Cambria Heights School District Curriculum

Course Name	English Language Arts
Grade Level	Third grade

1.1	Foundational Skills **Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**			
Key Concepts		**Standard** **(Descriptor)**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Book Handling				
Print Concepts				
Phonological Awareness				
Phonics and Word Recognition	• How do decoding strategies help a reader to read unknown words? • How does a sight word vocabulary support a reader's development?	Know and apply grade level phonics and word analysis skills in decoding words. ○ Identify and know the meaning of the most common prefixes and derivational suffixes. ○ Decode words with common Latin suffixes. ○ Decode multisyllable words. ○ Read grade-appropriate irregularly spelled words.		Decoding strategies Prefix Suffix Root word Syllables Multisyllabic
Fluency	How does reading fluently support a reader's comprehension?	Read with accuracy and fluency to support comprehension: ○ Read on-level text with purpose and understanding. ○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ○ Use context to confirm or self-correct word		Fluency Accuracy Rate Expression Comprehen-

		recognition and understanding, rereading as necessary.		sion Rereading Self-correct

		Reading Informational Text		
1.2		**Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**		
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Key Ideas and Details				
Main Idea	How do main ideas and details help a reader create meaning?	Determine the main idea of a text; recount the key details and explain how they support the main idea	**E03.B-K.1.1.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.	Main idea Details Retell
Text Analysis	How can a reader show that they understand a text?	Ask and answer questions about the text and make inferences from text; refer to text to support responses Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	**E03.B-K.1.1.1** Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **E03.B-K.1.1.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Inference Sequence Cause Effect Events
Craft and Structure				
Point of View	How does the author convey their thoughts or feelings about a topic?	Explain the point of view of the author.	**E03.B-C.2.1.1** Explain the point of view from which a text is written.	Perspective Point of view
Text Structure	How do the text features help a reader gain meaning?	Use text features and search tools to locate and interpret information	**E03.B-C.2.1.2** Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Text features Search tools
Vocabulary	How does a reader determine the meanings of unknown and multiple-meaning words?	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of	**E03.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases	Affix Root word Phrases

			based on grade 3 reading and content, choosing flexibly from a range of strategies.
			    a. Use context as a clue to the meaning of a word or phrase.
			    b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
			    c. Determine the meaning of general academic and domain-specific words and phrases used in a text.
			    d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
			
			E03.B-V.4.1.2
			Demonstrate understanding of word relationships and nuances in word meanings.
			    a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
			    b. Distinguish shades of meaning among related words (e.g., *knew, believed, suspected, heard, wondered*).
				Context clues
				Multiple-meaning words

		meaning among related words.		
Integration of Knowledge and Ideas				
Diverse Media	How do the text features help a reader gain meaning from the text?	Use information gained from text features to demonstrate understanding of a text.	**E03.B-C.3.1.3** Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Text features Illustrations Maps Photographs
Evaluating Arguments	How does the author support specific points in a text?	• Describe how an author connects sentences and paragraphs in a text to support particular points.	**E03.B-C.3.1.1** Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Points Support
Analysis Across Texts	How does a reader compare and contrast two texts on the same topic?	Compare and contrast the most important points and key details presented in two texts on the same topic.	**E03.B-C.3.1.2** Compare and contrast the most important points and key details presented in two texts	Compare Contrast

			on the same topic.	
Vocabulary Acquisition and Use	How does a reader determine the meaning of unknown and multiple-meaning words? How does a reader demonstrate their understanding of new vocabulary?	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	**E03.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 　e.　Use context as a clue to the meaning of a word or phrase. 　f.　Determine the meaning of the new word formed when a known affix is added to a 　　 known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). 　g.　Determine the meaning of general academic and domain-specific words and phrases used in a text. 　h.　Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). **E03.B-V.4.1.2** Demonstrate understanding of word relationships and nuances in word meanings. 　a.　Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). 　b.　b. Distinguish shades of meaning among related words (e.g., *knew, believed, suspected, heard, wondered*).	Affix Context Root word Phrases Context clues
Range of Reading and Text Complexity	Why is it important to read a variety of non-fiction texts independently and proficiently?	• Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.		Literary non-fiction Informational

