Grade 3 English Language Arts Standards

Comparison Tool for Standards Transition

Updated June 2012

This document can be used to assist educators in analyzing the commonalities and differences between the new Alaska English Language Arts (ELA) standards and the Fourth Edition (Grade Level Expectations). This document is a first start toward a transition and districts may choose to augment with more detail.

The first column contains the new ELA standards. The second column shows the Grade Level Expectations (GLEs) that align to the new standards. The third column provides comments, usually highlighting differences between the new standards and GLEs that align in higher grades. Additionally, the comments may include a notation about an increase in rigor. Rigor may be defined as a standard that requires deeper understanding, higher order thinking, expanded analytical processes, or simply a skill introduced at an earlier grade.

Note that some GLEs are coded with an L. This signifies that the GLE was not assessed on the statewide assessment; it was to be assessed at the local level. No new standards are identified as being for local assessment. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

In most cases there are not complete matches between the two sets of standards, and it should not be assumed that either the content or skills found in one set of standards will match completely with those of the other set.

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **2.** Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.  Any aligned GLE found in the higher grades will need to be absorbed in the lower grade as part of the transition.  GLEs are coded with an L. This signifies that the GLE was assessed at the local level. | **[3] 1.4.1** Retelling or dramatizing a story after reading it (L)  **[3] 1.4.2** Restating information after reading a text or identifying accurate restatements | GLEs do not require identification of message, theme, or purpose until grade 4.  **[4] 2.10.1** Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards)  The new standard specifies explaining how the author’s purpose, message, lesson or moral is conveyed. This is an increase in rigor. |

The new standards represent a shift in the purpose of the standards. They are more instructional in nature, intended to guide classroom curriculum. The new standards do not serve as an assessment document unlike the GLEs. The Department with the support of stakeholders will prepare an assessment framework which will guide the development of the new assessments. The new standards will be assessed starting spring 2016. Until then, all districts will continue administering the Standards Based Assessments aligned to the GLEs through spring 2015.

A table at the end of each content area shows the GLEs not matched to the new standards. The comment column indicates where the GLE may be matched to a new standard in a lower or higher grade. Although some GLEs will be taught at other grade levels, teachers must provide opportunities for these GLEs to be reviewed in preparation for the spring Standards Based Assessments through spring 2015.

| **Grade 3 Reading GLEs not matched to new standards** | **Comments** |
| --- | --- |
| **[3] 1.1.2** Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms. (L) | When blank - No match found |
| **[3]1.7.2** The student analyzes content and structure of genres by identifying use of dialogue or rhyme in common forms of text | Dialogue and rhyme are addressed in Grade 2 of the new standards:  **2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  **2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

Local GLEs do not appear on the SBAs.

This GLE must be reviewed prior to the SBA through spring 2015.

Finally, the new standards for each grade level define what students should understand and be able to do by the end of each grade. They correspond to Anchor Standards by number. The Anchor Standards are broad standards; the standards articulated at each grade level provide additional specificity. Together they define the skills and understandings that all students must demonstrate. For instance, Anchor Standard number one for Reading is, “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.” All the number one reading standards for each grade will be about making logical inferences about text and citing textual evidence to support conclusions drawn from the text. The Anchor Standards for Reading, Writing, Speaking and Listening, and Language are included on the following pages.

# Alaska Anchor Standards for Reading Grades K-12

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend a range of complex literary and informational texts independently and proficiently.

# Alaska Anchor Standards for Writing Grades K-12

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5**.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. 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 tasks, purposes, and audiences.

# Alaska Anchor Standards for Speaking and Listening Grades K-12

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety o

# Alaska Anchor Standards for Language Grades K-12

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Alaska New Reading Standards**

