# **Standards Side by Side:** *Grade One-Grade Three*

## **Foundations for Reading**

### FFR.1-Print Concepts

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| **Grade One** | **Grade Two** | **Grade Three** |
| See Kindergarten for standards that address Print Concepts. | See Kindergarten for standards that address Print Concepts. | See Kindergarten for standards that address Print Concepts. |

### FFR.2- Phonological and Phonemic Awareness

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Isolate sounds in four and five phoneme words.
2. Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl).
3. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).
 | 1. Isolate sounds in four and five phoneme words.
2. Demonstrate the ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).
3. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).
 | See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness. |

### FFR.3- Phonics and Word Analysis

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC).
2. Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel-consonant-e (CVCE, CCVCE).
3. Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
4. Decode multisyllabic words following basic patterns by breaking the words into syllables.
5. Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy.
6. Write grade-level high-frequency words with automaticity and accuracy.
 | 1. Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV).
2. Decode and encode words with vowel teams and r-controlled vowels.
3. Use knowledge of syllabication and syllable types to decode words.
4. Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.
5. Read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.
 | 1. Decode and encode words with vowel teams and r-controlled vowels.
2. Use knowledge of syllabication and syllable types to decode and encode words.
3. Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.
4. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.
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## **Developing Skilled Readers and Building Reading Stamina**

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12).**
2. **(Text Complexity, 2-12)** Introduced in Grade Two.
3. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
4. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).**
5. **(Reading Strategies, 3-12)**: Introduced in Grade Three.
 | 1. Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary **(Reading Fluency, K-12).**
2. Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12).**
3. When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
4. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).**
5. **(Reading Strategies, 3-12)**:Introducedin Grade Three.
 | 1. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.
2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) **(Text Complexity, 2-12).**
3. When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**.
4. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary K-12)**.
5. Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12).**
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## **Reading and Vocabulary**

### RV.1-Vocabulary Development and Word Analysis

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Discuss meanings of words in context from a variety of texts.
2. Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
3. Ask for the meaning of unknown words and make connections to familiar words.
4. Use vocabulary across content areas.
5. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).
6. Distinguish shades of meaning among verbs and adjectives.
7. Identify the purpose of simple reference materials (e.g. picture dictionary, digital dictionary).
8. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
9. Use newly learned words and phrases in discussions and speaking activities.
 | 1. Discuss meanings of new words or phrases acquired through conversations and literature.
2. Use vocabulary across content areas.
3. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, - ed).
4. Use the context of a sentence to apply knowledge of homophones.
5. Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
6. Distinguish shades of meaning among verbs and adjectives.
7. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
8. Use newly learned words and phrases in discussions and speaking activities.
 | 1. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
2. Discuss meanings of complex words and phrases acquired through conversations and literature.
3. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. *-s, -ing, -ed*).
4. Use the context of a sentence to apply knowledge of homophones.
5. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
6. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
7. Distinguish shades of meaning among verbs and adjectives.
8. Use strategies to infer word meanings.
9. Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
10. Use newly learned words and phrases in discussions and speaking activities.
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## **Reading Literary Text**

### RL.1-Key Ideas and Plot Details

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.
2. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
3. Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read.
4. Generate predictions about story characters and events using the text.
 | 1. Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
2. Identify a story’s central conflict using events from the plot as evidence.
3. Describe character’s attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.
4. Generate predictions about story characters and events using the text.
 | 1. Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned.
2. Identify the central conflict and resolution using events from the plot to summarize the text.
3. Describe a character’s attributes, including their traits, motivations, or feelings and how they develop throughout the text.
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### RL.2-Craft and Style

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| **Grade One** | **Grade Two** | **Grade Three** |
| Standards that address Craft and Style are introduced in Grade Three.  | Standards that address Craft and Style are introduced in Grade Three. | 1. Discuss how an author uses characters and settings to advance the plot.
2. Identify and explain how an author uses sensory language (e.g., sights, sounds, smells, and tastes) to impact a reader’s understanding of characters, settings, and plot events.
3. Identify the narrator of a story and the speaker of a poem.
4. Identify the characteristics of different genres.
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### RL.3-Intergration of Concepts

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Set a purpose for reading by providing a guiding question, activating prior (experience) and background (content) knowledge.
2. Make connections between characters, settings, and major events in stories heard, using key details.
3. Compare and contrast the adventures or experiences of characters in stories heard, using key details.

  | 1. Set a purpose for reading by providing guiding questions, activating prior (experience) and background (content) knowledge.
2. Recognize dialogue in text and explain how it can reveal characters’ thoughts and perspectives.
3. Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (e.g., Cinderella stories).
 | 1. Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.
2. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.
3. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
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## **Reading Informational Text**

