

Georgetown County School District Pacing Guides
2015 South Carolina College and Career Ready Standards

Fundamentals of Reading, Writing, and Communication: On Going

The Fundamentals of Reading, Writing, and Communication will define the underlying assumptions of the process students must use and integrate to become successful and proficient readers, writers, and communicators, regardless of their grade level or course placement. Through these processes, students apply strategies as they read, write, and communicate. As students use these processes with automaticity, they more successfully navigate new and more challenging content and tasks.

Teachers at all grade levels and in all disciplines should refer to the Fundamentals when determining what students use or neglect as they read, write and communicate. Engagement increases as students take ownership of their learning through personal understanding and implementation of the reading, writing, and communication processes.

The Fundamentals for each strand, **while not assessed**, are an integral part of the South Carolina College and Career Ready English Language Arts Standards 2015 and are listed below.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.

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- Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.

- Adjust speech, using Standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Third Grade ELA			
First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>Inquiry Based Literacy Standards-on-going</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>3-1.1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>3-1.2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3-1.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3-1.3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>3-1.4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>3-1.4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>3-1.4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</p> <p>3-1.5.1 Acknowledge and value individual and collective thinking.</p> <p>3-1.5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p> <p>3-1.5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>			

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Reading-Literary Text

Principles of Reading

Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.

3-RL.3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.

3-RL.3.6 Read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

3-RL.4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

Meaning and Context

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>3-RL.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>3RL5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p>		
<p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>3-R.L6.1 Determine the theme by recalling key details that support the theme.</p>			<p>Read-write-think summarize activity Readworks-theme</p>
<p>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.</p>	<p>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities</p>		<p>Readworks-author's purpose Readworks-characters Readworks-setting Readworks-plot</p>

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<p>3-RL.7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.</p> <p>3-RL.7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.</p>	<p>3-RL.7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.</p> <p>3-RL.7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.</p>		
<p>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>3-RL.8.1 Use text evidence to:</p> <p>a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and</p> <p>b. explain the influence of cultural and historical context on characters, setting, and plot development.</p>	<p>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>3-RL.8.1 Use text evidence to:</p> <p>a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and</p> <p>b. explain the influence of cultural and historical context on characters, setting, and plot development.</p>		<p>Read-write-think story element activity</p>
<p>Language, Craft, and Structure</p>			
<p>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>3-RL.9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.</p> <p>3-RL.9.2 Explain how the author's choice of words, illustrations, and</p>	<p>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>3-RL.9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.</p> <p>3-RL.9.2 Explain how the author's choice of words, illustrations, and</p>		<p>Readworks-figurative language</p> <p>Flocabulary-idioms</p> <p>read-write-think idioms</p>

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<p>conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p>	<p>conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p>		
	<p>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 3-RL.10.1 Use paragraph-level context to determine the meaning of words and phrases. 3-RL.10.2 Determine the meaning of a word when an affix is added to a base word. 3-RL.10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases. 3-RL.10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>	<p>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 3-RL.10.1 Use paragraph-level context to determine the meaning of words and phrases. 3-RL.10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases. 3-RL.10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>	<p>Readworks-vocabulary in context</p>
	<p>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style. 3-RL.11.1 Explain the differences between first and third person points of view. 3-RL.11.2 Compare and contrast</p>	<p>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style. 3-RL.11.1 Explain the differences between first and third person points of view. 3-RL.11.2 Compare and contrast</p>	<p>Readworks- point of view</p>

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	the reader's point of view to that of the narrator or a character.	the reader's point of view to that of the narrator or a character.	
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. 3-RL.12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions. 3-RL.12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. 3-RL.12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions. 3-RL.12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. 3-RL.12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions. 3-RL.12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	Readworks-genre
Range and Complexity-on going Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. 3RL13.1 Engage in whole and small group reading with purpose and understanding. 3RL13.2 Read independently for sustained periods of time to build stamina. 3RL13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.			
Reading- Informational Text			
Principles of Reading 3-RI.3.1 Identify and know the meaning of the most common prefixes and derivational suffixes. 3-RI.3.6 Read grade-appropriate irregularly spelled words. 3-RI.4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.			
Meaning and Content			
Standard 5: Determine meaning and develop logical interpretations	Standard 5: Determine meaning and develop logical interpretations		NewsELA-what the text says

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<p>by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 3-RI.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p>	<p>by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 3-RI.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p>		<p>read-write-think hint about print</p>
	<p>Standard 6: Summarize key details and ideas to support analysis of central ideas. 3-RI.6.1 Summarize multi-paragraph texts using key details to support the central idea.</p>	<p>NewsELA-central idea</p>	<p>Read-write-think summarize activity</p>
		<p>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. 3-RI.7.1 Compare and contrast diverse texts on the same topic, idea, or concept.</p>	<p>NewsELA-multimedia read-write-think KWL creator-nonfiction</p>
Language, Craft and Structure			
<p>Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. 3-RI.8.1 Explain how the author uses words and phrases to inform,</p>	<p>Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. 3-RI.8.1 Explain how the author uses words and phrases to inform,</p>	<p>Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. 3-RI.8.1 Explain how the author uses words and phrases to inform,</p>	<p>NewsELA-word meaning & choice Readworks-vocabulary in context Readworks-author's purpose NewsELA-text structure Read-write-think timeline activity</p>

