GRADE
3

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

Quick Reference Guide

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INTRODUCTION

The *Quick Reference Guide for The North Carolina Standard Course of Study* is intended to serve as a resource for teachers as they plan instruction to implement the *North Carolina Standard Course of Study* across multiple disciplines. There are nine *Quick Reference Guides* available – one for each of the grade levels from kindergarten through 8th grade. The inclusion of standards for all subject areas within single, grade-specific documents is intended to make planning for instruction more efficient and may be particularly useful for grade level teachers teaching multiple disciplines or teams of teachers collaborating to plan integrated instruction.

The *Reference Guides* contain the standards and objectives for all of the *Common Core State Standards*, *North Carolina Essential Standards*, and *North Carolina Extended Content Standards*. Additional information, such as introductory materials, or other narrative may be accessed by viewing the full version of the *Standard Course of Study* and *Instructional Support Tools* for each discipline.

The *Reference Guide* is organized into four major sections:

1. **Common Core State Standards –** On June 2, 2010, North Carolina adopted the K-12 *Common Core State Standards* for *Mathematics* and for *English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects*, released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers.

2. **North Carolina Essential Standards by Grade Level –** The *North Carolina Essential Standards* were written by teams of North Carolina Educators and are available by grade level for Arts Education (Dance, Music, Theatre Arts, Visual Arts), Healthful Living (Health and Physical Education), Information and Technology, Science, and Social Studies.

3. **North Carolina Essential Standards by Proficiency Level & Course –** The Essential Standards for English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level rather than by grade level. A one page summary and standards for all proficiency levels are included for Guidance and World Languages. A one page summary and rubrics for proficiency placement are included for English Language Development. You will find a one page summary in the 6th-8th grade guides for Career and Technical Education, organized by Course.

4. **North Carolina Extended Content Standards –** These alternate achievement standards are designed for students with the most significant cognitive disabilities to have access to the *Standard Course of Study* at grade level. The *North Carolina Extended Content Standards* were developed for English Language Arts, Mathematics, Science, and Social Studies.

For additional information visit:
 NC Public Schools – http://www.ncpublicschools.org
 NCDPI Wiki Spaces – www.ncdpi.wikispaces.net

ENGLISH LANGUAGE ARTS
COMMON CORE STATE STANDARDS

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

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
4. 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.
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. 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 complex literary and informational texts independently and proficiently.

* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

3rd Grade-Specific Standards For Reading

READING STANDARDS FOR LITERATURE (RL.3)

Key Ideas and Details
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
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.
6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Explain how specific aspects of a 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).
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).

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

READING STANDARDS FOR INFORMATIONAL TEXT (RI.3)

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between 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.

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*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

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).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

READING STANDARDS: FOUNDATIONAL SKILLS (RF.3)

Phonics and Word Recognition

1. 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 multi-syllable words.
    d. Read grade-appropriate irregularly spelled words.

Fluency

2. Read with sufficient accuracy and fluency to support comprehension.
    a. Read grade-level text with purpose and understanding.
    b. Read grade-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.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

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. Write narratives 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.

* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

WRITING STANDARDS (W.3)

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

    a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

    b. Provide reasons that support the opinion.

    c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

    d. Provide a concluding statement or section.

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 illustrations when useful to aiding comprehension.

    b. Develop the topic with facts, definitions, and details.

    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.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

    a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

    b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

    c. Use temporal words and phrases to signal event order.

    d. Provide a sense of closure.

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.)

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 on page 29.)

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.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

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 of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

3rd Grade-Specific Standards For Speaking and Listening

SPEAKING AND LISTENING STANDARDS (SL.3)

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. 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.
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 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 engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; 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 on page 26 for specific expectations.)

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

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 college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

3rd Grade-Specific Standards For Language

LANGUAGE STANDARDS (L.3)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   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.

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.

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.

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.
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 that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
6. Acquire and use accurately 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*).

* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

MATHEMATICS
COMMON CORE STATE STANDARDS

CRITICAL AREAS

1. ***Developing understanding of multiplication and division and strategies for multiplication and division within 100 –*** Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

2. ***Developing understanding of fractions, especially unit fractions (fractions with numerator 1) –*** Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket; but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

3. ***Developing understanding of the structure of rectangular arrays and of area –*** Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

4. ***Describing and analyzing two-dimensional shapes –*** Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving multiplication and division.

3.OA.1　Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7.*

3.OA.2　Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*

3.OA.3　Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 2.)

3.OA.4　Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.*

Understand properties of multiplication and the relationship between multiplication and division.

3.OA.5　Apply properties of operations as strategies to multiply and divide. (Note: Students need not use formal terms for these properties.) *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*

3.OA.6　Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

3.OA.7　Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3.OA.8　Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Note: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order – Order of Operations.)

3.OA.9　Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

NUMBER AND OPERATIONS IN BASE TEN

Use place value understanding and properties of operations to perform multi-digit arithmetic. (Note: A range of algorithms may be used.)

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.

NUMBER AND OPERATIONS - FRACTIONS

Note: Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

Develop understanding of fractions as numbers.

3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

    a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

    b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

    a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

    b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

    c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*

    d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

MEASUREMENT AND DATA

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Note: Excludes compound units such as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Note: Excludes multiplicative comparison problems – problems involving notions of "times as much"; see Glossary, Table 2.)

Represent and interpret data.

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

  a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

  b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of n square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7 Relate area to the operations of multiplication and addition.

  a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

  b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

  c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

  d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

GEOMETRY

Reason with shapes and their attributes.

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*

ARTS EDUCATION – DANCE
NORTH CAROLINA ESSENTIAL STANDARDS

CREATION AND PERFORMANCE

3.CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

3.CP.1.1 Create simple dance sequences by combining dance phrases.

3.CP.1.2 Use teacher-led improvisation to expand movement possibilities for creating dance sequences.

3.CP.1.3 Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.

3.CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

3.CP.2.1 Use safe and respectful movement practices in the dance setting.

3.CP.2.2 Understand how use of concentration enhances performance.

3.CP.2.3 Use teacher and peer feedback to refine performance quality in dance.

DANCE MOVEMENT SKILLS

3.DM.1 Understand how to use movement skills in dance.

3.DM.1.1 Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement.

3.DM.1.2 Use transitions between multiple body shapes.

3.DM.1.3 Exemplify dance quality in performing locomotor and non-locomotor (axial) movement.

3.DM.1.4 Recall dance movement phrases containing rhythmic patterns in various meters.

3.DM.1.5 Understand a variety of spatial designs and relationships used in dance.

RESPONDING

3.R.1 Use a variety of thinking skills to analyze and evaluate dance.

3.R.1.1 Compare movement elements (body, space, time, energy) observed in dance.

3.R.1.2 Identify examples of movement skills and elements observed in dance from one's own and different cultures.

CONNECTING

3.C.1 Understand cultural, historical, and interdisciplinary connections with dance.