	Reading Literature			
1.3	**Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Key Ideas and Details				
Text Analysis	How can a reader show that they understand what they are reading?	•		
Literary Elements	How do the actions of a character contribute to the sequence of events?			
Theme	•			
	How does a reader determine the theme of a story?	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	**E03.A-K.1.1.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Inference

Craft and Structure

Point of View	• How does a reader explain the point of view in a story?	• Describe characters in a story and explain how their actions contribute to the sequence of events.	Explain the point of view of the author.	**E03.A-K.1.1.3** Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. **Note:** "Story" means narration of events told through the text types of story, drama, or poem. **E03.A-K.1.1.2** Recount poems, dramas, or stories, including fables, folktales,
		Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.		

and myths from diverse cultures;

determine the central message, lesson, or moral

and explain how it is conveyed through key details in the text.

Characters
Actions
Sequence
Events

E03.A-C.2.1.1
Explain the point of view from which a story is narrated, including the difference between first and
third-person narrations.

Theme
Central
   Message
Moral
Lesson

Point of view First person Third person
Narrator

Text Structure	How do the text structures help a reader gain meaning from a story?	Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.		Chapter Scene Stanza
Vocabulary	How does a reader determine the meaning of unknown and multiple-meaning words?	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	**E03.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). **E03.A-V.4.1.2** Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).	Affix Context clues Root word Phrases
Integration of Knowledge and Ideas				
Sources of Information	How does a reader use the illustrations to gain meaning?	• Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		Illustrations Connections
Text Analysis	How does a reader compare and contrast stories by the same author about the same or similar characters?	• Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. books in a series)	Compare Contrast Theme Plot Settings Characters

Vocabulary Acquisition and Use	How does a reader determine the meaning of unknown or multiple meaning words?
	
	How does a reader demonstrate their understanding of new vocabulary?
		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	**E03.A-V.4.1.1**
			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
			  a. Use context as a clue to the meaning of a word or phrase.
			  b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
			  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
			
			E03.A-V.4.1.2
			Demonstrate understanding of word relationships and nuances in word meanings.
			  a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
			  b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).
				Context
				Affix Root
				word
				Phrases

Strategies	• What strategies does a reader use to determine the meaning of unknown or multiple meaning words?	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.	**E03.B-V.4.1.1**
			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
			  a. Use context as a clue to the meaning of a word or phrase.
			  b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless, heat/preheat*).
			  c. Determine the meaning of general academic and domain-specific words and phrases used in a text.
			  d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
				Context
				Affix
				Root Word
				Phrases

Range of Reading and Text	Why is it important for readers to read a variety of literary fiction independently and proficiently?	Read and comprehend literary fiction on grade level, reading independently and proficiently.		Literary fiction

Complexity				
1.4		**Writing** **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**		
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Informative /Explanatory Writing		**Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**		
Focus	How does a writer identify their topic? How does a writer introduce their topic for the intended audience?	• Identify and introduce the topic.	**E03.C.1.2.1** Introduce a topic for the intended audience and group related information together to support the writer's purpose.	Introduce Topic Purpose Audience
Content	How does a writer develop their topic?	• Develop the topic with facts, definitions, details, and illustrations, as appropriate.	**E03.C.1.2.2** Develop the topic with facts, definitions, and/or details.	Facts Definitions Details Illustrations
Organization	How do writers organize their information? How do writers use linking words in their writing?	• Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.	**E03.C.1.2.1** Introduce a topic for the intended audience and group related information together to support the writer's purpose. E03.C.1.2.3 Use linking words and phrases to connect ideas within categories of information\ E03.C.1.2.4 Provide a concluding statement or section.	Linking words Introduction Body Conclusion
Conventions	Why is it important for writers to use correct grammar, spelling, and punctuation?	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	**E03.D.1.1.1** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **E03.D.1.1.2**	Capitalization Conventions Commas Address Quotation