### RI.1-Key Ideas and Confirming Details

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Ask and answer literal (who, what, when, where) and inferential (why, how) questions about what is read, including demonstrating an understanding of the main topics.
2. Identify the main idea and supporting details of a text.
3. Explain the difference between facts and opinions in a text.
 | 1. Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text.
2. Retell key details of texts that demonstrate an understanding of the main topics of texts.
3. Differentiate facts from opinions within a text.
 | 1. Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.
2. Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.
3. Identify and explain how an author uses reasons and evidence to support specific points in texts.
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### RI.2-Craft and Style

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams.
2. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 | 1. Use text features (table of contents, headings, pictures, captions, maps, and charts) to preview, set a purpose for reading and gain information.
2. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
 | 1. Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader’s understanding of the text.
2. Use text features and search tools (e.g., sidebars, hyperlink) to locate and gain information efficiently.
3. Identify the author’s purpose for writing, including what the author wants to answer, explain, or describe.
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### RI.3-Intergration of Concepts

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Identify basic similarities in and differences between two texts on the same topic.
2. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 | 1. Use prior (experience) and background (content) knowledge as context for new learning.
2. Compare and contrast the most important points presented by two texts on the same topic.
3. Describe the interactions between two individuals, events, ideas, or pieces of information in texts.
 | 1. Use prior (experience) and background (content) knowledge as context for new learning.
2. Compare and contrast the most important points and key details presented in two texts on the same topic.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
4. Demonstrate comprehension by writing about what is read using the text for support.
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## **Foundations for Writing**

### FFW.1-Handwriting

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Use functional pencil grasp for letter formation.
2. Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.
3. Accurately and automatically apply spaces between written words in phrases or sentence-level writing.
 | 1. Maintain legible printing and begin to make the transition to cursive.
2. Begin to write capital and lowercase letters of the alphabet in cursive.
3. Begin to sign his/her first and last names.
 | 1. Maintain legible printing.
2. Write capital and lowercase letters of the alphabet using correct letter formation in cursive.
3. Sign his/her first and last name.
4. Form cursive letters with flow from one letter to the next within names and words.
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### FFW.2-Spelling

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce).
2. Encode (spell) 2-syllable words (e.g., *pancake*) following basic patterns by breaking the words into syllables.
3. Encode (spell) unfamiliar words by recognizing and applying taught word patterns.
4. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.
 | 1. Use phoneme-grapheme (sound/symbol correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce), vowel teams, and r-controlled vowels.
2. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words.
3. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.
 | 1. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.
2. Use common affixes to encode (spell) words.
3. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.
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## **Writing**

### W.1-Modes and Purposes for Writing

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Use a combination of drawing, dictating, and writing to recount two or more sequenced events or experiences and include details about the events and characters.
2. Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic.
3. Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.
4. Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text.
 | 1. Write narratives that recount a well-elaborated event or short sequence of events and include details about the events and characters and use of time-related words to signal the event sequence.
2. Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples.
3. Write opinion pieces on topics or texts that support a point of view with reasons.
4. Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.
 | 1. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.
2. Write personal or fictional narratives that organize event sequences that unfold naturally.
3. Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
4. Write opinion pieces on topics or texts, supporting a point of view with facts and reasons.
5. Write in response to text(s) read or heard to share thinking using supporting details from the text.
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### W.2- Organization and Composition

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
2. Identifying the audience and purpose of the writing (e.g., letters, stories, journals, etc.).
3. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.
 | 1. Engage in writing as a process to plan writing based on purpose and genre. This includes:
2. Writing a clear topic sentence focusing on the main idea.
3. Identifying the audience and purpose of the writing.
4. Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre.
5. Providing a concluding statement or section.
 | 1. Engage in writing as a process to compose a well-developed paragraph. This includes:
2. Writing a clear topic sentence focusing on a main idea.
	1. Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.
	2. Elaborating writing by including supporting details. Using transition words to vary sentence structure. Providing a concluding statement.
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### W.3- Usage and Mechanics

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. With guidance and support from adults, edit writing for conventions e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).
 | 1. With guidance and support from adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
2. With guidance and support from adults, edit writing for conventions (e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).
 | 1. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
2. With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).
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## **Language Usage**