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **1.** Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers. | **[3] 1.2.1** Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions  **[3] 1.2.2** Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother’s clothing, why are mother bears dangerous, what will happen next), or rereading. (e.g., for clarification, confirmation, correction) (L)  **[3] 1.2.3**. Making simple inferences (e.g., predicts logical outcomes) | The new standards are a good match with the GLEs. |
| **2.** Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures. | **[3] 1.4.1** Retelling or dramatizing a story after reading it (L)  **[3] 1.4.2** Restating information after reading a text or identifying accurate restatements | GLEs do not require identification of message, theme, or purpose until grade 4.  **[4] 2.10.1** Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards)  The new standard specifies explaining how the author’s purpose, message, lesson or moral is conveyed. This is an increase in rigor. |
| **3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem). | **[3] 1.8.1** Identifying or describing problem and solution, maincharacters, and setting in fiction. | The new standard requires explaining how characters’ actions contribute to the sequence of events. Students are being asked to describe, explain and analyze. This is an increase in rigor. |
| **Craft and Structure** |  |  |
| **4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales). | NEW – not addressed in the GLEs | Figurative language is in the grade 4 GLEs.  **[4] 2.7.3** Identifying use of literary elements and devices (i.e., dialogue, rhyme, alliteration, or simile) (L) |
| **5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | NEW – not addressed in the GLEs | The GLEs do not examine the structure of text to the degree that is specified by Reading Anchor Standard 5, “analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.” |
| **6.** Distinguish their own point of view from that of the narrator or those of the characters. | NEW – not addressed in the GLEs | Point of view is not referenced in the GLEs until grade 5.  **[5] 2.8.1** Identifying or describing in fiction  • plot (e.g., main conflict or problem, sequence of events, resolution)  • settings (e.g., how it affects the characters or plot)  • characters (e.g., physical characteristics, personality traits, motivation)  • point of view (who is telling the story) |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** Explain how specific aspects of 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). | NEW – not addressed in the GLEs | Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** (Not applicable to literature) |  |  |
| **9.** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | NEW – not addressed in the GLEs | GLEs do not require comparing and contrasting plots and settings until grade 4.  **[4] 2.8.2** Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors (L) |
| **Range of Reading and Level of Text Complexity** |  |  |
| **10.** By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range. | NEW – not addressed in the GLEs | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” does not have a counterpart in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **New Reading Standards for Informational Text** | **Grade Level Expectations** | | **Comment** |
| --- | --- | --- | --- |
| **Key Ideas and Details** |  | | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **1.** Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers. | **[3] 1.2.1** Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions  **[3] 1.2.2** Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother’s clothing, why are mother bears dangerous, what will happen next), or rereading. (e.g., for clarification, confirmation, correction) (**L**)  **[3] 1.2.3**. Making simple inferences (e.g., predicts logical outcomes) | | The new standards are a good match with the GLEs. |
| **2.** Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea. | **[3] 1.4.2** Restating information after reading a text or identifying accurate restatements  **[3] 1.5**.1 Identifying the main idea or central concept in various types of text | | The new standards are a good match with the GLEs. |
| **3.** Describe the relationship or connection among 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. | **[3] 1.10.1** Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others (e.g., sister helps in toy drive), L] or other texts (e.g., the March sisters helped others in need)  **[3] 1.10.2** Locating details in text to illustrate relevant connections between [personal experience, experience of others, or L] other texts | | The new standard specifies describing the relationship or connection among historical events, scientific ideas, or steps in technical procedures. |
| **Craft and Structure** |  | |  |
| **4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. | **[3] 1.1.4** Identifying words by using context clues (e.g., “canoe” in a story about fishing) | | The new standard provides a general expectation regarding vocabulary acquisition. |
| **5.** Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | **[3] 1.1.3** Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles) | | The new standard includes search tools and digital media in addition to text features to locate information relevant to a given topic. |
| **6.** Determine author’s purpose; distinguish own point of view from that of the author of a text. | NEW – not addressed in the GLEs | | Point of view is not referenced in the GLEs until grade 5.  **[5] 2.8.1** Identifying or describing in fiction  • plot (e.g., main conflict or problem, sequence of events, resolution)  • settings (e.g., how it affects the characters or plot)  • characters (e.g., physical characteristics, personality traits, motivation)  • point of view (who is telling the story) |
| **Integration of Knowledge and Ideas** | |  |  |
| **7.** Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | | **[3] 1.1.3** Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles) | The new standards are a good match with the GLEs. |
| **8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | | NEW – not addressed in the GLEs | GLEs do not require this. |
| **9.** Compare and contrast the most important points and key details presented in two texts on the same topic or related topics. | | **[3] 1.10.1** Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others (e.g., sister helps in toy drive), L] or other texts (e.g., the March sisters helped others in need) | The new standard requires students to compare and contrast the most important points and key details in two texts instead of making connection. The GLEs do not require comparing and contrasting main ideas in nonfiction until grade 7.  **[7] 3.4.3** Comparing/contrasting the main ideas or concepts between related texts |
| **Range of Reading and Level of Text Complexity** | |  |  |
| **10.** By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range. | |  | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” does not have a counterpart in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **Grade 3 Reading GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[3] 1.1.2** Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms. (L) |  |
| **[3] 1.10.1** The student connects themes by making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others (e.g., sister helps in toy drive), L] or other texts (e.g., the March sisters helped others in need) |  |
| **[3] 1.10.2** The student connects themes by locating details in text to illustrate relevant connections to [personal experience, experience of others, or L] other texts |  |
| **[3] 1.11.1** The student makes connections between cultural influences/events by identifying cultural influences in texts (e.g., dialects, customs, traditions) (L) |  |
| **[3] 1.6.1** The student follows written directions by completing a simple (1–-2 step) task by following written directions (L) |  |
| **[3] 1.6.2** The student follows written directions by identifying the sequence of steps in simple directions |  |
| **[3] 1.7.1** The student analyzes content and structure of genres by distinguishing between fiction/nonfiction, prose/poetry, short story/drama (L) |  |
| **[3]1.7.2** The student analyzes content and structure of genres by identifying use of dialogue or rhyme in common forms of text | Dialogue and rhyme are addressed in Reading Standards for Literature for grade 2 of the new standards:  **2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  **2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| **[3]1.9.1** The student analyzes content of text to differentiate fact and opinion by expressing own opinion about material read (L) |  |