3.C.1.1 Exemplify how dance is used by various groups for artistic expression within the local community.

3.C.1.2 Exemplify connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC
NORTH CAROLINA ESSENTIAL STANDARDS

MUSICAL LITERACY

3.ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

3.ML.1.1 Apply elemental changes, including changes to dynamics, tempo, timbre, or texture, when singing or playing music.

3.ML.1.2 Execute the performance of major scale tones using the voice.

3.ML.1.3 Use instruments to perform rhythmic and melodic patterns accurately and independently on classroom rhythmic and melodic instruments.

3.ML.2 Interpret the sound and symbol systems of music.

3.ML.2.1 Interpret rhythm patterns, including notes and rests in 3/4 and 4/4 meter signatures.

3.ML.2.2 Interpret through voice and/or instruments visual representation of the major scale.

3.ML.2.3 Recognize standard symbols and traditional terms for dynamics, tempo, and articulation.

3.ML.2.4 Use standard symbols to notate rhythm and pitch in 3/4 and 4/4 meter signatures.

3.ML.3 Create music using a variety of sound and notational sources.

3.ML.3.1 Use improvisation to create rhythmic and melodic ostinato accompaniments.

3.ML.3.2 Create soundscapes using a variety of sound sources.

3.ML.3.3 Create rhythmic compositions using whole, half, and quarter notes; half and quarter rests; and beamed eighth notes in duple or triple time.

MUSICAL RESPONSE

3.MR.1 Understand the interacting elements to respond to music and music performances.

3.MR.1.1 Illustrate the corresponding response to conductor gestures for meter, tempo, and dynamics.

3.MR.1.2 Use musical terminology when describing music that is presented aurally.

3.MR.1.3 Use established criteria to evaluate music.

3.MR.1.4 Identify the sounds of a variety of instruments and voices, including many orchestral instruments, instruments from various cultures, children's voices, and male and female adult voices.

CONTEXTUAL RELEVANCY

3.CR.1 Understand global, interdisciplinary, and 21st century connections with music.

3.CR.1.1 Exemplify how music is used by various groups for artistic expression within the local community.

3.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS
NORTH CAROLINA ESSENTIAL STANDARDS

COMMUNICATION

3.C.1 Use movement, voice, and writing to communicate ideas and feelings.

3.C.1.1 Use non-verbal expression to communicate elements of characterization, including age and physicality.

3.C.1.2 Apply appropriate volume and variation in pitch, rate, and tone to express character.

3.C.1.3 Understand how to transform stories into written dialogue.

3.C.2 Use performance to communicate ideas and feelings.

3.C.2.1 Use improvisation to present a variety of simple stories or situations.

3.C.2.2 Interpret stories from given texts by acting them out.

ANALYSIS

3.A.1 Analyze literary texts and performances.

3.A.1.1 Differentiate specific character traits in texts or scripts.

3.A.1.2 Evaluate informal or formal theatre productions in terms of the emotions or thoughts they evoke.

AESTHETICS

3.AE.1 Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.

3.AE.1.1 Organize spaces to reflect the settings of stories.

3.AE.1.2 Understand how to use costumes, props, masks, and set pieces to support dramatic presentations.

CULTURE

3.CU.1 Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.

3.CU.1.1 Exemplify how theatre arts are used by various groups for artistic expression within the local community

3.CU.1.2 Explain how theatre, film, and television impact our society.

3.CU.2 Understand the traditions, roles, and conventions of theatre as an art form.

3.CU.2.1 Illustrate theatre etiquette appropriate to the performance situation.

3.CU.2.2 Understand the role of the actor in relation to performance responsibilities, such as memorization, blocking, and characterization.

ARTS EDUCATION – VISUAL ARTS
NORTH CAROLINA ESSENTIAL STANDARDS

VISUAL LITERACY

3.V.1 Use the language of visual arts to communicate effectively.

3.V.1.1 Use art vocabulary, including specific artistic terms.

3.V.1.2 Understand that artists use their art to express personal ideas.

3.V.1.3 Identify themes from masters' works.

3.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.

3.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, proportion, harmony, and unity.

3.V.2 Apply creative and critical thinking skills to artistic expression.

3.V.2.1 Create art through a process that includes generating ideas, planning solutions, and producing original art.

3.V.2.2 Use personal point of view and experiences as sources for creating art.

3.V.2.3 Create art from realistic sources of inspiration.

3.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

3.V.3.1 Understand how a single tool can be manipulated in multiple ways, safely and appropriately.

3.V.3.2 Use a variety of media with refined skills.

3.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

CONTEXTUAL RELEVANCY

3.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

3.CX.1.1 Exemplify how visual arts are used by various groups for artistic expression within the local community.

3.CX.1.2 Understand how art documents the history of the local community.

3.CX.1.3 Classify artists, styles, and movements.

3.CX.1.4 Compare purposes of art in different cultures, time periods, and societies.

3.CX.1.5 Use local, natural, or recycled resources to create art.

3.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

3.CX.2.1 Understand how artists fit or function within a society.

3.CX.2.2 Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.

3.CX.2.3 Use appropriate collaborative skills to create a work of art.

3.CX.2.4 Understand how visual arts has changed and remained the same, with changes in digital media.

CRITICAL RESPONSE

3.CR.1 Use critical analysis to generate responses to a variety of prompts.

3.CR.1.1 Analyze art in terms of the Elements of Art and Principles of Design.

3.CR.1.2 Evaluate the compositional and expressive qualities of personal works of art

HEALTHFUL LIVING – HEALTH EDUCATION
NORTH CAROLINA ESSENTIAL STANDARDS

MENTAL AND EMOTIONAL HEALTH

3.MEH.1 Understand positive stress management strategies.

3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks.

3.MEH.1.2 Classify stress as preventable or manageable.

3.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.

3.MEH.2.1 Identify common sources for feelings of grief or loss.

3.MEH.2.2 Summarize how to seek resources for assistance with feelings of grief or loss.

PERSONAL AND CONSUMER HEALTH

3.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.

3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health.

3.PCH.1.2 Classify behaviors in terms of whether they do or do not contribute to healthy living.

3.PCH.2 Apply measures for cleanliness and disease prevention.

3.PCH.2.1 Recognize plaque and lack of dental hygiene result in gum disease and cavities.

3.PCH.2.2 Implement proper flossing to prevent tooth decay and gum disease.

3.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.

3.PCH.3.1 Use methods for prevention of common unintentional injuries.

3.PCH.3.2 Summarize methods that increase and reduce injuries in and around water.

3.PCH.3.3 Summarize the dangers of weapons and how to seek help if a weapon or firearm is found.

3.PCH.3.4 Implement a plan to escape fire at home while avoiding smoke inhalation.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

3.ICR.1 Understand healthy and effective interpersonal communication and relationships.

