

Catholic Identity: Integration of Our Faith	
3.1A	share how literature contributes to strengthening moral character *
3.1B	interpret and evaluate literature in a Christian spirit *
3.1C	share how literature ignites the creative imagination *
3.1D	recognize and model the virtues possessed by literary characters *

Phonics and Word Study	
3.2 Word Study. The student uses phonics and vocabulary strategies to read grade-level text with fluency and comprehension.	
Process	
3.2A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
Applied Standards	Supporting Standards
3.2B demonstrate and apply phonetic knowledge while reading and writing	3.2B.1 decode and spell multisyllabic words with multiple sound-spelling patterns such as eigh and ough.
	3.2B.2 decode and spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
	3.2B.3 decode and spell compound words, contractions, and abbreviations
	3.2B.4 decode and spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts
	3.2B.5 decode and spell using knowledge of prefixes
	3.2B.6 decode and spell words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants
	3.2B.7 spell homophones
	3.2B.8 identify, read, and spell high-frequency words from a research-based list
3.2C use strategies to determine the meaning of unknown words while reading	3.2C.1 use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
	3.2C.2 use print or digital resources to determine meaning (alphabetize a series of words to the third letter)
	3.2C.3 identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful
	3.2C.4 identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context

Shared Reading				
3.3 Reading. The student uses metacognitive skills to both develop and deepen comprehension and recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex texts. The student analyzes works of fiction and non-fiction to uncover authentic Truth. *				
Tools to Know (Reading Process)				
3.3A establish purpose for reading assigned and self-selected texts	3.3B generate questions about text before, during, and after reading	3.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures	3.3D create mental images to deepen understanding	3.3E monitor comprehension and make adjustments while reading
Tools to Know (Comprehension)				
3.3F make connections to personal experiences, other texts, and society	3.3G make inferences and use evidence to support understanding	3.3H evaluate details read to determine key ideas	3.3I synthesize information to create new understanding	
Applied Standards	Supporting Standards			
3.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend increasingly complex traditional, contemporary, classical, and diverse texts	3.3K Fiction	3.3K.1	infer the theme of a work, distinguishing theme from topic	
		3.3K.2	identify the causes underlying why people do the things they do *	
		3.3K.3	share how literature can contribute to strengthening one’s moral character *	
		3.3K.4	analyze plot elements, including the sequence of events, the conflict, and the resolution	
		3.3K.5	explain the influence of the setting on the plot	
		3.3K.6	articulate how spiritual knowledge is communicated through fairy tales, fables, myths, and parables *	
	3.3L Poetry	3.3L.1	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	
		3.3L.2	share how the beauty and cadence of poetry impacts human sensibilities and forms the soul *	
	3.3M Drama	3.3M.1	discuss elements of drama such as characters, dialogue, setting, and acts	
		3.3M.2	use imagination to create dialogue between the readers and the characters in a story *	
3.3N Informational	3.3N.1	recognize the central idea with supporting evidence, features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding, organizational patterns such as cause and effect and problem and solution		
	3.3O Argumentative	3.3O.1	identify the claim and identify the intended audience or reader	
3.3O.2		distinguish facts from opinion		

Independent Reading	
3.4 Self-sustained reading. The student is expected to self-select text and read independently for a sustained period of time.	
3.4A	self-select text and read independently for a sustained period of time
3.4B	share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form *

Responding to Text				
3.5 Response skills. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. 3.6 Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts and can be used to develop his or her own products and performances.				
Ways to Show (Response Skills)				
3.5A describe personal connections to texts	3.5B write brief comments on literary or informational texts	3.5C use text evidence to support an appropriate response	3.5D retell and paraphrase texts in ways that meaning and order	3.5E respond using newly acquired vocabulary as appropriate
Applied Standards	Supporting Standards			
3.6A analyze how authors' choices influence and communicate meaning and can be used purposefully in writing and speaking	3.6A.1 analyze the author's reasoning and discover the author's intent * 3.6A.2 explain how the use of text structure contributes to the author's purpose 3.6A.3 explain the author's use of print and graphic features to achieve specific purposes 3.6A.4 describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes 3.6A.5 recognize Christian and Western symbols and symbolism * 3.6A.6 identify the use of literary devices, including first- or third-person point of view 3.6A.7 discuss how the author's use of language contributes to voice 3.6A.8 identify and explain the use of hyperbole			

Writing				
3.7 Composition. The student uses genre characteristics and craft to compose multiple texts that are meaningful and serve as a bridge for communication with one's fellow man for the betterment of all involved. *				
Tools to Know (Writing Process)				
3.7A plan first drafts	3.7B develop drafts	3.7C revise drafts	3.7D edit drafts	3.7E publish written work
Applied Standards	Supporting Standards			
3.7F compose literary texts such as personal narrative and poetry using genre characteristics and craft	3.7A.1 plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping			
	3.7B.1 organize drafts with purposeful structure, including a purposeful structure, including an introduction and a conclusion			
	3.7B.2 developing an engaging idea with relevant details			
3.7G compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	3.7B.3 apply author's craft purposefully			
	3.7C.1 revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
	3.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts for...			
	3.7D.1 complete simple and compound sentences with subject-verb agreement			
	3.7D.2 past, present, and future verb tense			
	3.7D.3 singular, plural, common, and proper nouns			
	3.7D.4 adjectives, including their comparative and superlative forms			
	3.7D.5 adverbs that convey time and adverbs that convey manner			
	3.7D.6 prepositions and prepositional phrases			
	3.7D.7 pronouns, including subjective, objective, and possessive cases			
3.7H compose argumentative texts, including opinion essays, using genre characteristics and craft	3.7D.8 coordinating conjunctions to form compound subjects, predicates, and sentences			
	3.7D.9 capitalization of official titles of people, holidays, and geographical names and places			
	3.7D.10 punctuation marks - apostrophes in contractions and possessives and commas in compound sentences and items in a series			
	3.7D.11 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
3.7I compose correspondence	3.7E.1 publish written work for appropriate audiences			
	3.7I.1 compose correspondence such as thank you notes or letters			

Research	
3.8 Inquiry and research. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	
Applied Standards	Supporting Standards
3.8 use research skills to plan and present in written, oral, or multimodal formats	3.8A.1 generate and clarify questions on a topic for formal and informal inquiry 3.8A.2 develop and follow a research plan 3.8A.3 identify and gather relevant information from a variety of sources 3.8A.4 identify primary and secondary sources 3.8A.5 demonstrate understanding of information gathered 3.8A.6 recognize the difference between paraphrasing and plagiarism when using source materials 3.8A.7 create a works cited page 3.8A.8 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results