### LU.1-Grammar

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Produce and expand simple sentences, including a noun, verb, and adjective.
2. Form regular plural nouns orally by adding ‘s’ or ‘es’ sound.
3. Use personal and possessive pronouns to represent nouns.
4. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).
5. Form and use simple verb tenses (past, present, and future) for regular verbs.
6. Use proper verb tense and correct subject-verb agreement.
7. Use articles correctly (e.g., a, an, the).
8. Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how).
 | 1. Produce and expand complete sentences, both simple and compound.
2. Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns.
3. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth).
4. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).
5. Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went).
6. Use subject-verb agreement in simple sentences.
7. Use common abbreviations.
8. Use contractions and singular possessives.
9. Eliminate double negatives when speaking.
 | 1. Produce, expand, and rearrange simple and compound sentences when speaking and writing.
2. Distinguish between complete and incomplete sentences.
3. Form and use comparative and superlative adjectives when speaking and writing.
4. Form and use regular and irregular verbs when speaking and writing.
5. Use subject-verb agreement in simple sentences.
6. Eliminate double negatives when speaking and writing.
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### LU.2- Mechanics

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Capitalize the first word in a sentence, proper nouns, and the pronoun I.
2. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
3. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.
 | 1. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
2. Use commas in salutation and closing of a letter.
3. Generalize learned spelling patterns when writing words.
 | 1. Use commas in series, dates, addresses, and in greetings and closings of letters.
2. Use apostrophes to form contractions and frequently occurring possessions in writing.
3. Capitalize holidays, names, and places.
4. Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
5. Consult reference materials, including beginning dictionaries to check and correct spelling.
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## **Communication and Multimodal Literacy**

### C.1- Communication, Listening, and Collaboration

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
2. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
3. Respectfully building on others’ ideas and expressing their own clearly.
4. Asking questions to seek help, get information, or clarify information for further understanding.
5. Expressing ideas and needs in complete sentences.
 | 1. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
2. Listening actively and following agreed upon rules for participating in discussions.
3. Respectfully building on others’ ideas and expressing their own clearly.
4. Asking and responding to questions that acquire or confirm information on a topic.
5. Demonstrating active engagement when listening to a speaker and asking for clarification to ensure understanding.
 | 1. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:
	1. Listening actively and speaking using agreed-upon discussion rules.
	2. Respectfully building on others’ ideas and expressing their own clearly.
	3. Asking and responding to questions that acquire or confirm information on a topic and link their comments to the remarks of others.
	4. Actively engaging throughout the collaboration.
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### C.2- Speaking & Presentation of Ideas

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. Describe people, places, things, and events with relevant details and using appropriate vocabulary.
2. Speak audibly with appropriate pacing, prosody, and voice level.
3. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
4. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next, and last events in a story.
 | 1. Use topic specific language and vocabulary to communicate ideas.
2. Speak audibly with appropriate pacing, prosody, and voice level.
3. Engage the audience by asking and/or responding to questions.
4. Create and participate in oral language activities that include oral storytelling and dramatics.
5. Retell information in an organized manner, focused on a key topic or experience.
 | 1. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
	1. Using descriptive details and appropriate facts to support themes or central ideas.
	2. Speaking audibly with appropriate pacing, prosody, and voice level.
	3. Using language (formal or informal) and style as appropriate to audience, topic, and purpose.
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### C.3- Integrating Multimodal Literacy

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| **Grade One** | **Grade Two** | **Grade Three** |
| Standards related to Integrating Multimodal Literacies are introduced in Grade Two. | 1. Create a simple presentation using multimodal tools that enhance the topic or presentation.
 | Create a simple presentation using multimodal tools that enhance the topic and/or presentation. |

### C.4- Examining Media Messages

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| **Grade One** | **Grade Two** | **Grade Three** |
| Standards related to Examining Media Messages are introduced in Grade Four. | Standards related to Examining Media Messages are introduced in Grade Four. | Standards related to Examining Media Messages are introduced in Grade Four. |

## **Research**

### R.1- Evaluation and Synthesis of Information

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| **Grade One** | **Grade Two** | **Grade Three** |
| 1. With prompting and support, generate research questions related to a given topic.
2. Locate and collect information related to the given topic from pictures, texts, people, or provided sources.
3. Use templates to organize the information collected (e.g., charts, graphs).
4. Use drawing, writing, or dictation to record facts and information collected from research.
5. In small or large group settings, informally share recorded information collected from research.
 | 1. Identify a topic and generate questions to explore the topic.
2. Locate information in reference texts, electronic resources, interviews, or provided sources.
3. Use templates to organize the information collected (e.g., charts, graphs).
4. Record information on sources using own words, organizing evidence into provided categories.
5. Share information orally in writing, or through visual display, avoiding plagiarism and using own words.
 | 1. Identify a topic and generate questions that explore the topic.
2. Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.
3. Organize evidence into relevant categories, recognizing that some sources may be more reliable than others.
4. Organize and share information orally, in writing, or through visual display.
5. Avoid plagiarism, giving credit to sources of information (title and author when available).
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