

Third Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	R.WS.03.01 Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten	1.4 Enjoy multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.	*Harcourt Index Pages R69: Decoding and Phonics: Decoding Long Words and R87: Word Study: Semantic Feature Analysis.	*DIBELS *Read backs *AR Quizzes *Checklist of Vocabulary Words *MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists *ITBS	Language Master Record vocabulary words for individual practice. Word Tapes Create tapes with vocabulary words for individual practice.

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1st Quarter	CORE	R.WS.03.02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, menus, periodicals, and reference materials. 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.1 Use a combination of	*Harcourt Index Pages R69: Decoding and Phonics: Decoding Long Words and R87: Word Study: Semantic Feature Analysis.	*DIBELS *Read backs *AR Quizzes *Checklist of Vocabulary Words *MLPP: Oral Reading/Fluency *ITBS	Language Master Record vocabulary words for individual practice. Word Tapes Create tapes with vocabulary words for individual practice.

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1st Quarter	NASL	R.WS.03.04 Recognize the 220 Dolch basic sight words and 95 common nouns.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, menus, periodicals, and reference materials.	*Word Rings and Word Wall Activities	*Checklist of Dolch Words/nouns created by teacher. *MLPP: Sight Word/Decodable Word List, Word Lists *ITBS	Language Master Record vocabulary words for individual practice. Word Tapes Create tapes with vocabulary words for individual practice.
1st Quarter	NASL	R.WS.03.05 Progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, menus, periodicals, and reference materials.	*Word Rings and Word Wall Activities	*Checklist of Dolch Words/vocabulary created by teacher. *ITBS	Language Master Record vocabulary words for individual practice. Word Tapes Create tapes with vocabulary words for individual practice.

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1st Quarter	NASL	R.WS.03.06 Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) —knowledge of language —sound/symbol/structural relationships —context.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 3.6	*Harcourt Index Page R82: Strategies Good Readers Use	*DIBELS *DIBELS Progress Monitoring *Running Records *MLPP: Oral Reading/Fluency *ITBS	Peer Edit Allow struggling students to have a higher achieving student peer edit their paper. After editing, the lower achieving student uses the appropriate resources to correct the errors.

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1st Quarter	CORE	R.NT.03.02 Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 8.2 Identify and use element of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.	Harcourt Index Page R71: Genre	*Teacher Observation *Harcourt <i>End of Selection</i> Tests	Individual Book Boxes/Bags Provide individual students an opportunity to read a variety of narrative genre at their independent level by creating a box or bag that contains these books at their independent reading level. Within the box/bag their can be a recording sheet for the type (genre) read.

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1st Quarter	CORE	R.IT.03.01 Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).	Reading: Informational Text	1: All students will read and comprehend general and technical material. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics- including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television, programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas. 11.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions of topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/heading, hypertext, storage addresses, DD-ROM/laser disks, electronic mail, and library catalogue databases.	*Harcourt Index Page R71: Genre	*Teacher Observation *Informational Genre Response Cards	Partner Book Search With a partner, the students will search the library/classroom for different types of informational texts. The types of informational texts along with characteristics will be listed.

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1st Quarter	CORE	R.CM.03.02 Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.	Reading: Comprehension	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives of others.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing	*Harcourt Index Page R67: Summarize and Retell Text Selections	*Flip Books *Graphic Organizers *Pocket Chart *Harcourt literature selection workbook pages. *MLPP: Comprehension *DIBELS: Oral Reading/Retell Fluency	Post It Notes Student will use post-it notes at the end of each paragraph/page to summarize. After the reading selection has been completed, the notes can then be used to organize thoughts.

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1st Quarter	NASL	R.AT.03.01 Be enthusiastic about reading and learning how to read.	Reading: Reading Attitude	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.	*Teacher modeling and inviting library area.	*Quantity of AR Quizzes *Teacher Observation *MLPP: Reading Attitudes *Harcourt "Thinking About My Reading and Writing"	Individual Book Bags/Boxes Students will have a large selection of books, poems, articles, etc. at their independent reading level.

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1st Quarter	CORE	W.PR.03.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage and audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive	2.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introduction and conclusions, different points of view, grammatical structure, and appropriate organization. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters ore invitations, requests for information, interviews with adults, and significant discussions. 6.1 Practice using elements of effective communication to enhance their	*Harcourt Index Page R88: Writing: Voice	*MLPP *6 Pt Writing Rubric *Harcourt Writing Rubric	Small Group Practice In a small group, guide students through the reading of a selection. Once completed, determine the purpose of the selection, the audience, author's style and patterns in the text. Practice this procedure as a group until students are able to identify these characteristics on their own.

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1st Quarter	CORE	W.PR.03.02 Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast).	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television, programs, textbooks, and	Harcourt Index Page R88: Writing: Voice R89: Writing Process: Prewriting and drafting	*Completion of Graphic Organizer or Venn Diagram *MLPP: Writing *Harcourt Writing Rubric	Pocket Chart In a small group, use pocket charts to practice generating ideas, sequencing and structure ideas.

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1st Quarter	CORE	W.PR.03.06 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	Writing: Writing Process			*Harcourt Index Page R87: Connecting Reading and Writing R88: Writing: Voice R89: Writing Process: Prewriting and drafting	*Harcourt Checklist *Collins Writing FCAs *Harcourt Writing Rubric *MLPP: Writing	Small Group In a small group, provide each student with a copy of the same writing with the focus on one type of error. Teach the use of one resource for the type of error specified.

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1st Quarter	CORE	W.GR.03.01 Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.	Writing: Grammar and Usage		2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.	*Harcourt Index Page R87: Connecting Reading and Writing R88: Writing: Voice R89: Writing Process: Prewriting and drafting	*Teacher Observation *Daily Oral Language *Editing Checklist *MLPP: Writing *ITBS	Chart Paper Activity Teacher creates a piece of writing on a piece of chart paper that is void of subject/verb agreement, commas in a series, quotation marks, etc. Students in a small group then with the direction of the teacher sue post-it notes to correct and/or add to make the writing correct/complete.