**Alaska New Reading Foundational Standards**

|  |  |  |
| --- | --- | --- |
| **New Foundational Skills** | **Grade Level Expectations** | **Comment** |
| **Phonics and Word Recognition** |  | There are no Foundational Skills 1-2 for this grade. |
| **3.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllable words.  d. Read grade-appropriate irregularly spelled words. | **[3] 1.1.1** Reading regularly spelled, multi-syllabic (three syllables) words using decoding skills, including knowledge of letter-sound relationships (phonics), word structure (root or base word, prefixes, suffixes, rhyming words) and language structure (word order, grammar) | The new standard references “irregularly spelled” words. The GLE states regularly spelled words. |
| **Fluency** |  |  |
| **4.** Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **[3] 1.3.1** Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print **(L)**  **[3] 1.1.5** Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace) **(L)** | The new standards are a good match with the GLEs. |

| **Grade 3 Reading GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Writing Standards**

| **New Writing Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Text Types and Purposes** |  | The new writing standards have three anchor standards for writing arguments, informative/explanatory texts, and narrative writing. The GLEs do not delineate the types of writing in the same way. One GLE, **[3] 1.2.1**, specifies choosing the appropriate structure, and most of the other writing GLEs apply to all the forms of writing. |
| **1.** Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.  b. Provide reasons that support the opinion.  c. Link opinion and reasons using words and phrases (e.g., *because*, *therefore*, *since*, *for example*).  d. Provide a concluding statement or section that reinforces or restates the opinion. | NEW – not addressed in the GLEs | Writing to persuade is not addressed until grade 8 in the GLEs.  **[8] 3.2.2** Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade |
| **2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.  b. Develop the topic with facts, definitions, details, and explanations that support the focus.  c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.  d. Provide a concluding statement or section that paraphrases the focus of the text. | **[3] 1.1.2** Writing a paragraph on a single topic with two or more supporting details  **[3] 1.2.1** Choosing the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems) (**L**)  **[3] 1.1.3** Writing a story or composition with a beginning, middle, and end (**L**) | The new standard provides a more rigorous expectation for the development of an informative/explanatory piece.  The new standard encourages the use of labeled or caption visuals when useful to aiding comprehension. |
| **3.** Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).  a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.  c. Use transitional words and phrases to signal event sequences (e.g., later, soon after).  d. Provide a sense of closure (e.g., how a problem was solved or how the event ended). | **[3] 1.1.3** Writing a story or composition with a beginning, middle and end (**L**)  **[3] 1.2.2** Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) (**L**) | The new standard is more explicit about the effective components of narrative writing. |
| **Production and Distribution of Writing** |  |  |
| **4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | NEW – not addressed in the GLEs | The new standard brings focus to the fact that decisions about writing should take into account the task, purpose, and audience. |
| **5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) | **[3] 1.4.1** Rearranging and/or adding supporting details to improve clarity  **[3] 1.4.2** Giving/receiving appropriate feedback about written work (**L**) | The new standards are a good match with the GLEs. |
| **6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics. | NEW – not addressed in the GLEs | Writing Anchor Standard Six, “use technology, including the Internet, to produce and publish writing and to interact and collaborate with others,” emphasizes the use of technology as a collaborative and publishing tool. GLEs focus on technology as a publishing tool.  GLEs refer to word processing in grade 5.  **[5] 2.6.3** Writing using a word processor (**L**)Writing and editing using a word processor could begin much earlier than grade 5. |
| **Research to Build and Present Knowledge** |  |  |
| **7.** Conduct short research projects that build knowledge about a topic. | NEW – not addressed in the GLEs | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop. |
| **8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | **[3] 1.5.1** Listing sources or authors and titles of books and other materials when used as references in written work (**L**) | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop.  The new standard requires students to recall or gather relevant information and to take notes and sort evidence. |
| **9.** (Begins in grade 4) |  |  |
| **Range of Writing** |  |  |
| **10.** 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. | NEW – not addressed in the GLEs | GLEs do not address the time frame for writing. |

| **Grade 3 Writing GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[3]1.3.4** The student writes and edits using conventions of Standard English by rewriting handwritten work to improve legibility, if necessary, when producing final drafts (L) |  |