			Form and use regular and irregular plural nouns. **E03.D.1.1.3** Use abstract nouns (e.g., *childhood*). **E03.D.1.1.4** Form and use regular and irregular verbs. **E03.D.1.1.5** Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. **E03.D.1.1.6** Ensure subject-verb and pronoun-antecedent agreement. * **E03.D.1.1.7** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **E03.D.1.1.8** Use coordinating and subordinating conjunctions. **E03.D.1.1.9** Produce simple, compound, and complex sentences. **E03.D.1.2.1** Capitalize appropriate words in titles. **E03.D.1.2.2** Use commas in addresses. **E03.D.1.2.3** Use commas and quotation marks in dialogue. **E03.D.1.2.4** Form and use possessives. **E03.D.1.2.5** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*). **E03.D.1.2.6** Use spelling patterns and generalizations (e.g., word families, position-based spellings,	Marks Dialogue Possessives

			syllable patterns, ending rules, meaningful word parts) in writing words.	
Style	How does a writer create style?	• Choose words and phrases for effect.	**E03.D.2.1.1** Choose words and phrases for effect.	Word choice Style Voice
Opinion/ Argumentative Writing		**Write opinion pieces on familiar topics or texts.**		
Focus	How does a writer introduce their topic for the intended audience? How does a writer state an opinion on a topic?	• Introduce the topic and state an opinion on the topic.	**E03.C.1.1.1** Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose	Opinion Purpose Audience
Content	How does a writer support their opinions with reasons?	Support an opinion with reasons that include details connected to the opinion.	**E03.C.1.1.2** Provide reasons that support the opinion.	Reasons Opinion
Organization	How does a writer create a logical order? How does a writer use linking words to connect their opinions and reasons?	Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	**E03.C.1.1.1** Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose. **E03.C.1.1.3** Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect an opinion and reasons. **E03.C.1.1.4** Provide a concluding statement or section.	Linking words Introduction Body Conclusion
Conventions	• Why is it important for writers to use correct grammar, spelling, and punctuation?	• Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	**E03.D.1.1.1** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **E03.D.1.1.2** Form and use regular and irregular plural nouns. **E03.D.1.1.3** Use abstract nouns (e.g., *childhood*). **E03.D.1.1.4** Form and use regular and irregular verbs. **E03.D.1.1.5**	Conventions Nouns Pronouns Verbs Adjectives Adverbs Regular and irregular nouns Abstract nouns Regular and irregular verbs Verb tenses

			Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.	Antecedent
				Superlative adjectives and adverbs
			E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. *	
				Comparative adjectives and adverbs
			E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Coordinating conjunctions
			E03.D.1.1.8 Use coordinating and subordinating conjunctions.	Subordinating conjunctions
			E03.D.1.1.9 Produce simple, compound, and complex sentences.	Simple sentence
			E03.D.1.2.1 Capitalize appropriate words in titles.	Compound sentence
			E03.D.1.2.2 Use commas in addresses.	Complex sentence
			E03.D.1.2.3 Use commas and quotation marks in dialogue.	Titles Dialogue Addresses
			E03.D.1.2.4 Form and use possessives.	Commas Possessives Quotation Marks Titles Capitalization
			E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).	
			E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	