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1st Quarter	CORE	W.SP.03.01 Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Writing: Spelling	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variable s on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions,	*Harcourt Index Page R82: Spelling	*Harcourt Spelling Tests *MLPP Writing Rubric *MLPP: Hearing/Recording Sounds/Spelling *ITBS	Rainbow Words On a blank piece of paper using one color students write one of their spelling words (in large print). The student then traces over the word with additional colors. While tracing the student is saying the names of the letters and the word. This process continues with all of the spelling words. Spelling Words on Tape Make recordings where the words are spelled out. Language Master Record spelling words for independent practice.

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1st Quarter	NASL	W.AT.03.01 Be enthusiastic about writing and learning to write.	Writing: Writing Attitude	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.	*Teacher modeling. Multiple examples and experiences with writing.	*Teacher Observation *MLPP: Literacy Attitudes *Harcourt "Thinking About My Reading and Writing"	Group Publishing In a small group create and publish writings.
1st Quarter	NASL	S.CN.03.01 Express time relationships using correct verb tenses.	Speaking: Speaking Conventions	8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics- including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.	*Harcourt Index Page R86: Tenses, Past and Future	*Teacher Observation During Daily Discussions and Conversations *Editing Checklist *Harcourt Speaking and Listening Checklist	Hot Dot Practice Pages Using hot dots, teacher creates sentences with correct and incorrect verb choices. Students independently practice putting in the correct verb tense.

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1st Quarter	NASL	S.CN.03.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, playground, classroom interactions).	Speaking: Speaking Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage and audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 11: All students will define and investigate important	3.2 Analyze the impact of variable s on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 4.1 Describe language patterns used in their spoken, written, and visual communication contexts, such as school, neighborhood, sports, children's periodicals, and hobbies. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use	*Harcourt Index Page R74: Characteristics of Good Speaking	**Harcourt Speaking and Listening Checklist *MLPP: Oral Language *Harcourt Presentation Rubric	Role Play In a small group role play with a specific focus.

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1st Quarter	NASL	S.DS.03.01 Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).	Speaking: Spoken Discourse			*Harcourt Index Page R74: Audience, Adjust for	*Teacher Observation During Daily Discussions and Conversations *MLPP: Oral Language *Harcourt Speaking and Listening Checklist	Teacher Directed Questions Teacher creates and provides specific questions to guide the discussion.
1st Quarter	NASL	S.DS.03.02 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.	Speaking: Spoken Discourse			*Harcourt Index Page R74: Discussions	*Discussion Rubric *Harcourt Speaking and Listening Checklist	Flannel Board In a small group us a flannel board to reenact the story highlighting thoughts, setting, plot, etc.

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1st Quarter	NASL	L.CN.03.01 Respond to questions asked of them, providing an appropriate level of detail.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 12.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.	*Harcourt Index Page R75: Think and Respond to Questions.	*Teacher Observation During Daily Discussions and Conversations *Harcourt Speaking and Listening Checklist	Response Boards In a small group students use individual dry erase boards to respond to questions.

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1st Quarter	NASL	L.CN.03.02 Listen and interact appropriately and view knowledgeably.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 12.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices. 12.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.	*Harcourt Index Page R74: Listening Strategies: Characteristics of Good Listening	*Teacher Observation During Daily Discussions and Conversations *Harcourt Speaking and Listening Checklist	Think Aloud After listening to a selection or presentation teacher models a think aloud. Students then repeat the think aloud procedure.

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1st Quarter	NASL	L.RP.03.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Listening & Viewing: Response	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 12: All students will develop and apply personal, shared and academic criteria for the enjoyment, appreciation, and evaluation of their own	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 8.4	*Harcourt Index Page R75: Responding to Selections: Personal Responses	*Response Journals *Teacher Observation During Daily Literature Experiences *Harcourt Speaking and Listening Checklist	Recorded Books Provide a variety of both classic and contemporary texts on tape with a teacher created template of responses to be completed after listening.

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1st Quarter	NASL	L.RP.03.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	Listening & Viewing: Response	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives of others.	3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state of country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 9.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts. 10.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.	*Harcourt Index Page R75: Responding to Selections: Response Journals	*Teacher Observation During Daily Discussions and Conversations *Response Journals *Harcourt Speaking and Listening Checklist	Note Taking Template Provide a teacher created template to take notes while listening. Use the template to organize thoughts while responding orally.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	L.RP.03.05 Retell what a speaker said, paraphrasing and explaining the gist or main idea, then extend by connecting and relating personal experiences.	Listening & Viewing: Response	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives of others.	3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions,	*Harcourt Index Pages: R73: Listening Comprehension R75: Paraphrasing and Retelling	*Harcourt Speaking and Listening Checklist *ITBS	Note Taking Template Provide a teacher created template to take notes while listening. Use the template to organize thoughts while responding orally.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.WS.03.01 Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.4 Enjoy multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.	*Harcourt Index Pages R69: Decoding and Phonics: Decoding Long Words and R87: Word Study: Semantic Feature Analysis.	*DIBELS *Read backs *AR Quizzes *Checklist of Vocabulary Words *MLPP: Sight Word/Decodable Word List, Word Lists *ITBS	Language Master Record vocabulary words for individual practice. Word Tapes Create tapes with vocabulary words for individual practice.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.WS.03.02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, menus, periodicals, and reference materials. 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.1 Use a combination of	*Harcourt Index Pages R69: Decoding and Phonics: Decoding Long Words and R87: Word Study: Semantic Feature Analysis.	*DIBELS *Read backs *AR Quizzes *Checklist of Vocabulary Words *ITBS	<p>Language Master Record vocabulary words for individual practice.</p> <p>Word Tapes Create tapes with vocabulary words for individual practice.</p>