**Alaska New Speaking and Listening Standards**

| **New Speaking and Listening Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Comprehension and Collaboration** |  |  |
| **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  a. After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  d. Explain their own ideas and understanding in light of the discussion. |  | The GLEs do not have Speaking and Listening standards. The only reference to speaking is in the reading GLEs. The student reads texts aloud by **[3] 1.3.1** Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print **(L)**  The addition of Speaking and Listening standards is an important component of the new standards. They describe rigorous expectations for academic discussion, meaningful exchanges between students and educators, and the thoughtful delivery of information, conveying competencies in both rhetoric and multimedia content integration.  I like this. |
| **2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |
| **3.** Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail. |  |
| **Presentation of Knowledge and Ideas** |  |
| **4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |  |
| **5.** Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details. |  |
| **6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) |  |

| **Grade 3 Speaking and Listening GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Language Standards**

| **New Language Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Conventions of Standard English** |  | Beginning in grade 3, skills in the new standards that are marked with an asterisk when first introduced are particularly likely to require continued attention in higher grades. These skills are included in the Language Progressive Skills by Grade Table, which can be found in the complete set of the new ELA standards. |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.  b. Form and use regular and irregular plural nouns.  c. Use abstract nouns (e.g., *childhood*).  d. Form and use regular and irregular verbs.  e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.  f. Ensure subject-verb and pronoun-antecedent agreement.\*  g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  h. Use coordinating and subordinating conjunctions.  i. Produce simple, compound, and complex sentences. | **[3] 1.1.1** Writing complete sentences with a subject and a predicate  **[3] 1.3.1** Writing a variety of complete, simple sentences (i.e., statement, question, exclamation) | GLEs do not address subject-verb agreement until grade 4 and pronoun-antecedent agreement until grade 6.  **[4] 2.3.4** Identifying and/or correcting usage mistakes in subject/verb agreement (**L**)  **[6] 2.3.4** Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns)  Subordinating conjunctions are part of complex sentences.  **[4] 2.3.1** Writing a variety of simple and complex sentences including the conjunctions *and*, *or*, *but,* or *because* |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize appropriate words in titles.  b. Use commas in addresses.  c. Use commas and quotation marks in dialogue.  d. Form and use possessives.  e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | **[3] 1.3.2** Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words) (**L**)  **[3] 1.3.3** Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) | Capitalization of titles is included in the grade 4 GLEs.  **[4] 2.3.3** Identifying and/or correcting mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in series) and capitalization (i.e., book titles, beginning of sentences, and proper nouns)  Possessives are included in the grade 5 GLEs.  **[5] 2.3.4** Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives) (**L**)  All capitalization and quotation marks for dialogue are included in the grade 6 GLEs.  **[6] 2.3.3** Identifying and/or correcting mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization  Grade 7 GLE is all inclusive for use of commas.  **[7] 3.3.3** Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes) |
| **Knowledge of Language** |  |  |
| **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases for effect.\*  b. Recognize and observe differences between the conventions of spoken and written standard English. | **[3] 1.2.2** Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) (**L**) | GLEs do not refer to choosing words and phrases for effect. The grade 6 GLEs do reference using precise, descriptive words.  **[6] 2.4.3** Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L) |
| **Vocabulary Acquisition and Use** |  |  |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.  a. Use sentence-level 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*).  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | **[3] 1.1.1** Reading regularly spelled, multi-syllabic (three syllables) words using decoding skills, including knowledge of letter-sound relationships (phonics), word structure (root or base word, prefixes, suffixes, rhyming words) and language structure (word order, grammar)  **[3] 1.1.3** Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles)  **[3] 1.1.4** Identifying words by using context clues (e.g., “canoe” in a story about fishing) | The new standards are a good match with the GLEs. |
| **5.** 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. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).  c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as *knew*, *believed)*. | **[3] 1.1.4** Identifying words by using context clues (e.g., “canoe” in a story about fishing) | Identifying shades of meaning is in the grade 5 GLEs.  **[5] 2.1.4** Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) and [identifying shades of meaning (e.g., hot, warm) (L) |
| **6.** Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | **[3] 1.1.4** Identifying words by using context clues (e.g., “canoe” in a story about fishing) | While the expectation of the new standard is not new, it is a more explicit requirement that students acquire and use grade-appropriate and domain-specific words and phrases. |

| **Grade 3 Language GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |