

## Description of the Adaptations to the New Standards® Performance Standards and New Standards® Primary Literary Standards by DoDEA

NCEE and the University of Pittsburgh collaborated in developing the New Standards® Performance Standards, which are curriculum standards for English and Language Arts (ELA), mathematics, science, and applied learning for grades 4, 8 and 10, and the New Standards® Primary Literary Standards, which are standards for reading and writing for grades K through 3. DoDEA has developed content standards for grades Pre-K, 5, 6, 7, 9, 11 and 12 based on New Standards® Performance Standards and the New Standards® Primary Literary Standards. DoDEA will use its NCEE-based content standards as a basis for conducting subsequent curriculum and standards work, to include a collection of student work for use as exemplars of performance benchmarks, and the description of how such student work meets DoDEA content standards. It will also continue to refine existing NCEE-based standards solely for its own internal applications.

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Strand:

**E1 Reading**

Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Standard:

**E1a: Print-Sound Code**

In third grade, students' decoding of the print-sound code should become automatic across the whole span of language. Throughout third grade they should continue to learn about words—roots, inflections, suffixes, prefixes, homophones and word families—as part of vocabulary growth. Each book they read presents new words that they should be able to figure out using their knowledge of word structures.

Components:

**E1a.1: Knowledge of Letters and Their Sounds:**

- No equivalent component at this grade level.

**E1a.2: Phonemic Awareness:**

- No equivalent component at this grade level.

**E1a.3: Reading Words:**

- No equivalent component at this grade level.

Standard:

**E1b: Getting the Meaning**

The ultimate goal of reading is understanding the meaning of written language. But getting the meaning is a complex task that doesn't just happen by reading individual words. Readers also must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Component:

**E1b.1: Accuracy**

By the end of the year, we expect third grade students to:

- read aloud unfamiliar Level O books with ninety percent or better accuracy of word recognition (self-correction allowed).

Component:

**E1b.2: Fluency**

Third grade fluency is displayed mainly in the more mature texts they are able to read easily. By the end of the year, we expect third grade students to:

- independently read aloud from Level O books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text;
- easily read words with irregularly spelled suffixes (for example, -ous, -ion, -ive);
- use the cues of punctuation to guide themselves in getting meaning and fluently reading aloud from the increasingly complex texts they read; and
- use pacing and intonation to convey the meaning of the clauses and phrases of the sentences they read aloud.

Component:

**E1b.3: Self-Monitoring and Self-Correcting Strategies**

In third grade, children are deepening their self-monitoring strategies and

are beginning to analyze the author’s strategy as a way of figuring out what a passage means. They use these strategies most overtly when they read challenging texts that require them to stretch beyond their range for accuracy and fluency. By the end of the year, we expect third grade students to:

- monitor their own reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense;
- use their ear for syntax to help figure out the meaning of new words;
- infer the meaning of words from roots, prefixes and suffixes, as well as from the overall contextual meaning of what they are reading;
- analyze the relations among different parts of a text; and
- raise questions about what the author was trying to say and use the text to help answer the questions.

Component:

**E1b.4: Comprehension**

Third-grade books are more complex than second-grade books. They often have chapters and cannot be read in one day. There frequently are subplots as well as plots. Characters develop, there is more detail and figurative language is used. So it is more difficult to summarize the more complicated story. The conceptual content of texts, and children’s background knowledge in relation to that content, starts to become important at this stage.

By the end of the year, we expect third grade students to continue to demonstrate the comprehension capabilities they used in second grade. In addition, we expect them to:

- capture meaning from figurative language (for example, similes, metaphors, poetic images) and explain the meaning;
- cite important details from a text;
- compare one text to another text they have read or heard; and
- discuss why an author might have chosen particular words.

In addition, when engaging with narratives (whether fiction or nonfiction), we expect third graders to:

- say how a story relates to something in real-life experience;
- explain the motives of characters; and
- discuss plot and setting.

Further, when they read informational texts, we expect third-graders to:

- use the structure of informational text to retrieve information;
- analyze the causes, motivations, sequences and results of events;
- understand the concepts and relationships described;
- use reasoning and information from within and outside the text to examine arguments; and
- describe in their own words what new information they gained from a nonfiction text and how it relates to their prior knowledge.

Finally, we expect third graders to be able to:

- follow instructions or directions they encounter in the more complicated functional texts they now are reading.