3.ICR.1.1 Summarize qualities and benefits of a healthy relationship.

3.ICR.1.2 Plan how to show compassion for all living things and respect for other people's property.

3.ICR.1.3 Illustrate how to seek help from an adult if a weapon is found or a threat is communicated.

3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ.

3.ICR.1.5 Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.

NUTRITION AND PHYSICAL ACTIVITY

3.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.

3.NPA.1.1 Use MyPlate to eat a nutritious breakfast each morning.

3.NPA.1.2 Check the Food Facts Label to determine foods that are low in sugar and high in calcium.

3.NPA.1.3 Plan activities for fitness and recreation during out of school hours.

3.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.

    3.NPA.2.1 Identify the sources of a variety of foods.

    3.NPA.2.2 Categorize beverages that are more nutrient dense.

    3.NPA.2.3 Recognize appropriate portion sizes of foods for most Americans.

ALCOHOL, TOBACCO, AND OTHER DRUGS

3.ATOD.1 Understand how to use household products and medicines safely.

    3.ATOD.1.1 Identify examples of medications that help individuals with common health problems.

    3.ATOD.1.2 Recall rules for taking medicine at school and at home.

3.ATOD.2 Apply strategies involving risk-reduction behaviors to protect self and others from the negative effects of alcohol, tobacco, and other drugs.

    3.ATOD.2.1 Use refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs.

    3.ATOD.2.2 Identify ways of refusing to ride in vehicles driven by someone who has been using alcohol.

HEALTHFUL LIVING – PHYSICAL EDUCATION
NORTH CAROLINA ESSENTIAL STANDARDS

MOTOR SKILL DEVELOPMENT

3.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

PE.3.MS.1.1 Execute combinations of simple locomotor skills and manipulative skills.

PE.3.MS.1.2 Apply basic manipulative skills while moving/traveling.

PE.3.MS.1.3 Execute mature form when combining locomotor skills with changes in direction.

PE.3.MS.1.4 Use variations of different locomotor skills with rhythmic patters and smooth transitions.

MOVEMENT CONCEPTS

3.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.

PE.3.MC.2.1 Illustrate how practice, attention and effort are required to improve skills.

PE.3.MC.2.2 Integrate the essential elements of correct form for the five fundamental manipulative skills.

PE.3.MC.2.3 Evaluate individual skills using a rubric based on critical cues.

PE.3.MC.2.4 Illustrate a variety of activities that are associated with four or more of the health-related fitness components.

HEALTH-RELATED FITNESS

3.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

PE.3.HF.3.1 Summarize four or more of the five health related fitness assessments and the associated exercises.

PE.3.HF.3.2 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.

PE.3.HF.3.3 Implement moderate to vigorous physical activities that increase breathing and heart rate, at least four to seven times each week, for increasing periods of time.

PERSONAL/SOCIAL RESPONSIBILITY

3.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

PE.3.PR.4.1 Use self-control to demonstrate personal responsibility and respect for self and others.

PE.3.PR.4.2 Use cooperation and communication skills to achieve common goals.

PE.3.PR.4.3 Explain the importance of working productively with others.

INFORMATION AND TECHNOLOGY
NORTH CAROLINA ESSENTIAL STANDARDS

The standards are critical building blocks for our students and are designed to be delivered in all curricular areas and grade levels. In order to appropriately plan and deliver integrated Information and Technology Essential Standards, collaborative planning should occur in grade level planning teams which include media specialist and technology facilitators.

SOURCES OF INFORMATION

3.SI.1 Categorize Sources of Information for specific purposes.

3.SI.1.1 Classify various types of resources as appropriate or inappropriate for purposes.

3.SI.1.2 Classify resources as reliable or not reliable.

INFORMATIONAL TEXT

3.IN.1 Apply strategies that are appropriate when reading for enjoyment and for information.

3.IN.1.1 Use visual and literacy cues to locate relevant information in a given text (e.g., bold print, italics, bullets, etc).

3.IN.1.2 Compare the characteristics of genres to develop diverse reading habits.

TECHNOLOGY AS A TOOL

3.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.

3.TT.1.1 Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).

3.TT.1.2 Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

3.TT.1.3 Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

RESEARCH PROCESS

3.RP.1 Apply a research process as part of collaborative research.

3.RP.1.1 Implement a research process by collaborating effectively with other students.

SAFETY AND ETHICAL ISSUES

3.SE.1 Understand issues related to the safe, ethical, and responsible use of information and technology resources.

3.SE.1.1 Understand the guidelines for responsible use of technology hardware.

3.SE.1.2 Understand ethical behavior (copyright, not plagiarizing, netiquette) when using resources.

3.SE.1.3 Understand internet safety precautions (personal information, passwords, etc.).

SCIENCE
NORTH CAROLINA ESSENTIAL STANDARDS

FORCES AND MOTION

3.P.1 Understand motion and factors that affect motion.

3.P.1.1 Infer changes in speed or direction resulting from forces acting on an object.

3.P.1.2 Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.

3.P.1.3 Explain the effects of earth's gravity on the motion of any object on or near the earth.

MATTER: PROPERTIES AND CHANGE

3.P.2 Understand the structure and properties of matter before and after they undergo a change.

3.P.2.1 Recognize that air is a substance that surrounds us, takes up space and has mass.

3.P.2.2 Compare solids, liquids, and gases based on their basic properties.

3.P.2.3 Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water.

ENERGY: CONSERVATION AND TRANSFER

3.P.3 Recognize how energy can be transferred from one object to another.

3.P.3.1 Recognize that energy can be transferred from one object to another by rubbing them against each other.

3.P.3.2 Recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.

EARTH IN THE UNIVERSE

3.E.1 Recognize the major components and patterns observed in the earth/moon/sun system.

3.E.1.1 Recognize that the earth is part of a system called the solar system that includes the sun (a star), planets, and many moons and the earth is the third planet from the sun in our solar system.

3.E.1.2 Recognize that changes in the length and direction of an object's shadow indicate the apparent changing position of the Sun during the day although the patterns of the stars in the sky, to include the Sun, stay the same.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

3.E.2 Compare the structures of the Earth's surface using models or three-dimensional diagrams.

3.E.2.1 Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).

3.E.2.2 Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

3.L.1 Understand human body systems and how they are essential for life: protection, movement and support.

3.L.1.1 Compare the different functions of the skeletal and muscular system.

3.L.1.2 Explain why skin is necessary for protection and for the body to remain healthy.

ECOSYSTEMS

3.L.2 Understand how plants survive in their environments.

3.L.2.1 Remember the function of the following structures as it relates to the survival of plants in their environments:
- Roots – absorb nutrients
- Stems – provide support
- Leaves – synthesize food
- Flowers – attract pollinators and produce seeds for reproduction.

3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.

3.L.2.3 Summarize the distinct stages of the life cycle of seed plants.

3.L.2.4 Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants.

SOCIAL STUDIES
NORTH CAROLINA ESSENTIAL STANDARDS

HISTORY

3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities.

3.H.1.1 Explain key historical events that occurred in the local community and regions over time.

3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.

3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.

3.H.2 Use historical thinking skills to understand the context of events, people and places.

3.H.2.1 Explain change over time through historical narratives (events, people and places).

3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.

GEOGRAPHY AND ENVIRONMENTAL LITERACY

3.G.1 Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).

3.G.1.1 Find absolute and relative locations of places within the local community and region.

3.G.1.2 Compare the human and physical characteristics of places.

3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.

3.G.1.4 Explain how the movement of goods, people, and ideas impact the community.

3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation, and world).

3.G.1.6 Compare various regions according to their characteristics.

ECONOMICS AND FINANCIAL LITERACY

3.E.1 Understand how the location of regions affects activity in a market economy.

3.E.1.1 Explain how location impacts supply and demand.

3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers, and coastal towns).

3.E.2 Understand entrepreneurship in a market economy.

3.E.2.1 Explain why people become entrepreneurs.

3.E.2.2 Give examples of entrepreneurship in various regions of our state.

CIVICS AND GOVERNMENT

3.C&G.1 Understand the development, structure and function of local government.

3.C&G.1.1 Summarize the historical development of local governments.

3.C&G.1.2 Describe the structure of local government and how it functions to serve citizens.

3.C&G.1.3 Understand the three branches of government, with an emphasis on local government.

3.C&G.2 Understand how citizens participate in their communities.

    3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.

    3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.

    3.C&G.2.3 Apply skills in civic engagement and public discourse (school, community)

CULTURE

3.C.1 Understand how diverse cultures are visible in local and regional communities.

    3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.

    3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.

    3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions, and behaviors).

ENGLISH LANGUAGE DEVELOPMENT
NORTH CAROLINA ESSENTIAL STANDARDS

[Standards that are used by all teachers working with English Language Learners]

The North Carolina English Language Development Standard Course of Study is the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards [approved by the State Board of Education June 5, 2008]. These standards are for grades K-12.

STANDARD 1	English language learners communicate for Social and Instructional purposes within the school setting.
STANDARD 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
STANDARD 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
STANDARD 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
STANDARD 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The **Performance Definitions** for North Carolina's levels of English language proficiency follow WIDA's Performance Definitions. These can be downloaded. http://www.wida.us/standards/RG_ Performance Definitions.pdf

The 2007 Edition of the WIDA ELD Standards outlines the progression of English language development of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area. These ELD Standards and the Model Performance Indicators (MPIs) which are grouped in **formative and summative frameworks** are available as two separate documents to reduce the size of the download.

Grade level clusters K-5 – http://www.wida.us/standards/PreK-5 Standards web.pdf

Grade level clusters 6-12 – http://www.wida.us/standards/6-12 Standards web.pdf

Unpacking Standards Toolkit
Another tool which explains the North Carolina English Language Development
Essential Standards and provides CAN DO Descriptors is available at the following link:
http://www.ncpublicschools.org/docs/acre/standards/support-tools/unpacking/esl/esl.pdf

		Speaking Rubric of the WIDA™ Consortium*	
Task Level	**Linguistic Complexity**	**Vocabulary Usage**	**Language Control**
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

| **Writing Rubric of the WIDA™ Consortium Grades 1-12** |

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced	Usage of general language related to the content area; lack of vocabulary may be evident	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Usage of highest frequency vocabulary from school setting and content areas	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

GUIDANCE
NORTH CAROLINA ESSENTIAL STANDARDS

The North Carolina Essential Standards for Guidance are organized into the following strands and essential standards.

SOCIO-EMOTIONAL

SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

SE.2 Understand the relationship between self and others in the broader world.

SE.3 Use communication strategies effectively for a variety of purposes and audiences.

COGNITIVE

C.1 Use creative strategies to make decisions and solve problems.

C.2 Use analytical strategies to understand situations and make appropriate decisions.

CAREER

CR.1 Understand the meaning and importance of career self-awareness and career goals.

CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

Proficiency Levels
- Readiness/Exploratory/Discovery (RED)
- Early Emergent/Emergent (EEE)
- Progressing (P)
- Early Independent (EI)
- Independent (I)

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY

SOCIO-EMOTIONAL

EEE.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.
EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.
EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

EEE.SE.2 Understand the relationship between self and others in the broader world.
EEE.SE.2.1 Contrast the influence of self and others in relationship building.
EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.
EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

EEE.SE.3 Use communication strategies effectively for a variety of purposes and audiences.
  EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.
  EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

COGNITIVE

EEE.C.1 Use creative strategies to solve problems.
  EEE.C.1.1 Create strategies for solving problems that have been problems for some time.
  EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

EEE.C.2 Use analytical strategies to understand situations.
  EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.
  EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.
  EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

CAREER

EEE.CR.1 Understand the meaning and importance of career self-awareness and career goals.
  EEE.CR.1.1 Explain the importance of planning in career success.

EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.
  EEE. CR.2.1 Identify personal preferences and interests that influence career choice and success.
  EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

EEE.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.
  EEE. CR.3.1 Understand the relationship between educational achievement and career success.
  EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

EEE.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.
  EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.
  EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT

SOCIO-EMOTIONAL

EEE.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.
  EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.
  EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

EEE.SE.2 Understand the relationship between self and others in the broader world.

EEE.SE.2.1 Contrast the influence of self and others in relationship building.

EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.

EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

EEE.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.

EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

COGNITIVE

EEE.C.1 Use creative strategies to solve problems.

EEE.C.1.1 Create strategies for solving problems that have been problems for some time.

EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

EEE.C.2 Use analytical strategies to understand situations.

EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.

EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.

EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

CAREER

EEE.CR.1 Understand the meaning and importance of career self-awareness and career goals.

EEE.CR.1.1 Explain the importance of planning in career success.

EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

EEE. CR.2.1 Identify personal preferences and interests that influence career choice and success.

EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

EEE.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

EEE. CR.3.1 Understand the relationship between educational achievement and career success.

EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

EEE.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.

EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

SOCIO-EMOTIONAL

P.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.

P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

P.SE.2 Understand the relationship between self and others in the broader world.

P.SE.2.1 Interpret the meaning of self-concept.

P.SE.2.2 Explain how understanding differences among people can increase self-understanding.

P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

P.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

P.SE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.

P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.

P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

COGNITIVE

P.C.1 Use creative strategies to make decisions and solve problems.

P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.

P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

P.C.2 Use analytical strategies to understand situations.

P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.

P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

CAREER

P.CR.1 Understand the meaning and importance of career self-awareness and career goals.

P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.

P.CR.1.2 Develop a competency plan in your chosen career areas.

P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

P.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

P.CR.2.1 Maintain a career-planning portfolio.