Style	How does a writer create style?	Use a variety of words and sentence types to appeal to the audience.	**E03.D.2.1.1** Choose words and phrases for effect.	Word choice Voice Sentence types
Narrative Writing		**Write narratives to develop real or imagined experiences or events.**		
Focus	• How does a writer establish the situation of their story? • How does a writer introduce the narrator and/or characters in a story?	• Establish a situation and introduce a narrator and/or characters.	**E03.C.1.3.1** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	Topic Plot Characters Narrator Events
Content	• How does a writer develop their story?	• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**E03.C.1.3.2** Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.	Details Descriptions Dialogue Actions Events
Organization	• How does a writer organize the events of their story? • How does a writer use time-order words to signal the order of events?	Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.	**E03.C.1.3.1** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. **E03.C.1.3.3** Use temporal words and phrases to signal event order. **E03.C.1.3.4** Provide a sense of closure.	Sequence Transitions Closure Time-order words Events
Conventions	• Why is it important for writers to use correct grammar, spelling, and punctuation?	• Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	**E03.D.1.1.1** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **E03.D.1.1.2** Form and use regular and irregular plural nouns. **E03.D.1.1.3** Use abstract nouns (e.g., *childhood*). **E03.D.1.1.4**	Nouns Pronouns Verbs Adjectives Adverbs Regular plural nouns Irregular plural nouns Abstract nouns Irregular verbs

			Form and use regular and irregular verbs.	Verb tenses
				Antecedent
			E03.D.1.1.5	Comparative adjectives
			Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.	
				Comparative adverbs
			E03.D.1.1.6	
			Ensure subject-verb and pronoun-antecedent agreement. *	Superlative adjectives
			E03.D.1.1.7	
			Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Superlative adverbs
			E03.D.1.1.8	Coordinating conjunctions
			Use coordinating and subordinating conjunctions.	
			E03.D.1.1.9	Subordinating conjunctions
			Produce simple, compound, and complex sentences.	
			E03.D.1.2.1	Simple sentences
			Capitalize appropriate words in titles.	
			E03.D.1.2.2	Compound sentences
			Use commas in addresses.	
			E03.D.1.2.3	Complex sentences
			Use commas and quotation marks in dialogue.	
			E03.D.1.2.4	Capitalization
			Form and use possessives.	Commas
			E03.D.1.2.5	Quotation Marks
			Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).	Dialgoue Possessives
			E03.D.1.2.6	
			Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
Style	How does a writer create style?	Choose words and phrases for effect.	**E03.D.2.1.1** Choose words and phrases for effect.	Word choice Style Voice

Response to Literature	How does a writer create a written response to what they read?	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.		Analyze Reflect Research Evidence
Production and Distribution of Writing	How does collaborating with adults or peers help a writer improve their work?	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		Collaboration Conference Peers Writing process Revise Edit Plan
Technology and Publication	How does technology help a writer produce or publish their work?	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		Technology Publish
Conducting Research	How does a writer build their knowledge about a topic?	Conduct short research projects that build knowledge about a topic.		Research
Credibility, Reliability, and Validity of Sources	How does a writer gather information from various sources? How does a writer take brief notes on sources? How does a write sort evidence into categories?	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		Research Sources Credible Categories Notes
Range of Writing	Why is it important for writers to routinely write a variety of pieces over a period of time?	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.		Task Purpose Research Reflection Revision Audience Writing Stamina

	Speaking and Listening			
1.5	**Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Comprehension and Collaboration				
Collaborative Discussions	How does a student communicate effectively with others?	• Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.		Communicate Express Ideas
Integrate and Evaluating Information	How does a student determine the main idea and details of a story that is read aloud? How does a student acquire information from a variety of formats?	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.		Main idea Details Visual media Oral media Quantitative media
Evaluating Information	How does a student ask and answer questions about information from a speaker?	Ask and answer questions about information from a speaker, offering appropriate detail.		Details
Presentation of Knowledge and Ideas	How does a student use the elements or oral fluency to effectively share their knowledge or experiences with others?	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.		Report Volume Pace Pronunciation
Integration of Knowledge and Ideas				
Multimedia and Ideas	• How does a student use audio and visual displays to present their knowledge to others?	• Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		Audio Visual
Content and Ideas	• Why is it important for a student to use complete sentences in appropriate speaking situations?	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		Complete sentences

Conventions of Standard English	How does a student demonstrate command of Standard English when speaking?	Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.		Standard English