Standard:

**E1c: Reading Habits**

At third grade, children can do most of their reading on their own. But being read to is still important for a variety of reasons—for example, it exposes children to the rhythms and patterns of written language read aloud and to examples of language that may be different (for example,

more literary) than what children typically choose for their independent reading. A read-aloud is also an important occasion for deep discussion of books.

As children's reading matures, learning how to read is only part of the literacy picture. By third grade students should begin to study literature for its own sake, not simply because it helps them learn to read (although it also does that). Reading literature helps build good reading habits by reinforcing the interest and pleasure that reading holds. For these reasons, our third grade standards set forth specific expectations for literature.

Component:

**E1c.1: Reading a Lot**

The reading habits we expect to see in third grade are similar to those we expect to see in second, but they are more rigorous because the texts students encounter are increasingly complex. Reading literature helps build good reading habits by reinforcing the interest and pleasure that reading holds. By the end of the year, we expect third grade students to:

- read 30 chapter books a year, independently or with assistance, and regularly participate in discussions of their reading with another student, a group or an adult;
- read and hear texts read aloud from a variety of genres, including narrative accounts, responses to literature (written by other students and found in book blurbs and reviews), informational writing, reports, narrative procedures, recountings, memoirs, poetry and plays;
- read multiple books by the same author and be able to identify differences and similarities among them;
- reread some favorite books, or parts of longer books, gaining deeper comprehension and knowledge of author's craft;
- read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display; read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus, invitations) and some of those encountered outside school;
- listen to and discuss at least one chapter read to them every day; and
- voluntarily read to each other, signaling their sense of themselves as readers.

Component:

**E1c.2: Literature**

By third grade, students should recognize and be able to evaluate and discuss literary qualities and themes of the children's literature they read. By the end of the year, we expect third grade students to:

- read good children's literature every day;
- have worthwhile literature read to them to model the language and craft of good writing;
- discuss underlying themes or messages when interpreting fiction;
- read and respond to poems, stories, memoirs and plays written by peers;
- identify and discuss recurring themes across works;
- evaluate literary merit and participate informatively in peer talk about selecting books to read;
- examine the reasons for a character's actions, accounting for situation and motive;
- read multiple books by the same author and be able to identify differences and similarities among them;

- recognize genre features, understand differences among genres and compare works by different authors in the same genre; and
- note and talk about author's craft: content, point of view, word choice, plot, beginnings and endings, and character development.

Component:

**E1c.3: Discussing Books**

Third grade book discussions are likely to vary widely, attending to themes and content, to author's craft, and to infer meanings of the text. Third graders also should be extending their ability to talk "accountably" in all of the ways described in second grade. In discussions of their reading, by the end of the year we expect third grade students to:

- demonstrate the skills we look for in the comprehension component of Reading Standard E1b: Getting the Meaning;
- note and talk about author's craft: word choice, beginnings and endings, plot, and character development;
- use comparisons and analogies to explain ideas;
- refer to knowledge built during discussion;
- use information that is accurate, accessible and relevant;
- restate their own ideas with greater clarity when a listener indicates non-comprehension;
- ask other students questions requiring them to support their claims or arguments; and
- indicate when their own or others' ideas need further support or explanation.

**E1c.4: Vocabulary**

By the end of the year, we expect third grade students to:

- learn new words every day from their reading;
- recognize when they don't know what a word means and use a variety of strategies for figuring it out (for example, ask others, look at the context, find the word in use elsewhere and look for clues there);
- know meanings of roots, prefixes and suffixes;
- talk about the meaning of most of the new words encountered in independent and assisted reading;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- know how to talk about what nouns mean in terms of function (for example, "Water is for drinking", features (for example, "Water is wet"), and category (for example, "Water is a liquid");
- know how to talk about verbs as "action words"; and
- talk about words as they relate to other words: synonyms, antonyms or which word is more precise.

Strand:

**E2 Writing**

Third graders on target to meet the standard know how to decide what to write about and how to learn more about the topics they select. They have facility in extending a piece of writing and can say more or edit our whole sections for effect. Literate third graders understand the concept of audience. They know when to stop and share their writing. They count on their classmates to listen, tell them what they do not understand, ask questions that will help clarify or add details that will make the writing more meaningful to others. Proficient third-grade writers keep writing even when they do not know how to spell a word. They know that they can come back to the spelling problem, get help from teachers or peers, and make the corrections that will make the writing understandable to the audience.