P.CR.2.2 Use research and information resources to obtain career information.

P.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

P.CR.3.1 Describe the effect of work on lifestyle.

P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.

P.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.

P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

PROFICIENCY LEVEL: EARLY INDEPENDENT

SOCIO-EMOTIONAL

EI.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

EI.SE.1.1 Explain the impact of personal responsibility on others.

EI.SE.1.2 Contrast rights, privileges, and responsibilities.

EI.SE.2 Understand the relationship between self and others in the broader world.

EI.SE.2.1 Exemplify respect for individual and cultural differences.

EI.SE.2.2 Understand the importance of dependability, productivity, and initiative when working with others.

EI.SE.3 Use communication strategies to share information effectively for a variety of purposes and audiences.

EI.SE.3.1 Use communication strategies that are appropriate for the situation and setting.

EI.SE.3.2 Use conflict management skills to achieve desired outcomes.

COGNITIVE

EI.C.1 Use creative strategies to make decisions and solve problems.

EI.C.1.1 Analyze solution strategies in terms of assumptions and biases.

EI.C.1.2 Create new and different ways of achieving long-term goals.

EI.C.1.3 Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary.

EI.C.2 Use analytical strategies to understand situations and make appropriate decisions.

EI.C.2.1 Use analytical strategies appropriately in the areas of career planning, course selection, and career transitions.

EI.C.2.2 Evaluate the effectiveness of analytical strategies in solving problems, making adjustments as necessary.

CAREER

EI.CR.1 Understand the meaning and importance of career self-awareness and career goals.

EI.CR.1.1 Demonstrate knowledge of the career planning process and its relationship to one's self-awareness and goals.

EI.CR.1.2 Analyze your career plan and goals in relationship to your self-awareness and personal goals.

EI.CR.1.3 Evaluate your career plan and goals in order to make appropriate career plans.

EI.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

EI.CR.2.1 Understand how changing economic and societal needs influence employment trends and future training.

EI.CR.2.2 Demonstrate knowledge about the changing workplace and its relationship to your interests, abilities, and aptitudes.

EI.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

EI.CR.3.1 Understand that the changing workplace requires lifelong learning and the ongoing acquisition of new skills.

EI.CR.3.2 Select course work that is related to your career plan.

EI.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

EI.CR.4.1 Re-evaluate your educational plan to support appropriate career goals, interests, and abilities.

EI.CR.4.2 Utilize time-management and task-management skills in career planning and goal setting.

PROFICIENCY LEVEL: INDEPENDENT (I)

SOCIO-EMOTIONAL

I.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

I.SE.1.1 Explain the role of personal responsibility in leadership.

I.SE.1.2 Integrate personal responsibility into the way you live your life on a daily basis.

I.SE.2 Understand the relationship between self and others in the broader world.

I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.

I.SE.2.2 Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.

I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

I.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.

I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

COGNITIVE

I.C.1 Use creative strategies to make decisions and solve problems.

I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.

I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

I.C.2 Use analytical strategies to understand situations and make appropriate decisions.

I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).

I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

CAREER

I.CR.1 Understand the meaning and importance of career self-awareness and career goals.

I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.

I. CR.1.2 Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

I.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

I. CR.2.1 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.

I. CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities.

I.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

I. CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.

I. CR.3.2 Demonstrate the knowledge of the rights and responsibilities of employers and employees.

I.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.

I.CR.4.2 Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

WORLD LANGUAGES
NORTH CAROLINA ESSENTIAL STANDARDS

The North Carolina Essential Standards for World Languages are organized into the following strands and essential standards.

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

STANDARD 1	Use the language to engage in interpersonal communication. (Interpersonal communication: Person-to-Person Communication)
STANDARD 2	Understand words and concepts presented in the language. (Interpretive communication: Listening and Reading)
STANDARD 3	Use the language to present information to an audience. (Presentational Communication: Speaking and Writing)
STANDARD 4	Compare the students' culture and the target culture. (Culture)

Two program models are available at the Elementary Level:
1. FLES/Early Start Programs
2. Dual Language/Immersion Programs

For more information regarding program models, please see the Unpacking Tools at:
http://www.ncpublicschools.org/acre/standards/support-tools/#unworld

Proficiency Levels
- Novice Low
- Novice Mid
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid

CONNECTIONS TO LANGUAGE & LITERACY

NL.CLL.1 Use the language to engage in interpersonal communication.

NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings.

NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.

NL.CLL.1.3 Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and modeling.

NL.CLL.2 Understand words and concepts presented in the language.

NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.

NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.

NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.

NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.

NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

NL.CLL.3 Use the language to present information to an audience.

NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.

NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.

NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.

NL.CLL.4 Compare the students' culture and the target culture.

NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.

NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.

NL.CLL.4.3 Recognize examples of cognates and loan words.

CONNECTIONS TO OTHER DISCIPLINES

NL.COD.1 Use the language to engage in interpersonal communication.

NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.

NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

NL.COD.2 Understand words and concepts presented in the language.

NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.

NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.

NL.COD.2.3 Recognize words in groups from other disciplines.

NL.COD.3 Use the language to present information to an audience.

NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.

NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.

NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.

NL.COD.4 Compare the students' culture and the target culture.

NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.

NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.

COMMUNITIES

NL.CMT.1 Use the language to engage in interpersonal communication.

NL.CMT.1.1 Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.

NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

NL.CMT.2 Understand words and concepts presented in the language.

NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.

NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

NL.CMT.3 Use the language to present information to an audience.

NL.CMT.3.1 Identify arts, sports, games and media from the target culture.

NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

NL.CMT.4 Compare the students' culture and the target culture.

NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others.

NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.

NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.

NL.CMT.4.4 Identify products from the target cultures that are used globally.

PROFICIENCY LEVEL: NOVICE MID (NM)

CONNECTIONS TO LANGUAGE & LITERACY

NM.CLL.1 Use the language to engage in interpersonal communication.

NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

NM.CLL.2 Understand words and concepts presented in the language.

NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.

NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.

NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).

NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.

NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

NM.CLL.3 Use the language to present information to an audience.

NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.

NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

NM.CLL.4 Compare the students' culture and the target culture.

NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.

NM.CLL.4.2 Exemplify instances of cognates and loan words.

NM.CLL.4.3 Compare the language conventions of the students' language and the target language.

CONNECTIONS TO OTHER DISCIPLINES

NM.COD.1   Use the language to engage in interpersonal communication.

NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.

NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.

NM.COD.2 Understand words and concepts presented in the language.

NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.

NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.

NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

NM.COD.3 Use the language to present information to an audience.

NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.

NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.

NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NM.COD.4 Compare the students' culture and the target culture.

NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.

NM.COD.4.2 Identify information about target culture perspectives and practices.

