognize words that may be misspelled and make corrections.</p>			
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p>Capitalization/Punctuation/Usage</p> <p>10. Capitalize person’s title, e.g., <i>President Smith</i> vs. <i>the president</i>.</p> <p>11. Capitalize first word inside quotation marks.</p> <p>12. Capitalize all proper nouns.</p> <p>13. Write apostrophes to show possession.</p>	<ul style="list-style-type: none"> • <i>Trophies</i> Practice Book • <i>Trophies</i> Language Handbook • Teacher Modeling • Teacher generated materials (i.e. worksheets, easel activity) • Daily language sheets (i.e. revision worksheets) 	<ul style="list-style-type: none"> • Weekly Dictated Sentences • Daily student writing samples • Student’s Writer’s notebooks 	<ul style="list-style-type: none"> • CMT Strand 1 Composing/Revising

<p>3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p>14. Use period after an abbreviation or initial, e.g., <i>Dr. Georgia Scott, M.D.</i></p> <p>15. Use comma between city and state, e.g., <i>Seattle, Washington.</i></p> <p>16. Use commas in a series, e.g., <i>She bought red socks, white shoes, and a blue dress</i> OR <i>She bought red socks, white shoes and a blue dress.</i></p> <p>17. Use comma between the day of the month and the year, e.g., <i>March 2, 2000.</i></p> <p>18. Use comma in compound sentences.</p> <p>19. Use quotation marks in dialogue.</p> <p>20. Use apostrophe in possessive nouns, e.g., <i>the dog's house, the dogs' houses.</i></p> <p>21. Use correct pronoun as subject, e.g., <i>I vs. me.</i></p> <p>22. Use consistent verb tense most of the time.</p>		<ul style="list-style-type: none"> • Writing prompts 	
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	<p>23. Do not use double negatives or make common errors such as <i>would of</i> rather than <i>would have</i>; does not run sentences together or write accidental fragments.</p> <p>24. Use appropriate homonym, e.g., <i>it's</i> vs. <i>its</i>, <i>your</i> vs. <i>you're</i>, <i>their</i> vs. <i>there</i> vs. <i>they're</i>, <i>to</i> vs. <i>two</i> vs. <i>too</i>.</p> <p>25. Use paragraph conventions, e.g., designated by indentation or skipping lines between paragraphs.</p> <p>26. Use resources to find correct spelling for words identified as misspelled, e.g., word walls, student dictionaries.</p>			
<p>4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p>	<p style="text-align: center;">Handwriting</p> <p>27. Print and use cursive legibly, e.g., size, spacing, formation, uppercase and lowercase; and type when appropriate.</p>	<ul style="list-style-type: none"> • Teacher Modeling • Teacher generated materials (i.e. Handwriting worksheets, whiteboard practice in class) 	<ul style="list-style-type: none"> • Daily student writing 	

<p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>				
<p>3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p>	<p style="text-align: center;">Writing Process</p> <p>28. Plan: develop ideas for a particular topic or purpose, e.g., questioning, brainstorming, drawing and listing key thoughts.</p> <p>29. Draft: complete a draft of a single topic, using simple notes or outlines generated from the planning stage.</p> <p>30. Revise: revise a completed draft by rearranging words, phrases or sentences, provide supporting details, use correct sequence, fix run-on sentences and fragments.</p> <p>31. Edit: edit drafts for complete sentences, capitalization, punctuation and usage.</p>	<ul style="list-style-type: none"> • Empowering Writers • Lucy Caulkins Writing series • <i>Trophies</i> Reading Program • Teacher generated materials (i.e. Writing prompts) • Teacher Modeling • Teacher developed activities (i.e. Shared writing groups) • Lessons and activities brought back from workshops attended on writing. 	<ul style="list-style-type: none"> • Daily student Writing • Teacher led class discussions about our writing • Teacher observations of shared writing groups • Writing prompts 	<ul style="list-style-type: none"> • CMT Strand 1 Composing/ Revising • CMT Strand 2 Editing

<p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p>32. Publish/Present: publish and present completed drafts, e.g., student authors’ celebration, cooperative group science project, peer teaching math word problems.</p> <p>33. Reflect: explain strengths and weaknesses of writing, e.g., CMT rubric and anchor papers, checklist, scoring guides.</p>			
<p>Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<p>Writing Genres, Traits and Crafts</p> <p><i>Show increasing use of formal language patterns with a focus on voice, fluency, word choice and organization.</i></p> <p>Descriptive:</p> <p>34. Select a topic and use specific words to “paint a picture.”</p> <p>35. Use a variety of sentence lengths and sentence types, e.g., declarative, imperative, interrogative.</p>	<ul style="list-style-type: none"> • Empowering Writers • Lucy Caulkins Writing series • <i>Trophies</i> Reading Program • Teacher generated materials (i.e. Writing prompts) 	<ul style="list-style-type: none"> • Grade Level Rubric • Daily student writing 	<ul style="list-style-type: none"> • CMT Strand 1 Composing/Revising

<p>4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p>Narrative:</p> <p>36. Write personal narratives, using personal experience and observations to support ideas, e.g., diary entries, autobiography.</p> <p>37. Write fictional narratives with an evident problem and solution, e.g., folktale, fairytale, fable.</p> <p>38. Use transition words to connect ideas, e.g., <i>afterward</i>, <i>later on</i>.</p> <p>Expository:</p> <p>39. Write a report to explain a topic, citing one source.</p> <p>40. Write three or more paragraphs, maintaining focus on a specific topic and using a variety of sentence beginnings, e.g., start with an adverb, <i>quickly</i>, <i>the snake slithered away</i>.</p> <p>41. Describe procedures sequentially, e.g., steps in a scientific experiment, mathematical problem, recipe.</p> <p>42. Summarize through the use of charts and graphs.</p>	<ul style="list-style-type: none"> • Teacher Modeling • Teacher developed activities (i.e. Shared writing groups) • Empowering Writer • Touchstone Texts (Columbia Writing Project) • Read-Aloud Texts (Great Beginnings etc.) • Touchstone Texts 	<ul style="list-style-type: none"> • Teacher led class discussions about our writing • Teacher observations of shared writing groups • Writing prompts • Daily student writing samples 	
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	<p>Persuasive: 43. Write two or more paragraphs, stating an opinion and supporting that opinion with details.</p> <p>Poetic: 44. Write a quatrain poem. 45. Write a limerick. 46. Write a free verse poem, e.g., repeated sentence beginnings: <i>If I were to change the world</i> ...</p>			
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