Standard:

**E2a: Habits and Processes**

The writing habits and processes we expect in third grade are similar to those we expect in second grade. What differs is the work students produce. Third graders write longer, more complex and more varied pieces than they did in second grade, showing their deepening understanding of genres and their increasing control of written language and its conventions. By the end of the year, we expect third-grade students to:

- write daily;
- generate their own topics and spend the necessary amount of time to revisit and refine their writing;
- extend and rework pieces of writing (for example, turn a paragraph from a memoir into a fully developed piece);
- routinely rework, revise, edit and proofread their work;
- over the course of the year, polish at least 12 pieces for an audience in and beyond the classroom;
- write for specific purposes of their own (for example, writing a thank-you letter or a birthday card for a parent or friend);
- consciously appropriate specific elements of a favorite author’s craft to refine the quality of their own work; and
- apply criteria (both public and personal) to judge the quality of their writing.

Standard:

**E2b: Writing Purposes and Resulting Genres**

Third graders meeting standards have a well-defined sense of themselves as writers. They know their strengths as poets, as fiction writers, as memoir writers, as experts about various nonfiction forms. They can talk knowledgeably about their writing and about the strategies of their favorite published writers. Once these third-graders plan what to write about, often drawing inspiration from notebooks, they can choose from several genres a form that will allow them to develop effectively what they have to say.

Component:

**E2b.1: Sharing Events, Telling Stories**

In a typical third-grade narrative, the student shows a developing sense of story. Autobiographical pieces - frequently memoirs—are drawn from important memories, and their significance often is described. Building on the skills they developed in second grade, third-grade writers are able to infuse their stories with mood and to create pace and tension.

They use details carefully to create believable worlds in which their events unfold naturally, and they employ dialogue to reveal character, to advance the action and to provide readers with important understandings. By the end of the year, we expect third-grade students to produce narrative accounts (fictional or autobiographical) that:

- orient or engage the reader (set the time, indicate the location where the story takes place, introduce the character or enter immediately into the story line);
- create a believable world and introduce characters through the precise choice of detail;
- create a sequence of events that unfold naturally;
- provide pacing;
- develop a character, often by providing motivation for action and having the character solve the problem;

- develop the plot or tell about the event by describing actions and emotions of the main characters, including descriptive details, using dialogue and other story strategies;
- add reflective comments (especially in an autobiographical narrative); and
- provide some kind of conclusion.

Component:

### **E2b.2: Informing Others: Report or Informational Writing**

Reports are a favorite form of writing for many third graders, who love looking things up or going places and writing down what they have seen. By the end of the year, we expect third-grade students to produce reports that:

- introduce the topic, sometimes providing a context;
- have an organizational structure that is useful to the reader;
- communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;
- use diagrams, charts or illustrations appropriate to the text;
- have a concluding sentence or section; and
- employ a straightforward tone of voice.

Component:

### **E2b.3 Getting Things Done: Functional and Procedural Writing**

Functional materials are important elements in developing third-graders' own skills and in sharing their skills with others. The process of explaining the steps in how to do something has strong real-world applications. Third graders should be able to take a process apart, look at the steps involved and explain to someone else how to do it.. By the end of the year, we expect third-grade students to produce functional writings that:

- engage the reader by establishing a context for the piece;
- identify the topic;
- provide a guide to actions;
- show the steps in an action in considerable detail;
- include relevant information;
- use language that is straightforward and clear; and
- may use illustrations detailing steps in the procedure.

Component:

### **E2b.4: Producing and Responding to Literature**

The literature that third graders write reflects what they have learned in their genre studies of poetry, memoir, fiction and nonfiction. They have developed a repertoire of writing strategies and can identify specific elements of particular genres. They read and understand the variety of possibilities within a genre, and they discuss what strategies an author has used and whether these strategies work. All of this knowledge contributes to their writing repertoire. By the end of the year, we expect third-grade students to:

*Produce literature:*

- write stories, memoirs, poems, songs and dramas—conforming to appropriate expectations for each form;
- produce a piece that incorporates elements appropriate to the genre after engaging in a genre study; and
- build on the thread of a story by extending or changing the story line.