COMMUNITIES

NM.CMT.1   ***Use the language to engage in interpersonal communication.***

NM.CMT.1.1   Use memorized words and phrases to ask and answer simple questions on familiar topics.

NM.CMT.1.2   Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

NM.CMT.2 ***Understand words and concepts presented in the language.***

NM.CMT.2.1   Understand the meaning of memorized words and phrases used in the community.

NM.CMT.2.2   Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.

NM.CMT.2.3   Recall common expressions and phrases about familiar topics used in target language communities.

NM.CMT.3 ***Use the language to present information to an audience.***

NM.CMT.3.1   Use memorized words and phrases to describe arts, sports, games, and media from the target culture.

NM.CMT.3.2   Use memorized words and phrases to participate in school or community events related to the target culture.

NM.CMT.4 ***Compare the students' culture and the target culture.***

NM.CMT.4.1   Recognize aspects of the target culture and language in the students' culture and language.

NM.CMT.4.2   Identify products made and used by members of the target culture and the students' culture.

NM.CMT.4.3   Differentiate gestures for appropriateness in the target culture.

NM.CMT.4.4   Identify how knowledge of the target language is useful in a global economy.

PROFICIENCY LEVEL: NOVICE HIGH (NH)

CONNECTIONS TO LANGUAGE & LITERACY

NH.CLL.1 ***Use the language to engage in interpersonal communication.***

NH.CLL.1.1   Use simple phrases and short sentences to exchange information about familiar topics.

NH.CLL.1.2   Generate conversations using familiar vocabulary and structures in short social interactions.

NH.CLL.1.3   Generate responses to familiar questions, statements, commands, or other stimuli.

NH.CLL.1.4   Use simple questions about familiar topics to acquire needed information.

NH.CLL.2 ***Understand words and concepts presented in the language.***

NH.CLL.2.1   Understand ideas on familiar topics expressed in short sentences and frequently used expressions.

NH.CLL.2.2   Summarize spoken messages and announcements about familiar topics.

NH.CLL.2.3   Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.

NH.CLL.2.4   Compare simple fiction texts with non-fiction texts about familiar topics.

NH.CLL.3 Use the language to present information to an audience.

NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.

NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.

NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

NH.CLL.4 Compare the students' culture and the target culture.

NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.

NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.

NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

CONNECTIONS TO OTHER DISCIPLINES

NH.COD.1 Use the language to engage in interpersonal communication.

NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.

NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.

NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

NH.COD.2 Understand words and concepts presented in the language.

NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.

NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.

NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

NH.COD.3 Use the language to present information to an audience.

NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.

NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.

NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NH.COD.4 Compare the students' culture and the target culture.

NH.COD.4.1 Understand cultural practices and perspectives from the target culture.

NH.COD.4.2 Identify the products of the target culture.

COMMUNITIES

NH.CMT.1 Use the language to engage in interpersonal communication.

NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.

NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

NH.CMT.2 Understand words and concepts presented in the language.

NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.

NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

NH.CMT.3 Use the language to present information to an audience.

NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.

NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

NH.CMT.4 Compare the students' culture and the target culture.

NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.

NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.

NH.CMT.4.3 Identify key characteristics of target culture traditions.

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

CONNECTIONS TO LANGUAGE & LITERACY

IL.CLL.1 Use the language to engage in interpersonal communication.

IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.

IL.CLL.1.2 Use questions to exchange information in familiar situations.

IL.CLL.2 Understand words and concepts presented in the language.

IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.

IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.

IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.

IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.

IL.CLL.3 Use the language to present information to an audience.

IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.

IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.

IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.

IL.CLL.4 Compare the students' culture and the target culture.

IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.

IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.

IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

CONNECTIONS TO OTHER DISCIPLINES

IL.COD.1 Use the language to engage in interpersonal communication.

IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.

IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.

IL.COD.2 Understand words and concepts presented in the language.

IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.

IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.

IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.

IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.

IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

IL.COD.3 Use the language to present information to an audience.

IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.

IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.

IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

IL.COD.4 Compare the students' culture and the target culture.

IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.

IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

COMMUNITIES

IL.CMT.1 Use the language to engage in interpersonal communication.

IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.

IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

IL.CMT.2 Understand words and concepts presented in the language.

IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.

IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

IL.CMT.3 Use the language to present information to an audience.

IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.

IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.

IL.CMT.4 Compare the students' culture and the target culture.
  IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.
  IL.CMT.4.2 Create resources in the target language for use in the community.
  IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

PROFICIENCY LEVEL: INTERMEDIATE MID

CONNECTIONS TO LANGUAGE & LITERACY

IM.CLL.1 Use the language to engage in interpersonal communication.
  IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.
  IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.
  IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.

IM.CLL.2 Understand words and concepts presented in the language.
  IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.
  IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.
  IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

IM.CLL.3 Use the language to present information to an audience.
  IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.
  IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.
  IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.

IM.CLL.4 Compare the students' culture and the target culture.
  IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.
  IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.
  IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

CONNECTIONS TO OTHER DISCIPLINES

IM.COD.1 Use the language to engage in interpersonal communication.
  IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.
  IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

IM.COD.2 Understand words and concepts presented in the language.
  IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.
  IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.
  IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

IM.COD.3 Use the language to present information to an audience.

IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.

IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.

IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IM.COD.4 Compare the students' culture and the target culture.

IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.

IM.COD.4.2 Understand how practices and perspectives impact the target culture.

COMMUNITIES

IM.CMT.1 Use the language to engage in interpersonal communication.

IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.

IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

IM.CMT.2 Understand words and concepts presented in the language.

IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.

IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

IM.CMT.3 Use the language to present information to an audience.

IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.

IM.CMT.3.2 Use the language in school or community activities related to the target culture.

IM.CMT.4 Compare the students' culture and the target culture.

IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.

IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.

IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

CONNECTIONS TO LANGUAGE & LITERACY

IH.CLL.1 Use the language to engage in interpersonal communication.

IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.

IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.

IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

IH.CLL.2 Understand words and concepts presented in the language.

IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.

IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.

IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.

IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

IH.CLL.3 Use the language to present information to an audience.

IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.

IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.

IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.

IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

IH.CLL.4 Compare the students' culture and the target culture.

IH.CLL.4.1 Identify dialectical differences in media from various cultures.

IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

CONNECTIONS TO OTHER DISCIPLINES

IH.COD.1 Use the language to engage in interpersonal communication.

IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.

IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.

IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

IH.COD.2 Understand words and concepts presented in the language.

IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.

IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

IH.COD.3 Use the language to present information to an audience.

IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.

IH.COD.3.2 Summarize personal views related to academic content with supporting details.

IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.

IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IH.COD.4 Compare the students' culture and the target culture.

IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.

IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

COMMUNITIES

IH.CMT.1 Use the language to engage in interpersonal communication.

IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.

IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

IH.CMT.2 Understand words and concepts presented in the language.

IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.

IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

IH.CMT.3 Use the language to present information to an audience.

IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.

IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.

IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

IH.CMT.4 Compare the students' culture and the target culture.

IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.

IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

PROFICIENCY LEVEL: ADVANCED LOW

CONNECTIONS TO LANGUAGE & LITERACY

AL.CLL.1 Use the language to engage in interpersonal communication.

AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.

AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.

AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

AL.CLL.2 Understand words and concepts presented in the language.

AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.

AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.

AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

AL.CLL.3 Use the language to present information to an audience.

AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.

AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.

AL.CLL.3.3 Use language to modify presentations for some specific audiences.

AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

AL.CLL.4 Compare the students' culture and the target culture.

AL.CLL.4.1 Compare dialectical differences in media from various target cultures.

AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

CONNECTIONS TO OTHER DISCIPLINES

AL.COD.1 Use the language to engage in interpersonal communication.

AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.

AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.

AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

AL.COD.2 Understand words and concepts presented in the language.

AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.

AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.

AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

AL.COD.3 Use the language to present information to an audience.

AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.

AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

AL.COD.4 Compare the students' culture and the target culture.

AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.

AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

COMMUNITIES

AL.CMT.1 Use the language to engage in interpersonal communication.

AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.

AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

AL.CMT.2 Understand words and concepts presented in the language.

AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.

AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

AL.CMT.3 Use the language to present information to an audience.

AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.

AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

AL.CMT.4 Compare the students' culture and the target culture.

AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.

AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

PROFICIENCY LEVEL: ADVANCED MID

CONNECTIONS TO LANGUAGE & LITERACY

AM.CLL.1 Use the language to engage in interpersonal communication.

AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.

AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

AM.CLL.2 Understand words and concepts presented in the language.

AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.

AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.

AM.CLL.2.3 Understand how to interpret long, complex texts.

AM.CLL.2.4 Compare literary and technical writing styles.

AM.CLL.3 Use the language to present information to an audience.

AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics.

AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.

AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.

AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

AM.CLL.4 Compare the students' culture and the target culture.

AM.CLL.4.1 Use dialectical differences to adapt and give presentations.

AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.

CONNECTIONS TO OTHER DISCIPLINES

AM.COD.1 Use the language to engage in interpersonal communication.

AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.

AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

AM.COD.2 Understand words and concepts presented in the language.

AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.

AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.

AM.COD.3 Use the language to present information to an audience.

AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.

AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.

AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

AM.COD.4 Compare the students' culture and the target culture.

AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.

AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.

COMMUNITIES

AM.CMT.1 Use the language to engage in interpersonal communication.

AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.

AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

AM.CMT.2 Understand words and concepts presented in the language.

AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.

AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

AM.CMT.3 Use the language to present information to an audience.

AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.

AM.CMT.3.2 Use specialized and precise language in school and community events.

AM.CMT.4 Compare the students' culture and the target culture.

AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.

AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.

ENGLISH/LANGUAGE ARTS
EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE (3.RL)

Key Ideas and Details
1. Answer questions to demonstrate recall of details from text.
2. Listen to stories, including fables and folktales from diverse cultures, and identify key events.
3. Identify the feeling of characters in a story.

Craft and Structure
4. Identify key words that complete literal sentences in a text (e.g., Jack climbed up the _____. *<tree, beanstalk, ladder>*).
5. Identify the beginning, middle and end of a story with a linear sequence.
6. Identify whether or not a story has a narrator.

Integration of Knowledge and Ideas
7. Identify words that describe story characters as depicted in images or illustrations from the text.
8. (Not applicable to literature)
9. Identify ways that two stories with similar characters are the same (e.g., both stories take place at a school).

Range of Reading and Level of Text Complexity
10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., Read or listen to identify how the characters are feeling).

READING STANDARDS FOR INFORMATIONAL TEXT (3.RI)

Key Ideas and Details
1. Answer questions to demonstrate recall of information from text.
2. Listen to a text to identify key details.
3. Identify first and last steps in a set of directions or a series of events in a written recount of the past.

Craft and Structure
4. Identify key words from the text that complete sentences in a text (e.g., The hill made the object move < faster, slower, straighter>).
5. Identify key words in a text that relate to a topic.
6. Identify key points in a text that reflect own point of view (e.g., in a text about the World Cup, soccer is described as the most popular sport in Europe and student identifies it as his/her own favorite sport).

Integration of Knowledge and Ideas
7. Use information gained from visual elements and the words in a text (read or heard) to answer factual questions (e.g., who , what, where, when, and how).
8. Describe the logical connection between information in a text (e.g., first/then, first/second/third in a sequence, compare big/little, hot/cold).
9. Identify similar details in two texts of the same topic.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaging in group reading of historical/ scientific and technical text for a clearly stated purpose (e.g., Read or listen to put the events in order, Read or listen to determine which is biggest).

READING STANDARDS: FOUNDATIONAL SKILLS (3.RF)

Phonics and Word Recognition

1. Apply letter-sound and word analysis skills in decoding words.
    a. In context, identify all letter-sound associations.
    b. Decode 3 letter words with common spelling patterns (e.g., consonant-vowel-consonant or high frequency rimes).
    c. Recognize 40 or more written words.

Fluency

2. Read text comprised of familiar words with accuracy to support comprehension.

WRITING STANDARDS (3.W)

Text Types and Purposes

1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons.
    a. Select a topic or book to write about and state an opinion.
    b. List reasons to support the opinion.
2. Write* to convey information clearly.
    a. Select a topic and illustrations or visual/ tactile supports related it.
    b. List words related to the topic.
3. Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with at least two events in sequence (e.g., Went to the store. Ate Cookies.).

Production and Distribution of Writing

4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.
5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.
6. With guidance and support from adults, use technology to produce and publish writing*.

Research to Build Knowledge

7. Gather information about a topic from two or more sources.
8. Sort information on personal experiences or a topic being studied into provided categories (e.g., Based on knowledge about people or listening to books about people, sort words into categories of things that people have and animals have).
9. (Begins in grade 4)

Range of Writing

10. Write* routinely for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS (3.SL)

Comprehension and Collaboration

1. Participate in communicative exchanges.

    a. Communicate directly with peers in multi-turn exchanges.

    b. Ask questions of adult or peer communication partners in multi-turn exchanges.

    c. Clarify own ideas as requested by communication partner.

2. Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multimodally.

3. Ask questions of or answer questions posed by adult or peer communication partners.

Presentation of Knowledge and Ideas

4. Identify a familiar topic, story or experience and one or more facts or details related to it.

5. Select or create an audio recording, images, photographs or other visual/tactual displays to represent stories or poems.