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<p>explain, or describe. 3-RI.8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p>	<p>explain, or describe. 3-RI.8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p>	<p>explain, or describe. 3-RI.8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p>	
<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 3-RI.9.1 Use paragraph-level context to determine the meaning of words and phrases. 3-RI.9.2 Determine the meaning of a word when an affix is added to a base word. 3-RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases. 3-RI.9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 3-RI.9.1 Use paragraph-level context to determine the meaning of words and phrases. 3-RI.9.2 Determine the meaning of a word when an affix is added to a base word. 3-RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases. 3-RI.9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 3-RI.9.1 Use paragraph-level context to determine the meaning of words and phrases. 3-RI.9.2 Determine the meaning of a word when an affix is added to a base word. 3-RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases. 3-RI.9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>	<p>read-write-think affixes/suffixes</p>
<p>Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. 3-RI.10.1 State the author's purpose; distinguish one's own</p>	<p>Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style. 3-RI.10.1 State the author's purpose; distinguish one's own</p>		<p>Readworks-point of view Readworks-author's purpose</p>

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<p>perspective from that of the author.</p>	<p>perspective from that of the author.</p>		
<p>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. 3-RI.11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning. 3-RI.11.2 Describe the structures an author uses to support specific points.</p>	<p>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. 3-RI.11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning. 3-RI.11.2 Describe the structures an author uses to support specific points.</p>	<p>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. 3-RI.11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning. 3-RI.11.2 Describe the structures an author uses to support specific points.</p>	
<p>Range and Complexity-on going Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. 3-RI.12.1 Engage in whole and small group reading with purpose and understanding 3-RI.12.2 Read independently for sustained periods of time. 3-RI.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers</p>			
<p>Writing</p>			
<p>Meaning, Context and Craft</p>			
<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 3-W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined</p>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3-W.2.1 Write informative/explanatory texts that: a. introduce a topic and group</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence. 3-W.1.1 Write opinion pieces that: a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons; b. use information from multiple print and multimedia sources;</p>	<p>https://teacher.straightface.com/en/classes/550b1d387e70a93153000312/courses/53bc4c0657cd04065f000095 Read-write-think story element activity read-write-think-compare/contrast essay development</p>

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<p>experiences or events using effective technique, descriptive details, and clear event sequences;</p> <p>b. establish a situation and introduce a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally;</p> <p>d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;</p> <p>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>f. use temporal words and phrases to signal event order;</p> <p>g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and</p> <p>h. provide a sense of closure.</p>	<p>related information together;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. include illustrations to aid comprehension;</p> <p>d. develop the topic with facts, definitions, and details;</p> <p>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>f. use paraphrasing and original language to avoid plagiarism;</p> <p>g. use transition words and phrases to connect ideas within categories of information;</p> <p>h. develop a style and tone authentic to the purpose; and</p> <p>i. provide a concluding statement or section.</p>	<p>c. organize supporting reasons logically;</p> <p>d. use transitional words or phrases to connect opinions and reasons;</p> <p>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>f. use paraphrasing and original language to avoid plagiarism; and</p> <p>g. provide a concluding statement or section.</p>	
Language			
<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>3-W.4.1 When writing:</p> <p>a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;</p> <p>b. form and use regular and irregular plural nouns; use</p>	<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>3-W.4.1 When writing:</p> <p>a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;</p> <p>b. form and use regular and irregular plural nouns; use abstract</p>	<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>3-W.4.1 When writing:</p> <p>a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;</p> <p>b. form and use regular and irregular plural nouns; use abstract</p>	<p>Flocabulary-grammar</p>