*Respond to literature:*

- support an interpretation by making specific references to the text;

- provide enough detail from the text so the reader can understand the interpretation;
- go beyond retelling;
- compare two works by an author;
- discuss several works that have a common idea or theme; and
- make connections between the text and their own ideas and lives.

Standard:

**E2c: Language Use and Conventions**

Control of conventions is an important issue for third graders who want their writing to be read appropriately. Third graders recognize the relationship between syntax and having readers read with the correct expression. They are able to explore a variety of syntactic patterns to create rhythm and tone that support meaning in their writing. They are equally adept with word choice—often reaching for words that they only partly control but that reflect a desire to give their writing substance and style.

Component:

**E2c.1: Style and Syntax**

Students meeting standards when they leave third grade have a strong “sentence sense.” They use more “writerly writing,” modeling and responding to the increasingly complex kinds of reading they are doing. Their style and syntax show an awareness of the choices a writer makes to produce a particular effect or to produce a certain kind of reading. By the end of the year, we expect third-grade students to:

*Use one’s own language:*

- use appropriately a variety of syntactic patterns (for example, equal weight in compound sentences) to show relationships of ideas;
- incorporate transition words and phrases appropriate to thinking;
- embed phrases and modifiers that make their writing lively and graphic.

*Take on the language of the author:*

- use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;
- embed literary language where appropriate; and
- reproduce sentence structures from various genres they are reading.

Component:

**E2c.2: Vocabulary and Word Choice**

By the end of the year, we expect third-grade students to:

*Use one’s own language:*

- use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion;
- make word choices that reveal they have a large enough vocabulary to exercise options in word choice (for example, more precise and vivid words); and

*Take on the language of the author:*

- extend their writing vocabulary by using specialized words related to the topic or setting of their writing.

Component:

**E2c.3 Spelling**

By the end of third grade, students should have a strong enough base of spelling knowledge that the rules are starting to make sense to them and they can catch on to spelling instruction. These children use phonetic spelling correctly for regular and irregular words most of the time. They know and use word chunks, word families, spelling patterns and basic

spelling rules to generate conventional or close-to-conventional spellings. By the end of the year, we expect third-grade students to:

- notice when words do not look correct and use strategies to correct the spelling;
- correctly spell all familiar high-frequency words;
- correctly spell words with short vowels and common endings;
- correctly spell most inflectional endings, including plurals and verb tenses;
- use correct spelling patterns and rules such as consonant doubling, dropping e and changing y to i; and correctly spell most derivational words (for example, -tion, -ment, -ly).

Component:

**E2c.4: Punctuation, Capitalization and Other Conventions**

By the end of third grade, children should be using punctuation that makes sense, even if it is not always completely correct. By the end of the year, we expect third-grade students to:

- use capital letters at the beginnings of sentences;
- use periods and other end punctuation correctly nearly all of the time;
- approximate the use of quotation marks;
- approximate the use of commas;
- use question marks;
- use capital and lowercase letters; and use contractions.

Strand:

**E3 Speaking and Listening**

Children in second and third grades continue to develop the habits of talking a lot, talking to one's self, conversing at length on a topic and discussing books. Some of the characteristics at this age include more skill in anticipating the audiences' needs, expressing preferences, collaborating, negotiating, talking longer on topics of interest, and holding higher quality discussions of books as they are reading more complex and lengthier text. They also continue to talking aloud to guide themselves through a difficult of task or reasoning aloud to reach a conclusion should be encouraged.

Standard:

**E3a: Habits**

Lots and lots of purposeful talk remains an important part of children's literacy development. Talking a lot, talking to one's self, conversation at length on a topic and discussing books are four habits that should be part of children's daily activities in second and third grades. At this age, children become more adept at holding their audiences attention because they understand the various genres of talk and can anticipate questions. They can now predict reliably others' expectations for clarity, brevity, relevance and truth.

Component:

**E3a.1: Talking a Lot**

By the second and third grades, students are used to talking and asking questions about their own or others' reading and writing. Their use of language to learn, negotiate, work and play with one another sharpens to the point that they can tackle more complex tasks and communicate more complex concepts. Specifically by the end of third grade we expect children to:

- talk about what they think, read or experience;
- explain or speak from another's perspective;
- talk about ideas or information gained from sources beyond personal experiences;
- talk in small groups to collaborate on a project, ask questions, or to make comments or suggestions to facilitate work on a task or project;

- talk in front of a group on a regular basis; and
- solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit.