6. Combine 3 or more words when appropriate to task and situation in order to clarify communication.

LANGUAGE STANDARDS (3.L)

Conventions of Standard English

1. Demonstrate understandings of Standard English grammar and usage when communicating.

    a. Write* all lower-case letters of the alphabet.

    b. Use plural and singular nouns.

    c. Use verbs in their present and past tense.

    d. Use common adjectives.

    e. Produce phrases or sentences with a subject and a verb.

2. Apply knowledge of letter-sound relationships and familiar spelling patterns (e.g., word families), by representing initial and final sounds in words.

Effective Language Use

3. Use language to achieve desired outcomes when writing or communicating.

    a. Use language to make simple requests.

    b. Use language to comment or share information.

Vocabulary Acquisition and Usage

4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.

    a. Choose from an array of words an appropriate word to complete sentences.

    b. Identify the temporal meaning when the most common affixes (-ing, -ed) are added to common verbs (happening now; happened yesterday).

5. Demonstrate understanding of word relationships.

    a. Identify real-life connections between words and their use (e.g., label the materials being used in a science experiment; label ingredients used to cook).

    b. Identify words that describe personal emotional states.

6. Use words appropriately across context including words that signal spatial and temporal relationships (e.g. behind, under, later, soon, next).

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* Throughout, writing can include standard writing instruments, computers or alternate writing tools.
**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

MATHEMATICS
EXTENDED CONTENT STANDARDS

OPERATIONS & ALGEBRAIC THINKING (3.OA)

Represent and solve problems.
1. Compose and decompose numbers on both sides of the equal sign to show equality.
2. Solve addition and subtraction problems when result is unknown (i.e. 8 + 2 = _ , 6 − 3 = _).

Represent repeated addition.
3. Build models that represent repeated addition. (i.e., 2 groups of 4 is the same quantity as 4 + 4)
4. Share equally collections of up to 30 items between 2 to 4 people to solve real life story problems.

NUMBER & OPERATIONS IN BASE TEN (3.NBT)

Use place value understanding to add and subtract.
1. Use a number line (0-30) to determine the number 1 more and 1 less and 2 more and 2 less.
2. Illustrate ten and some more with numbers 11-30 using objects (bundles of ten).
3. Use part-part-whole relationships (including 2 or more parts), to compose and decompose numbers (0-30).
4. Compare numbers (0-30) in relationship to benchmark numbers 5 and 10.
5. Compare sets of objects (0-30) by their relative magnitude (e.g., more, less, equal, one more, one less, bigger, smaller).
6. Use estimation to determine if a set of objects is "more than 10," "less than 10," or "about the same as 10."
7. Use language and symbols (subtract, add, equal) to describe addition and subtraction problems.
8. Use addition and subtraction symbols in solving problems up to 30.

NUMBER & OPERATIONS – FRACTIONS (3.NF)

Develop understanding of simple fractions.
1. Identify whole and half using concrete models (use continuous and discrete items).
2. Use symbolic representation for each equal part.

MEASUREMENT & DATA (3.MD)

Solve problems with measurements involving time and length.
1. Recall names of the months.
2. Use a full day schedule to order the events of the day.
3. Compare two objects using direct comparison of length.
4. Solve problems using appropriate vocabulary to describe differences in length (e.g. more, less, same).
5. Use standard customary unit to measure length (inch).

Represent and interpret data.

6. Organize and represent data using a line plot.

7. Title and label axis of graph.

8. Answer questions posed about the collected data.

GEOMETRY (3.G)

Reason with shapes and their attributes.

1. Recognize the attributes of a rhombus and other quadrilaterals.

2. Partition shapes into equal halves. Express the area of each part as the fraction 1/2. Demonstrate understanding that this is 1 or 2 parts.

SCIENCE
EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.3.P.1 Understand the factors that affect motion.

EX.3.P.1.1 Identify different ways objects move (to include falling to the ground when dropped):
- Straight
- Up and Down
- Fast and slow

EX.3.P.1.2 Describe the effect of a push or a pull on the motion of an object (e.g. how far, direction, magnitude).

EX.3.P.1.3 Compare objects (e.g., ramps and barriers) that may change the direction or speed of things that are already in motion.

MATTER, PROPERTY AND CHANGE

EX.3.P.2 Understand the properties of matter before and after they undergo change.

EX.3.P.2.1 Identify liquids and how they take the shape of their container.

EX.3.P.2.2 Compare properties of water to other objects (e.g. objects that can sink, float or stay suspended in water).

EX.3.P.2.3 Identify processes (e.g. heating, cooling, cutting, smashing) that result in a physical change.

EX.3.P.2.4 Compare the effect of temperature change on matter (e.g. melting ice or ice cream, boiling water, or freezing water).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.3.E.1 Understand how changes in the seasons effect the Earth.

EX.3.E.1.1 Identify common characteristics of the 4 seasons (winter, spring, summer, and fall).

EX.3.E.1.2 Compare the changes which occur during each season (e.g. temperature changes, leaves falling, snow, wind blowing, flowers blooming).

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.3.L.1 Understand basic functions of the human body.

EX.3.L.1.1 Identify basic functions of the human body (e.g. eating, breathing, moving, sleeping).

EX.3.L.1.2 Identify basic needs of the human body (e.g. food, water, rest, protection).

EX.3.L.1.3 Understand how the functions and basic needs of the human body are essential for life.

ECOSYSTEM

EX.3.L.2 Understand how plants survive in their environment.

EX.3.L.2.1 Identify the structures (leaf, flower, roots and stem) of a plant and their functions.

EX.3.L.2.2 Compare basic needs of plants (e.g. air, water, light, soil, food, space) to humans.

EX.3.L.2.3 Compare soil components (sand/clay) and their capacity to retain water.

SOCIAL STUDIES
EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.3.G.1 Understanding community patterns using the themes of geography: (e.g., location, place, human-environment interaction, movement and regions).

EX.3.G.1.1 Identify community landmarks (e.g., grocery, stores, restaurants, parks, fire station).

EX.3.G.1.2 Describe the function of the community landmarks.

EX.3.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.).

EX.3.G.1.4 Locate places within the school environment (pictoral/symbol representation).

ECONOMICS AND FINANCIAL LITERACY

EX.3.E.1 Understand how location is a part of basic economic concepts.

EX.3.E.1.1 Identify community landmarks to secure goods and services.

EX.3.E.1.2 Communicate how supply and demand affects the choices an individual can make.

EX.3.E.1.3 Identify where money can be kept safely.

EX.3.E.1.4 Understand the value of saving money to help make later purchases.

CIVICS AND GOVERNANCE

EX.3.C&G.2 Understand how citizens participate in their communities.

EX.3.C&G.2.1 Apply different rules for different locations throughout the school.

EX.3.C&G.2.2 Apply knowledge of different rules for different staff members throughout the school.

EX.3.C&G.2.3 Exemplify how students can contribute to the well-being of the classroom.

EX.3.C&G.2.4 In a group, communicate to clarify own thinking on a topic.

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