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.WS.03.03 Know the meanings of words encountered frequently in grade level reading and oral language contexts.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.	*Harcourt Index Page R86: Selection Vocabulary	*Harcourt Vocabulary Tests *Cloze Passages *ITBS	Hot Dot Activity Teacher creates a set of appropriate fill in sentences with vocabulary choices. Use the hot dots to indicate the correct answer so this can be an independent activity.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.WS.03.06 Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) —knowledge of language —sound/symbol/structural relationships —context.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.2	*Harcourt Index Page R82: Strategies Good Readers Use	*DIBELS *Progress Monitoring *Running Records *ITBS	Language Master Record vocabulary words for individual practice. Word Tapes Create tapes with vocabulary words for individual practice.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.WS.03.08 Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 4.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts. 7.1 Use a combination of strategies when	*Harcourt Index Page R87: Word Study: Synonyms, Homonyms, Multiple Meaning Words, Dereference Sources	*ITBS	Language Master Record vocabulary words for individual practice. Word Tapes Create tapes with vocabulary words for individual practice.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.NT.03.02 Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 8.2 Identify and use element of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.	*Harcourt Index Page R71: Genre	*Teacher Observation *Harcourt <i>End of Selection</i> Tests *Narrative Genre Response Cards	Individual Book Boxes/Bags Provide individual students an opportunity to read a variety of narrative genre at their independent level by creating a box or bag that contains these books at their independent reading level. Within the box/bag their can be a recording sheet for the type (genre) read.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.IT.03.01 Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines)	Reading: Informational Text	1: All students will read and comprehend general and technical material. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics- including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television, programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas. 11.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions of topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/heading, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	*Harcourt Index Page R71: Genre	*Teacher Observation *Information Genre Response Cards	Partner Book Search With a partner, the students will search the library/classroom for different types of informational texts. The types of informational texts along with characteristics will be listed.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.I.T.03.02 Identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive).	Reading: Informational Text	1: All students will read and comprehend general and technical material. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage and audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television, programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas. 9.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.	*Harcourt Index Page R70: Expository Nonfiction	*Harcourt text pattern worksheets *Teacher created text pattern tests. *Informational Text Pattern Response Cards	Venn Diagram Pocket Chart In a small group use a Venn diagram pocket chart to work on comparing/contrasting a story/selection.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.CM.03.01 Connect personal knowledge, experience and understanding of the world to themes and perspective in text through oral and written response.	Reading: Comprehension	1: All students will read and comprehend general and technical material. 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 2.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources,	*Harcourt Index Page R67: Prior Knowledge to Make Sense of Texts	*Journals *MLPP: Comprehension *ITBS	Graphic Organizer In a small group, use a common experience (field trip, assembly, etc) to complete a graphic organizer to generate and organize thoughts.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.CM.03.04 Apply significant knowledge from what is read in grade level appropriate science and social studies texts.	Reading: Comprehension	1: All students will read and comprehend general and technical material. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts. 5.5 Describe how characters in literature and other texts from opinions about one another in ways that can be fair and unfair. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas. 10.3 Use oral, written, and visual texts to research how	*Harcourt Index Page R68: Content Areas: Science and Social Studies	*Collins Type 2 Writings *Teacher observation during classroom question and answers. *MLPP: Comprehension	Recordings Teacher records science and social studies readings to ensure complete understanding for below level readers.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.MT.03.01 Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	Reading: Metacognition	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 7.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning. 9.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts. 9.3 Use conclusions based on their understanding of differing views presented in text to support a	*Harcourt Index Page R72: Guided Comprehension	*Teacher observation of oral reading during guided reading. *MLPP: Oral Reading/Fluency	Post It Notes Student will use post-it notes at the end of each paragraph/page to summarize. After the reading selection has been completed, the notes can then be used to organize thoughts.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.CS.03.01 Develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality text.	Reading: Critical Standards	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 6.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 12.1 Develop individual	*Harcourt Index Pages R81: Writing Rubrics R87: Writing: Portfolio Opportunity	*Teacher assesses with student rubric.	Overhead Practice The teacher creates an overhead of a student's writing. In a small group assess the work using the rubric that has been created by the class.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.A.T.03.01 Be enthusiastic about reading and learning how to read.	Reading: Attitude	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.	*Teacher modeling, inviting library area.	*Number of AR quizzes taken. *Teacher Observation *MLPP: Literacy Attitudes	Individual Book Bags/Boxes Students will have a large selection of books, poems, articles, etc. at their independent reading level.
2nd Quarter	NASL	R.A.T.03.02 Do substantial reading and writing on their own.	Reading: Attitude			*Modeling, providing numerous opportunities and books of interest.	*Number of written pieces produced by each child. *MLPP: Literacy Attitudes *Harcourt "Thinking About My Reading and Writing"	Take Home Book System The teacher has in place a system where books can be checked out of the classroom.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter		W.GN.03.02 Write poetry based on reading a wide variety of grade level appropriate published poetry.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions. 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining,	*Harcourt Index Page R89: Writing: Poem	*Poetry Checklist/Rubric	Poetry Template Provide a teacher created poetry template modeled after poetry that has been shared/read in class.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	W.GN.03.04 Use the writing process to produce and present a research project —beginning with a teacher-selected topic —initiating research questions from content area text —using a variety of resources to gather and organize information.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 10.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation. 10.3 Use	*Harcourt Index Page R89: Writing: Research Report	*Research Rubric *Harcourt Writing Rubric	Small Group Model in a small group generating questions from a topic. After modeling, allow pairs of students to generate questions from a topic. Then move to the individual.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	W.PR.03.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introduction and conclusions, different points of view, grammatical structure, and appropriate organization. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters ore invitations, requests for information, interviews with adults, and significant discussions. 6.1 Practice using elements of effective communication to enhance their	*Harcourt Index Page R88: Writing	*MLPP: Writing *6 pt writing rubric *Harcourt Writing Rubric	Small Group Practice In a small group, guide students through the reading of a selection. Once completed, determine the purpose of the selection, the audience, author's style and patterns in the text. Practice this procedure as a group until students are able to identify these characteristics on their own.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	W.PR.03.02 Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast).	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television, programs, textbooks, and	*Harcourt Index Pages R88-R89: Writing: Organization, Prewriting and Draft	*Completion of graphic organizer or Venn diagram.	Pocket Chart In a small group, use pocket charts to practice generating ideas, sequencing and structure ideas.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	W.PR.03.06 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	Writing: Writing Process			*Harcourt Index Page R87: Connect Reading to Writing R88: Research and Information Skills R89: Revising	*MLPP: Writing *6 pt writing rubric *Editing Checklist	Small Group In a small group, provide each student with a copy of the same writing with the focus on one type of error. Teach the use of one resource for the type of error specified.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	W.GR.03.01 Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.	Writing: Grammar and Usage	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variable s on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.	*Harcourt Index Page R87-R89: Writing	*Daily Oral Language *Editing Checklist *MLPP: Writing *ITBS	Chart Paper Activity Teacher creates a piece of writing on a piece of chart paper that is void of subject/verb agreement, commas in a series, quotation marks, etc. Students in a small group then with the direction of the teacher sue post-it notes to correct and/or add to make the writing correct/complete.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	W.SP.03.01 Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Writing: Spelling	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variable s on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions,	*Harcourt Index Page R82: Spelling	*Harcourt Spelling Tests *MLPP Writing Rubric *MLPP: Hearing/Recording Sounds/Spelling *ITBS	Rainbow Words On a blank piece of paper using one color students write one of their spelling words (in large print). The student then traces over the word with additional colors. While tracing the student is saying the names of the letters and the word. This process continues with all of the spelling words. Spelling Words on Tape Make recordings where the words are spelled out. Language Master Record spelling words for independent practice.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	S.CN.03.01 Express time relationships using correct verb tenses.	Speaking: Speaking Conventions	8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.	*Harcourt Index Page R86: Tenses, Past and Future	*Harcourt Speaking and Listening Checklist *Editing Checklist	Hot Dot Practice Pages Using hot dots, teacher creates sentences with correct and incorrect verb choices. Students independently practice putting in the correct verb tense.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	S.CN.03.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, playground, classroom interactions).	Speaking: Speaking Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 11: All students will define and investigate important	3.2 Analyze the impact of variables on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 4.1 Describe language patterns used in their spoken, written, and visual communication contexts, such as school, neighborhood, sports, children's periodicals, and hobbies. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use	*Harcourt Index Page R74: Characteristics of Good Speaking	*Harcourt Speaking and Listening Checklist *MLPP: Oral Language	Role Play In a small group role play with a specific focus.*Harcourt Presentation Rubric

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	S.CN.03.03 Emphasize key words and vary pace for effect when presenting spoken informational and narrative text.	Speaking: Speaking Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities b creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to	3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and us of emphasis. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 8.4 Identify an use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view. 11.4	*Harcourt Index Page R74: Expression and Phrasing	*Read backs *Harcourt Presentation Rubric *Harcourt Speaking and Listening Checklist	Readers Theatre Teacher provides opportunities for students to read familiar grade level text in readers theatre format.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	S.CN.03.04 Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English.)	Speaking: Speaking Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis. 11.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.	*Harcourt Index Page R74: Presentation	*Presentation Rubric *Harcourt Speaking and Listening Checklist	Recorded Presentation The student records the presentation and then shares it with the teacher. The teacher can make suggestions to make the presentation clearer. Student can then rerecord and practice until it is ready for a live presentation.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	S.DS.03.01 Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).	Speaking: Spoken Discourse			*Harcourt Index Page R74: Audience, adjust presentation for	*Harcourt Speaking and Listening Checklist *MLPP: Oral Language	Teacher Directed Questions Teacher creates and provides specific questions to guide the discussion.
2nd Quarter	NASL	S.DS.03.02 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.	Speaking: Spoken Discourse			*Harcourt Index Page R74: Retelling	*Response Journals *Graphic Organizer *Harcourt Speaking and Listening Checklist	Flannel Board In a small group us a flannel board to reenact the story highlighting thoughts, setting, plot, etc.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	S.DS.03.03 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings.	Speaking: Spoken Discourse	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 12: All students will develop and apply personal, shared, and academic criteria for the	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts. 5.5 Describe how	*Harcourt Index Page R74: Background Knowledge	*Journal Entries *Response Rubric *Harcourt Speaking and Listening Checklist	Visual Representation In a small group make a display of several selections. Students will practice making connections, taking a position and sharing understanding.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	L.CN.03.01 Respond to questions asked of them, providing an appropriate level of details.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 12.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.	*Harcourt Index Page R75: Think and Respond Questions	*Harcourt Speaking and Listening Checklist *ITBS	Response Boards In a small group students use individual dry erase boards to respond to questions.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	L.CN.03.02 Listen and interact appropriately and view knowledgably.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 12.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices. 12.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.	*Harcourt Index Page R74: Characteristic of Good Listening	*Harcourt Speaking and Listening Checklist	Think Aloud After listening to a selection or presentation teacher models a think aloud. Students then repeat the think aloud procedure.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	L.CN.03.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.2 Analyze the impact of variables on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 4.2 Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning informal and informal	*Harcourt Index Page R74: Verbal and Nonverbal Communication, Using Effectively	*Collins Writing Type 2: Compare and Contrast *MLPP: Oral Language *Harcourt Speaking and Listening Checklist	Small Group View a presentation identify the verbal/nonverbal strategies, categorize them and discuss their impact.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	L.RP.03.01 Listen to or view and discuss a variety of genres and compare their responses to those of their peers.	Listening & Viewing: Response	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 12.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.	*Harcourt Index Page R74: Comparing Texts	*Venn Diagram *Harcourt Speaking and Listening Checklist	Recorded Book Small groups listen to a teacher selected text. The then generate a responses to the specific genre. Groups then compare responses.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	L.RP.03.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Listening & Viewing: Response	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 8.4	*Harcourt Index Page R75: Responding to Selections	*Teacher observation for Harcourt literature selections. *Response Journals *Harcourt Speaking and Listening Checklist	Recorded Books Provide a variety of both classic and contemporary texts on tape with a teacher created template of responses to be completed after listening.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	L.RP.03.03 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.	Listening & Viewing: Response	1: All students will read and comprehend general and technical material. 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state of country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing,	*Harcourt Index Page R73: Listening Comprehension	*Harcourt Presentation Rubric *Response Journals	Recorded Books Provide a variety of both classic and contemporary texts on tape with a teacher created template of responses to be completed after listening.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	L.RP.03.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	Listening & Viewing: Response	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state of country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 9.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts. 10.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.	*Harcourt Index Page R75: Response	*Harcourt Speaking and Listening Checklist	Note Taking Template Provide a teacher created template to take notes while listening. Use the template to organize thoughts while responding orally.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
	NASL	R.WS.03.01 Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.4 Enjoy multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.	*Harcourt Index Pages R69: Decoding and Phonics: Decoding Long Words and R87: Word Study: Semantic Feature Analysis.	*DIBELS *Read backs *AR Quizzes *Checklist of Vocabulary Words *MLPP: Sight Word/Decodable Word List, Word Lists *ITBS	Language Master Record vocabulary words for individual practice. Word Tapes Create tapes with vocabulary words for individual practice.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.WS.03.02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, menus, periodicals, and reference materials. 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.1 Use a combination of	*Harcourt Index Pages R69: Decoding and Phonics: Decoding Long Words and R87: Word Study: Semantic Feature Analysis.	*DIBELS *Read backs *AR Quizzes *Checklist of Vocabulary Words *MLPP: Oral Reading/Fluency *ITBS	<p>Language Master Record vocabulary words for individual practice.</p> <p>Word Tapes Create tapes with vocabulary words for individual practice.</p>

