

GRADE LEVEL CONTENT EXPECTATIONS

3 ELA

v.12.05

READING

WRITING

SPEAKING

LISTENING

VIEWING

Welcome to Michigan's K-8 Grade Level Content Expectations

Purpose & Overview

In 2004, the Michigan Department of Education embraced the challenge of creating Grade Level Content Expectations in response to the federal No Child Left Behind Act of 2001. This act mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content.

In this global economy, it is essential that Michigan students possess personal, social, occupational, civic, and quantitative literacy. Mastery of the knowledge and essential skills defined in Michigan's Grade Level Content Expectations will increase students' ability to be successful academically, contribute to the future businesses that employ them and the communities in which they choose to live.

The **Grade Level Content Expectations** build from the Michigan Curriculum Framework and its Teaching and Assessment Standards. Reflecting best practices and current research, they provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school.

Why Create a 12.05 Version of the Expectations?

The Office of School Improvement is committed to creating the best possible product for educators. This commitment served as the impetus for the revision of the 6.04 edition that was previously released in June of 2004. This new version, v.12.05, refines and clarifies the original expectations, while preserving their essence and original intent. As education continues to evolve, it is important to remember that each curriculum document should be considered as a work in progress, and will continue to be refined to improve the quality.

The revision process greatly improved the continuity from one grade to the next, and better ensured coherence both in content and pedagogy. To obtain more specific details about the revisions, please refer to the addendum included in this document. The forward of the ***Across the Grades v.12.05*** companion document also clarifies the types of changes made. Educators can access the *Across the Grades* companion document by visiting the Michigan Department of Education Grade Level Content Expectations web page at www.michigan.gov/glce.

Assessment

The Grade Level Content Expectations document is intended to be a state assessment tool with the expectations written to convey expected performances by students. The Office of Assessment and Accountability was involved in the development of version 12.05 and has incorporated the changes in the construction of test and item specifications for the K-8 Michigan Education Assessment Program (MEAP) and MI-Access. This updated version will assist us in the creation of companion documents, content examples, and to guide program planners in focusing resources and energy.

Curriculum

Using this document as a focal point in the school improvement process, schools and districts can generate conversations among stakeholders concerning current policies and practices to consider ways to improve and enhance student achievement. Together, stakeholders can use these expectations to guide curricular and instructional decisions, identify professional development needs, and assess student achievement.

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown below. The skills and content addressed in these expectations will in practice be woven together into a coherent, English language arts curriculum. Beyond the English language arts curriculum, students will use the skills and processes to support learning in all content areas.

To allow for ease in referencing expectations, each expectation has been coded with a strand, domain, grade-level, and expectation number. For example, **R.NT.00.01** indicates:

R - Reading Strand

NT - Narrative Text Domain

00 - Kindergarten Expectation

01 - First Expectation in the Grade-Level Narrative Text Domain

Strand 1 Reading	Strand 2 Writing	Strand 3 Speaking	Strand 4 Listening & Viewing
Domains			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency (FL) Narrative Text (NT) Informational Text (IT) Comprehension (CM) Metacognition (MT) Critical Standards (CS) Reading Attitude (AT)	Genre (GN) Process (PR) Personal Style (PS) Grammar & Usage (GR) Spelling (SP) Handwriting (HW) Writing Attitude (AT)	Conventions (CN) Discourse (DS)	Conventions (CN) Response (RP)

Preparing Students for Academic Success

Within the hands of teachers, the Grade Level Content Expectations are converted into exciting and engaging learning for Michigan's students. As we use these expectations to develop units of instruction and plan instructional delivery, it is critical to keep in mind that content knowledge alone is not sufficient for academic success. Students must be able to apply knowledge in new situations, to solve problems by generating new ideas, and to make connections between what they learn in class to the world around them. The art of teaching is what makes the content of learning become a reality.

Through the collaborative efforts of Michigan educators and creation of professional learning communities, we can enable our young people to attain the highest standards, and thereby open doors for them to have fulfilling and successful lives.

Word Recognition*Students will...*

R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.03.04 automatically recognize the 220 Dolch basic sight words and 95 common nouns.

R.WS.03.05 make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.

R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.

Fluency*Students will...*

R.WS.03.07 apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text.

Vocabulary*Students will...*

R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Narrative Text*Students will...*

R.NT.03.01 explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.

R.NT.03.02 identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.

R.NT.03.03 identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

R.NT.03.04 explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.

Informational Text

Students will...

R.IT.03.01 identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.

R.IT.03.02 identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.

R.IT.03.03 explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.

Comprehension

Students will...

R.CM.03.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.03.02 retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

R.CM.03.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

R.CM.03.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

Metacognition

Students will...

R.MT.03.01 self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.

R.MT.03.02 plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.

Critical Standards

Students will...

R.CS.03.01 develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.

Reading Attitude

Students will...

R.AT.03.01 be enthusiastic about reading and do substantial reading and writing on their own.

WRITING

Writing Genre

Students will...

W.GN.03.01 write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.

W.GN.03.02 write poetry based on reading a wide variety of grade-appropriate poetry.

W.GN.03.03 write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.

W.GN.03.04 use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.

Writing Process

Students will...

W.PR.03.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.03.02 apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).

W.PR.03.03 draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution).

W.PR.03.04 revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.

Personal Style

Students will...

W.PS.03.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).

Grammar and Usage

Students will...

W.GR.03.01 in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Spelling

Students will...

W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Handwriting

Students will...

W.HW.03.01 fluently and legibly write the cursive alphabet.

Writing Attitude

Students will...

W.AT.03.01 be enthusiastic about writing and learning to write.

SPEAKING

Conventions

Students will...

S.CN.03.01 use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.

S.CN.03.02 adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.

S.CN.03.03 speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.

S.CN.03.04 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

S.CN.03.05 understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.

Discourse

Students will...

S.DS.03.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

S.DS.03.02 discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' 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.

S.DS.03.03 respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

S.DS.03.04 plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.

**LISTENING
& VIEWING**

Conventions

Students will...

L.CN.03.01 ask substantive questions of the speaker that will provide additional elaboration and details.

L.CN.03.02 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

L.CN.03.03 distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.

L.CN.03.04 be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media.

Response

Students will...

L.RP.03.01 listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.

L.RP.03.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

L.RP.03.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

L.RP.03.04 combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).

L.RP.03.05 respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.