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<p>abstract nouns; c. form and use regular and irregular verbs; d. form and use the simple verb tenses; e. ensure subject-verb and pronoun antecedent agreement; f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; g. form and use prepositional phrases; h. use coordinating and subordinating conjunctions; and i. produce simple, compound, and complex sentences.</p>	<p>nouns; c. form and use regular and irregular verbs; d. form and use the simple verb tenses; e. ensure subject-verb and pronoun antecedent agreement; f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; g. form and use prepositional phrases; h. use coordinating and subordinating conjunctions; and i. produce simple, compound, and complex sentences.</p>	<p>nouns; c. form and use regular and irregular verbs; d. form and use the simple verb tenses; e. ensure subject-verb and pronoun antecedent agreement; f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; g. form and use prepositional phrases; h. use coordinating and subordinating conjunctions; and i. produce simple, compound, and complex sentences.</p>	
<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3-W.5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events. 3-W.5.2 Use: a. apostrophes to form contractions and singular and plural possessives; b. quotation marks to mark direct speech; and c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives 3-W.5.3 Use conventional spelling for high frequency words,</p>	<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3-W.5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events. 3-W.5.2 Use: a. apostrophes to form contractions and singular and plural possessives; b. quotation marks to mark direct speech; and c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives 3-W.5.3 Use conventional spelling for high frequency words,</p>	<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3-W.5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events. 3.W.5.2 Use: a. apostrophes to form contractions and singular and plural possessives; b. quotation marks to mark direct speech; and c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives 3-W.5.3 Use conventional spelling for high frequency words,</p>	<p>Classworks-nouns Classworks-adjectives Classworks-possessive nouns/pronouns Classworks-prepositions Classworks-commas</p>

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<p>previously studied words, and for adding suffixes to base words. 3-W.5.4 Use spelling patterns and generalizations. 3-W.5.5 Consult print and multimedia sources to check and correct spellings.</p>	<p>previously studied words, and for adding suffixes to base words. 3-W.5.4 Use spelling patterns and generalizations. 3-W.5.5 Consult print and multimedia sources to check and correct spellings.</p>	<p>previously studied words, and for adding suffixes to base words. 3-W.5.4 Use spelling patterns and generalizations. 3-W.5.5 Consult print and multimedia sources to check and correct spellings.</p>	
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Range and Complexity-on going
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames
3-W.6.1 Write routinely and persevere in writing tasks:
a. over short and extended time frames;
b. for a range of domain-specific tasks;
c. for a variety of purposes and audiences; and
d. by adjusting the writing process for the task, increasing the length and complexity
3-W.6.4 Continue to develop effective keyboarding skills.
3-W.6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.

Communication

Meaning and Content

<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. 3-C.1.1 Explore and create meaning through conversation and interaction with peers and adults. 3-C.1.2 Participate in discussions; ask questions to acquire</p>	<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. 3-C.1.1 Explore and create meaning through conversation and interaction with peers and adults. 3-C.1.2 Participate in discussions; ask questions to acquire information concerning a topic,</p>	<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. 3-C.1.1 Explore and create meaning through conversation and interaction with peers and adults. 3-C.1.2 Participate in discussions; ask questions to acquire information concerning a topic,</p>	
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<p>information concerning a topic, text, or issue.</p> <p>3-C.1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p> <p>3-C.1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.</p> <p>3-C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p>	<p>text, or issue.</p> <p>3-C.1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p> <p>3-C.1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.</p> <p>3-C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p>	<p>text, or issue.</p> <p>3-C.1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p> <p>3-C.1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.</p> <p>3-C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p>	
	<p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>3-C.2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.</p> <p>3-C.2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</p> <p>3-C.2.4 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when</p>	<p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>3-C.2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.</p> <p>3-C.2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</p> <p>3-C.2.4 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when</p>	<p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>3-C.2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.</p> <p>3-C.2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</p> <p>3-C.2.4 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when</p>

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	indicated or appropriate.	indicated or appropriate.	indicated or appropriate.
		<p>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p> <p>3-C.3.1 Compare how ideas and topics are depicted in a variety of media and formats.</p> <p>3-C.3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p>	<p>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p> <p>3-C.3.1 Compare how ideas and topics are depicted in a variety of media and formats.</p> <p>3-C.3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p>
Language, Craft and Structure			
	<p>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p> <p>3-C.4.1 Identify the presentation style a speaker uses to present content.</p> <p>3-C.4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.</p> <p>3-C.4.3 Identify why the speaker:</p> <ol style="list-style-type: none"> a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language 	<p>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p> <p>3-C.4.1 Identify the presentation style a speaker uses to present content.</p> <p>3-C.4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.</p> <p>3-C.4.3 Identify why the speaker:</p> <ol style="list-style-type: none"> a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language 	<p>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p> <p>3-C.4.1 Identify the presentation style a speaker uses to present content.</p> <p>3-C.4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.</p> <p>3-C.4.3 Identify why the speaker:</p> <ol style="list-style-type: none"> a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language

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	and literary devices.	and literary devices.	and literary devices.
		Standard 5: Incorporate craft techniques to engage and impact audience and convey messages. 3-C.5.1 Set a purpose and integrate craft techniques to create presentations. 3-C.5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.	Standard 5: Incorporate craft techniques to engage and impact audience and convey messages. 3-C.5.1 Set a purpose and integrate craft techniques to create presentations. 3-C.5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.

Disciplinary Literacy

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21st century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The South Carolina College- and Career-Ready Standards for English Language Arts 2015 include the Disciplinary Literacy practices listed below:

- Read, write, and communicate using knowledge of a particular discipline.
- Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.
- Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.