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	R.WS.03.05 Progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, menus, periodicals, and reference materials.	*Harcourt High Frequency Word Activities, Teacher Created Word Ring and Word Wall Activities	*Checklist of Dolch Words/Vocabulary *ITBS	Language Master Record vocabulary words for individual practice. Word Tapes Create tapes with vocabulary words for individual practice.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	R.WS.03.06 Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) —knowledge of language —sound/symbol/structural relationships —context.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.2	*Harcourt Index Page R82: Strategies Good Readers Use	*DIBELS *Progress Monitoring *Running Record *MLPP: Oral Reading/Fluency *ITBS	Language Master Record vocabulary words for individual practice. Word Tapes Create tapes with vocabulary words for individual practice.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.NT.03.01 Explain how characters in literature and other text express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. 5.3 Demonstrate an awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair. 5.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair. 8.2	*Harcourt Index Page R74: Characters' Feelings and Actions	*Collins Writing FCAs: Compare and Contrast	Recorded Books Allow students to listen to classic and contemporary texts. Assign 1 character for the group to focus on while listening. Discuss the character as a group. Record the discussion.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.NT.03.03 Identify and describe characters' thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral (e.g., fable) in a narrative text.	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. 5.3 Demonstrate an awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair. 8.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy. 9.1 Explore and reflect on	*Harcourt Index Page R74: Characters' Motivations	*Character Map	Recorded Books Allow students to listen to recorded narrative texts. As a group do a character analysis, identify the main idea and the lesson/moral.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.IT.03.02 Identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive).	Reading: Informational Text	1: All students will read and comprehend general and technical material. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities b creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television, programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas. 9.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.	*Harcourt Index Page R70: Expository Nonfiction	*Harcourt Informational Text Pattern Worksheets *Teacher created text pattern tests. *Informational Text Pattern Response Cards	Venn Diagram Pocket Chart In a small group use a Venn diagram pocket chart to work on comparing and contrasting a story and selection.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.IT.03.03 Explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.	Reading: Informational Text	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television, programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey	*Harcourt Index Page R85; Main Idea and Details R80: Reference Sources	*Students label a provided blank text. *Response Journals	Post It Notes In a small group use post it notes to identify the title, heading subheading, etc. in a teacher selected book. Select one to discuss the influence on understanding.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.CM.03.01 Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	Reading: Comprehension	1: All students will read and comprehend general and technical material. 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 2.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources,	*Harcourt Index Page R67: Prior Knowledge, Use to Make Sense of Texts	*Journal Entries *MLPP: Comprehension *ITBS	Graphic Organizer In a small group, use a common experience (field trip, assembly, etc) to complete a graphic organizer to generate and organize thoughts.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.CM.03.02 Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.	Reading: Comprehension	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing	*Harcourt Index Page R67: Summarize and Retell Text Selections	*Flip Books *Graphic Organizers *Pocket Chart *Harcourt Worksheets *MLPP: Comprehension *DIBELS: Oral Reading/Retell Fluency	Post It Notes Student will use post-it notes at the end of each paragraph/page to summarize. After the reading selection has been completed, the notes can then be used to organize thoughts.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.CM.03.04 Apply significant knowledge from what is read in grade level appropriate science and social studies texts.	Reading: Comprehension	1: All students will read and comprehend general and technical material. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts. 5.5 Describe how characters in literature and other texts from opinions about one another in ways that can be fair and unfair. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas. 10.3 Use oral, written, and visual texts to research how	*Harcourt Index Page R68: Content Areas: Science and Social Studies	*Collins Type 2 Writing: Respond to Questions *MLPP: Comprehension	Recordings Teacher records science and social studies readings to ensure complete understanding for below level readers.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	R.MT.03.01 Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	Reading: Metacognition	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 7.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning. 9.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts. 9.3 Use conclusions based on their understanding of differing views presented in text to support a	*Harcourt Index Page R72: Guided Comprehension	*Teacher Observation During Individual and Guided Readings	Post It Notes Student will use post-it notes at the end of each paragraph/page to summarize. After the reading selection has been completed, the notes can then be used to organize thoughts. Use Strategies Good Readers Use Poster or Bookmark.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	R.MT.03.02 Plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern	Reading: Metacognition	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning. 10.2 Combine skills to reveal	*Harcourt Index Page R72: Guided Comprehension	*Oral Reading *Running Record	Recorded Material Keep reading at an independent level and when necessary to read above independent level provide recordings of the material to support reading deficiencies.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.CS.03.01 Develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.	Reading: Critical Standards	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 6.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 12.1 Develop individual	*Harcourt Index Page R81: Rubrics, Writing R87: Portfolio Opportunity	*Assess with student rubric.	Overhead Practice The teacher creates an overhead of a student's writing. In a small group assess the work using the rubric that has been created by the class.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	R.AT.03.02 Do substantial reading and writing on their own.	Reading: Reading Attitude			*Modeling, Providing Numerous Opportunities and Books of Interest	*Number of writing pieces produced by the student. *MLPP: Literacy Attitudes *Harcourt "Thinking About My Reading and Writing"	Take Home Book System The teacher has in place a system where books can be checked out of the classroom.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	W.GN.03.02 Write poetry based on reading a wide variety of grade level appropriate published poetry.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions. 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining,	*Harcourt Index Page R89: Writing: Poems	*Poetry Checklist	Poetry Template Provide a teacher created poetry template modeled after poetry that has been shared/read in class.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.GN.03.03 Write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g., problem/solution) with a title, heading, subheading, and a table of contents.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts. 5.5 Describe how characters in literature and other texts from opinions about one another in ways that can be fair and unfair. 6.3 Identify the style and characteristics of individual authors,	*Harcourt Index Page R89: Writing: Response	*6 Point Writing Rubric *Report Checklist *Harcourt Writing Rubric	Template Provide a teacher created template with the components of the rubric.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	W.GN.03.04 Use the writing process to produce and present a research project —beginning with a teacher-selected topic —initiating research questions from content area text —using a variety of resources to gather and organize information.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 10.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation. 10.3 Use	*Harcourt Index Page R89: Writing: Research Report	*Research Project Rubric	Small Group Model in a small group generating questions from a topic. After modeling, allow pairs of students to generate questions from a topic. Then move to the individual.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PR.03.02 Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast)	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television, programs, textbooks, and	*Harcourt Index Page R88: Organization R89: Writing Process: Prewriting/Draft	*Completion or Graphic Organizer or Venn Diagram *MLPP: Writing *Harcourt Writing Rubric	Pocket Chart In a small group, use pocket charts to practice generating ideas, sequencing and structure ideas.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PR.03.03 Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization. 2.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.7 Recognize and use texts as models and employ varied techniques to construct meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 4.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts	*Harcourt Index Page R88: Sentence Fluency	*Peer Editing and Feedback *MLPP: Writing *Harcourt Writing Rubric	Small Group In a small group use a student writing to change sentence patterns and lengths. Read it aloud and listen to the effects of the changes.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PR.03.04 Use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 12.2 Develop and apply both	Harcourt Index Page R88: Student Writing Models R89: Paragraphs: Compare/Contrast, Explains, Expository, etc.	*Organizational Pattern Checklist *Harcourt Writing Rubric	Venn Diagram In a small group use a Venn diagram pocket chart to practice compare/contrast use a teacher created topic's).