Component:

**E3a.2: Talking to One’s Self**

At grades 2-3 most children have internalized the use of language to self correct and guide their thinking and problem solving. In reading, self-monitoring becomes silent. In other areas-such as remembering complex tasks, mathematics or memorization-students almost always talk aloud. Specifically by the end of third grade we expect children to:

- make spontaneous corrections;
- talk to themselves out loud to make plans, guide behaviors or monitor thinking;
- rehearse steps they will use to solve a problem;
- mimic adult language used in problem solving;
- recite facts to confirm what has been memorized; and
- silently monitor their comprehension of text including understanding of individual words and using a variety of self-correcting strategies.

Component:

**E3a.3: Conversing at Length on a Topic**

Skills in second and third grades grow to incorporate a variety of strategies that enable them to sustain conversations and to mark new topics explicitly. They are now able to initiate and sustain conversations with lengthier exchanges. Specifically by the end of third grade we expect children to:

- initiate and sustain a conversation with eight or more lengthy exchanges;
- consistently ask for clarification;
- consistently recognize and respond to indirect and direct indications that others need clarification;
- initiate topics within conversations that are in progress;
- sustain conversation by extending others’ contribution;
- express and solicit opinions;
- ask open-ended or long answer questions;
- repair and revert to the topic when necessary; and
- raise topics likely to be of interest to another person.

Component:

**E3a.4: Discussing Books**

Students at this level recognize and compare works by different authors in the same genre and discuss recurring themes across works. They paraphrase, summarize, ask speakers to give evidences and politely correct someone who paraphrases or interprets them incorrectly. Participation in book talks allows them to demonstrate deeper comprehension of the text. Specifically by the end of third grade we expect children to:

- note and talk about author’s craft: word choice, beginnings and endings, plot, and character development;
- use comparisons and analogies to explain ideas;
- refer to knowledge gained during discussion;
- use information that is accurate, accessible and relevant;
- restate their own ideas with greater clarity when a listener indicates non comprehension;

- ask other students questions that require them to support their claims or arguments;
- indicate when their own and others' ideas need further support or explanation;
- cite important details from the text;
- compare one text to another text they have read or heard; and
- capture meaning from figurative language and explain the meaning.

With narratives in particular we expect children to:

- relate a story to real life experiences;
- explain the motive of characters; and
- discuss plot and setting.

With informational texts in particular, we expect children to:

- use structure of information text to retrieve information;
- analyze the causes, motivations, sequences and results of events; and
- understand the concepts and relationships described;
- use reasoning and information from within an outside the text to examine arguments; and
- describe in their own words what new information they gained from nonfiction text and how that information relates to their prior knowledge.

With functional texts in particular, we expect children to:

- follow instructions or directions they read in more complicated texts.

Standard:

**E3b: Kinds of Talk and Resulting Genres**

Second and third grade children should continue to have opportunities for speaking and listening in the four genres: narrative, explaining and seeking information, getting things done, and producing and responding to performances. Children are still better at factual accounts than at fictional ones, as fictional narratives are the most difficult to master. Children should have daily opportunities to share writing or respond to reading/writing.

Component:

**E3b.1: Narrative**

At this age children's oral narratives increase in length and complexity and are likely to move beyond personally experienced events. The sequence of events lengthens, and character development moves beyond simply stating motivations. The use of details begins to be sharpened by precise word, choice and resolutions do more than simply comment on final events.

With factual narratives, by the end of third grade we expect children to:

- independently give lengthy and richly detailed account in which the actual sequence of events is clear even though events may be told out of order deliberately to build anticipation or through the use of flashback; and
- pass along a story that they have heard, giving enough details or nuance to do justice to the original version.

Second and third grade children should learn to include these elements for telling more interesting and varied narratives:

- solicit and/or engage the listener's attention before going into the full account;
- orient the listener to the setting with the precise choice of detail;
- cluster useful descriptive information in the beginning;

- describe information and evaluate or reflect on it;
- describe internal events or reactions as well as external events develop characters by clearly stating their goals and motivations and attempting to resolve or stratify them before the story's end;
- include quotations;
- comment and reflect on how things were resolved; and
- mark the end of the story directly or with a coda to bring the impact of the past experience up to the present.