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PR.03.05 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 11.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to	*Harcourt Index Page R89: Respond Effectively to Others' Writing	*Peer Editing Process *Oral Response Checklist	Model In a small group using a student writing show how to improve the student writing. Focus on one correction area at a time.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PR.03.06 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	Writing: Writing Process			*Harcourt Index Page R87: Connect Reading to Writing R88: Revision R89: Edit/Proofread	*Editing Checklist *6 Point Writing Rubric *MLPP: Writing *Harcourt Writing Rubric	Small Group In a small group, provide each student with a copy of the same writing with the focus on one type of error. Teach the use of one resource for the type of error specified.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.SP.03.01 Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Writing: Spelling	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variable s on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions,	*Harcourt Index Page R82: Spelling	*Harcourt Spelling Tests *MLPP Writing Rubric *MLPP: Hearing/Recording Sounds/Spelling *ITBS	Rainbow Words On a blank piece of paper using one color students write one of their spelling words (in large print). The student then traces over the word with additional colors. While tracing the student is saying the names of the letters and the word. This process continues with all of the spelling words. Spelling Words on Tape Make recordings where the words are spelled out. Language Master Record spelling words for independent practice.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	W.HW.03.01 Write the cursive alphabet.	Writing: Handwriting	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.	*Harcourt Index Page R72: Handwriting and Handwriting Tips	*Teacher Observation or Correct Formation and Spacing in Writing *Handwriting Worksheets	Tactile Practice Use sand trays or tactile letters to practice the letter formation. Raised line paper Use raised line paper to practice of the letters on the papers and within the lines.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	S.CN.03.03 Emphasize key words and vary pace for effect when presenting spoken informational and narrative text.	Speaking: Speaking Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities b creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to	3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and us of emphasis. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 8.4 Identify an use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view. 11.4	*Harcourt Index Page R74: Presentations	*Read back *Teacher Observation During Literature Presentation Experiences *Harcourt Speaking and Listening Checklist	Readers Theatre Teacher provides opportunities for students to read familiar grade level text in readers theatre format.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	S.CN.03.04 Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English.)	Speaking: Speaking Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis. 11.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.	*Harcourt Index Page R74: Presentations	*Presentation Rubric *Readers Theatre	Recorded Presentation The student records the presentation and then shares it with the teacher. The teacher can make suggestions to make the presentation clearer. Student can then rerecord and practice until it is ready for a live presentation.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	S.CN.03.05 Become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership. (They can provide examples of language differences in the region.)	Speaking: Speaking Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.	3.2 Analyze the impact of variable s on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 4.2 Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts.	*Harcourt Diversity Text Selections	*Teacher Observation during shared literature experiences. *Harcourt Speaking and Listening Checklist	Video/Audio Allow students to watch video clips that show the differences and listen to audio tapes that show the difference.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	S.DS.03.01 Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).	Speaking: Spoken Discourse			*Harcourt Index Page R74: Audience, Adjust Presentation For	*Teacher Observation during Literature Circles. *MLPP: Oral Language *Harcourt Speaking and Listening Checklist	Teacher Directed Questions Teacher creates and provides specific questions to guide the discussion.
3rd Quarter	NASL	S.DS.03.02 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience	Speaking: Spoken Discourse			*Harcourt Index Page R74: Retelling	*Response Journals *Graphic Organizers *Harcourt Speaking and Listening Checklist	Flannel Board In a small group us a flannel board to reenact the story highlighting thoughts, setting, plot, etc.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	S.DS.03.03 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings.	Speaking: Spoken Discourse	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 12: All students will develop and apply personal, shared, and academic criteria for the	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts. 5.5 Describe how	*Harcourt Index Page R75: Theme Connections	*Response Journals *Response Rubric *Harcourt Speaking and Listening Checklist	Visual Representation In a small group make a display of several selections. Students will practice making connections, taking a position and sharing understanding.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	L.CN.03.02 Listen and interact appropriately and view knowledgably.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts	3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 12.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices. 12.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.	*Harcourt Index Page R74: Characteristics of Good Listening	*Harcourt Speaking and Listening Checklist	Think Alouds After listening to a selection or presentation teacher models a think aloud. Students then repeat the think aloud procedure.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	L.CN.03.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.2 Analyze the impact of variables on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 4.2 Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning informal and informal	*Harcourt Index Page R74: Verbal and Nonverbal Communication	*Collins Type 2 Writing: Compare and Contrast *MLPP: Oral Language *Harcourt Speaking and Listening Checklist	Small Group View a presentation identify the verbal/nonverbal strategies, categorize them and discuss their impact.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	L.CN.03.04 Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g., mistakes, misspeaks) in the media.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state of country. 3.2 Analyze the impact of variables on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 9.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal	*Harcourt Index Page R75: Media	*Identify facts and opinions in media articles. *Harcourt Speaking and Listening Checklist	Audio and Visual Representations Provide audio and visual examples that small groups can view/listen to and then identify the variables that influence the selection.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	L.RP.03.01 Listen to or view and discuss a variety of genres and compare their responses to those of their peers.	Listening & Viewing: Response	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 12.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.	*Harcourt Index Page R74: Comparing Texts	*Venn Diagram *Harcourt Speaking and Listening Checklist	Recorded Book Small groups listen to a teacher selected text. The then generate a responses to the specific genre. Groups then compare responses.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	L.RP.03.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Listening & Viewing: Response	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 8.4	*Harcourt Index Page R75: Respond to Selections	*Response Journals *Teacher Observation During Daily Literature Experiences *Harcourt Speaking and Listening Checklist	Recorded Books Provide a variety of both classic and contemporary texts on tape with a teacher created template of responses to be completed after listening.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	L.RP.03.03 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.	Listening & Viewing: Response	1: All students will read and comprehend general and technical material. 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state of country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing,	*Harcourt Index Page R73: Listening Comprehension	*Respond in writing or speaking to texts. Response Rubrics. *ITBS *Harcourt Speaking and Listening Checklist	Recorded Books Provide a variety of both classic and contemporary texts on tape with a teacher created template of responses to be completed after listening.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.WS.03.03 Know the meanings of words encountered frequently in grade level reading and oral language contexts.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.	*Harcourt Index Page R86: Vocabulary and Concepts	*Harcourt Vocabulary Tests *Cloze Passages *ITBS	Hot Dot Activity Teacher creates a set of appropriate fill in sentences with vocabulary choices. Use the hot dots to indicate the correct answer so this can be an independent activity.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	R.WS.03.07 Apply the following aspects of fluency- pauses and emphasis, punctuation cues, intonation, and recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, menus, periodicals, and reference materials. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 12.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.	*Harcourt Index Page R74: Oral Reading	*Oral Reading *MLPP: Oral Reading/Fluency *DIBELS: Oral Reading/Retell Fluency *Harcourt Fluency Checks	Readers Theatre Teacher provides opportunities for students to read familiar grade level text in readers theatre format.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.WS.03.08 Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept, mapping, dictionary).	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing.	1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 4.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts. 7.1 Use a combination of strategies when	*Harcourt Index Page R87: Word Study	*Cloze Passage *ITBS	Language Master Record vocabulary words for individual practice. Word Tapes Create tapes with vocabulary words for individual practice.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.NT.03.04 Explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities b creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling,	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 5.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 8.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and	*Harcourt Index Page R74; Authors' Purpose and Perspective	*Collins Type 2 Writing: Assessing Narrative Elements (characters, setting, etc.)	Small Group In a small group complete a teacher created graphic organizer where the students work together to predict and determine point of view.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.IT.03.03 Explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.	Reading: Informational Text	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television, programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey	*Harcourt Index Page R84: Text Structure	*Label provided blank texts.	Post It Notes In a small group use post it notes to identify the title, heading subheading, etc. in a teacher selected book. Select one to discuss the influence on understanding.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.CM.03.01 Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	Reading: Comprehension	1: All students will read and comprehend general and technical material. 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 2.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources,	*Harcourt Index Page R67: Prior Knowledge	*Journals *MLPP: Comprehension *ITBS	Graphic Organizer In a small group, use a common experience (field trip, assembly, etc) to complete a graphic organizer to generate and organize thoughts.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.CM.03.03 Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).	Reading: Comprehension	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 5.2 Describe and discuss the shared human	*Harcourt Index Page R74: Comparing Texts	*Completion of Venn Diagram *MLPP: Comprehension	Graphic Organizer In a small group, use a common experience (field trip, assembly, etc) to complete a graphic organizer to generate and organize thoughts.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.CM.03.04 Apply significant knowledge from what is read in grade level appropriate science and social studies texts.	Reading: Comprehension	1: All students will read and comprehend general and technical material. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts. 5.5 Describe how characters in literature and other texts from opinions about one another in ways that can be fair and unfair. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas. 10.3 Use oral, written, and visual texts to research how	*Harcourt Index Page R68: Content Areas: Science and Social Studies	*Collins Type 2 Writing: Respond to Questions *MLPP: Comprehension	Recordings Teacher records science and social studies readings to ensure complete understanding for below level readers.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	R.MT.03.01 Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	Reading: Metacognition	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 7.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning. 9.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts. 9.3 Use conclusions based on their understanding of differing views presented in text to support a	*Harcourt Index Page R72: Guided Comprehension	*Teacher Observation *MLPP: Oral Reading/Fluency	Post It Notes Student will use post-it notes at the end of each paragraph/page to summarize. After the reading selection has been completed, the notes can then be used to organize thoughts.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	R.MT.03.02 Plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern.	Reading: Metacognition	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning. 10.2 Combine skills to reveal	*Harcourt Index Page R72: Guided Comprehension	*Oral Reading *Running Record *Complete Graphic Organizers if Needed	Recorded Material Keep reading at an independent level and when necessary to read above independent level provide recordings of the material to support reading deficiencies.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.CS.03.01 Develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.	Reading: Critical Standards	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 6.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 12.1 Develop individual	*Harcourt Index Page R81: Writing Rubrics R87: Portfolio Opportunity	*Teacher assesses with student rubric.	Overhead Practice The teacher creates an overhead of a student's writing. In a small group assess the work using the rubric that has been created by the class.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	W.GN.03.01 Write a narrative piece (e.g., fable, folktale, or realistic fiction), using personification, setting, and actions and thoughts that reveal important character traits.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions. 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples	*Harcourt Index Page R89: Writing *6 Traits Writing	*6 Point Writing Rubric *Harcourt Writing Rubric	Template Provide the student with a teacher created template with the necessary components of the writing. Allow students to work in pairs when doing the writing piece.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	W.GN.03.03 Write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g., problem/solution) with a title, heading, subheading, and a table of contents.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities b creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts. 5.5 Describe how characters in literature and other texts from opinions about one another in ways that can be fair and unfair. 6.3 Identify the style and characteristics of individual authors,	*Harcourt Index Page R89: Response to Literature	*6 Point Writing Rubric *Report Checklist *Harcourt Writing Rubric	Template Provide a teacher created template with the components of the rubric.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	W.PR.03.03 Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization. 2.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.7 Recognize and use texts as models and employ varied techniques to construct meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 4.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts	*Harcourt Index Page R88: Sentence Fluency	*Peer Editing and Feedback *MLPP: Writing *Harcourt Writing Rubric	Small Group In a small group use a student writing to change sentence patterns and lengths. Read it aloud and listen to the effects of the changes.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	W.PR.03.04 Use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 12.2 Develop and apply both	*Harcourt Index Page R88: Informative Composition R89: Informational Paragraphs	*Organizational Pattern Checklist *Complete Organizational Pattern Graphic Organizer *Harcourt Writing Rubric	Venn Diagram In a small group use a Venn diagram pocket chart to practice compare/contrast use a teacher created topic's).