Component:

**E3b.2: Explaining and Seeking Information**

In second and third grades, children's ability to seek information from adults, the library and the Internet expands. They are able to research and gather more information. Their descriptions become more elaborate. Their presentations improve, and their ability to relate complex information to others increases. Specifically, by the end of third grade we expect children to:

- seek out multiple resources for information such as libraries, governmental and professional agencies, the Internet, and identified experts;
- conduct first hand interviews;
- give increasingly elaborate and extended descriptions of objects, events and concepts;
- support opinions or provide specific examples to support generalizations;
- give a short prepared speech or report informing others about some object, event, or person; and
- tutor others in new and somewhat complicated tasks.

Component:

**E3b.3: Getting Things Done**

Children have increased the specificity and complexity of directions they are able to give and receive. They begin to entertain alternate viewpoints and do more than just listen to opposing arguments and can collaborate to generate alternative solutions. Specifically, by the end of third grade we expect children to:

- listen to, comprehend and carry out directions with eight or more steps
- ask (or answer) specific questions to clarify a novel task, persisting if necessary to get the information;
- give directions for technically complex tasks;
- ask clarifying questions to learn what a person knows;
- describe alternate ways to complete a task or reach a destination;
- use visual aids, such as charts, diagrams or maps, to augment language;
- engage in extended conversations about a problem, with both sides presenting and listening to arguments and solutions;
- disagree with another person's argument and then generate and promote alternative solutions to reach agreement; and
- collaborate by seeking out peers to solve problems, disagreeing diplomatically, and assigning or delegating tasks to organize a group.

Component:

**E3b.4: Producing and Responding to Performances**

As in earlier grades, children should have frequent opportunities to give author performances of their own material and to respond to author performances of their peers. In responding to more challenging performances, children continue to offer reactions and learn to support

their opinions. Their performances move beyond the classroom setting and grow in length. Specifically, by the end of third grade we expect children to:

- describe their reaction to a performance, giving details to support opinions;
- attend to more challenging performances that go beyond entertainment or present unfamiliar material;
- draw from a rehearsed repertoire to give a brief performance;
- conduct and /or make lengthier presentations to the class or take part in full-length performances in front of larger groups or unfamiliar audiences; and
- give an author performance, reading from their own material out loud.

Standard:

**E3c: Language Use and Conventions**

In second and third grade, children continue to display increased levels of experimentation with sounds, meaning, and grammar. Their awareness of ambiguities in language expands.

Component:

**E3c.1: Rules of Interaction**

In second and third grades, children work on the mastery of important conventions in the school and social settings by speaking in a group. More and more, their class work should require them to speak, listen and collaborate in small or large groups. Specifically by the end of third grade we expect children to:

- consistently observe conventions politeness;
- hold themselves and others accountable to the rules by using verbal reminders; and
- speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate.

Component:

**E3c.2: Word Play and Grammatical Awareness**

Having mastered the ability to blend and segment onsets and rimes and mastered phonemes, children should exhibit a continuing interest in words and experimentation with language, though in a more sophisticated fashion than in earlier years. Specifically by the end of third grade we expect children to:

- identify the number of syllables in a word;
- play with alliteration, tongue twisters and onomatopoeia;
- use double meanings or multiple meanings of words for riddles and jokes;
- detect a variety of speech ambiguities and understand the intended meaning;
- start to play with made-up language; and
- identify subjects and verbs in simple sentences.

Component:

**E3c.3: Word Vocabulary and Word Choice**

Children continue to acquire new vocabulary at a phenomenal rate, and their increased vocabulary will have a direct correlation to their academic success. Using new, advanced words that are relevant to what the class is studying is more important than teaching children specific words on a vocabulary test. Specifically by the end of third grade we expect children to:

- build word maps that show the relationship between words, placing newly acquired words in categories that are relevant;
- use specialized vocabulary related to school subjects;

- provide definitions of words they know and learn new words from definitions using simple superordinates;
- learn new words from reading or being read to daily;
- demonstrate flexibility by choosing from word options to show precision or effect;
- study word families;
- develop a basic awareness of meaningful word parts and identify how they relate to certain words;
- increase vocabulary of verbs, adjectives, and adverbs to speak fluently and exercise options in word choice;
- use and explain metaphoric language;
- understand and produce 3 antonyms and synonyms; and
- understand and produce homonyms, homographs and homophones.