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	W.PR.03.05 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., arranging paragraphs, connecting main and supporting ideas, transitions). connecting main and supporting ideas, transitions).	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used communicate through listening, speaking, viewing, reading, and writing. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 11.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to	*Harcourt Index Page R89: Respond Effectively to Others' Writing	*Peer Editing Process *Teacher Checklist	Model In a small group using a student writing show how to improve the student writing. Focus on one correction area at a time.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	W.PS.03.01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).	Writing: Personal Style	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All students will apply knowledge, ideas, and issues drawn from texts to	2.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of vies, and rich descriptions. 4.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of	*Harcourt Index Page R88: Voice	*MLPP: Writing *6 Traits Writing Rubrics *Harcourt Writing Rubric	Small Group In a small group practice creating individual style and voice by using a teacher created sentence/topic that the students use to add their own style and voice. Record responses. 6 Traits Writing.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	W.SP.03.01 Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionary, spell checkers).	Writing: Spelling	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variable s on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions,	*Harcourt Index Page R82: Spelling	*Harcourt Spelling Tests *MLPP Writing Rubric *MLPP: Hearing/Recording Sounds/Spelling *ITBS	Rainbow Words On a blank piece of paper using one color students write one of their spelling words (in large print). The student then traces over the word with additional colors. While tracing the student is saying the names of the letters and the word. This process continues with all of the spelling words. Spelling Words on Tape Make recordings where the words are spelled out. Language Master Record spelling words for independent practice.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	W.HW.03.01 Write the cursive alphabet.	Writing: Handwriting	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.	*Harcourt Index Page R72: Handwriting and Handwriting Tips	*Teacher observation or correct formation and spacing in writing. *Handwriting Worksheets	Tactile Practice Use sand trays or tactile letters to practice the letter formation. Raised line paper Use raised line paper to practice of the letters on the papers and within the lines.
4th Quarter	NASL	W.AT.03.01 Be enthusiastic about writing and learning to write.	Writing: Writing Attitude	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.	*Teacher models multiple examples of writing.	*Teacher Observation *MLPP: Literacy Attitudes *Harcourt "Thinking About My Reading and Writing"	Group Publishing In a small group create and publish writings.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	S.CN.03.05 Become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership. (They can provide examples of language differences in the region.)	Speaking: Speaking Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.	3.2 Analyze the impact of variable s on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 4.2 Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts.	*Harcourt Diversity Text Selections	*Teacher Observation During Daily Discussions and Conversations *Harcourt Speaking and Listening Checklist	Video/Audio Allow students to watch video clips that show the differences and listen to audio tapes that show the difference.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	S.DS.03.01 Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).	Speaking: Spoken Discourse			*Harcourt Index Page R74: Audience, Adjust For	*Teacher Observation During Daily Discussions and Conversations *MLPP: Oral Language *Harcourt Speaking and Listening Checklist	Teacher Directed Questions Teacher creates and provides specific questions to guide the discussion.
4th Quarter	NASL	S.DS.03.02 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.	Speaking: Spoken Discourse			*Harcourt Index Page R74: Retelling	*Response Journals *Graphic Organizers *Harcourt Speaking and Listening Checklist	Flannel Board In a small group us a flannel board to reenact the story highlighting thoughts, setting, plot, etc.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	S.DS.03.04 Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting a variety of resources, and varying the pace for effect.	Speaking: Spoken Discourse	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of	3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 6.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs,	*Harcourt Index Page R74: Presentations	*Harcourt Presentation Rubric *Harcourt Speaking and Listening Checklist	Template Provide the student with the organizational pattern in a template.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	L.CN.03.04 Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g., mistakes, misspeaks) in the media.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state of country. 3.2 Analyze the impact of variable s on components of the communicating process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 9.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal	*Harcourt Index Page R73: Listening to Gain Information	*Harcourt Speaking and Listening Checklist	Audio and Visual Representations Provide audio and visual examples that small groups can view/listen to and then identify the variables that influence the selection.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	L.RP.03.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Listening & Viewing: Response	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 8.4	*Harcourt Index Page R75: Responding to Selections	*Response Journals *Teacher Observation *Harcourt Speaking and Listening Checklist	Recorded Books Provide a variety of both classic and contemporary texts on tape with a teacher created template of responses to be completed after listening.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	L.RP.03.03 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.	Listening & Viewing: Response	1: All students will read and comprehend general and technical material. 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state of country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating tests. Examples include summarizing,	*Harcourt Index Page R73: Listening Comprehension	*Response Journals *Harcourt Speaking and Listening Checklist *ITBS	Recorded Books Provide a variety of both classic and contemporary texts on tape with a teacher created template of responses to be completed after listening.