

Grade 3

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| LA. | 3. | 1. | 1. | 1 |
| Subject | Grade | Strand | Standard | Benchmark |

Grade 3: Reading Process

| Phonics/Word Analysis | | Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. | |
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| | The student will: | | |
| LA.3.1.4.1 | - use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words; | | |
| LA.3.1.4.2 | - use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families; | | |
| LA.3.1.4.3 | - decode multi-syllabic words in isolation and in context; and | | |
| LA.3.1.4.4 | - use self-correction when subsequent reading indicates an earlier misreading. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will: | | <i>Supported:</i> The student will: | <i>Participatory:</i> The student will respond to spoken words, gestures/signs, referent objects, pictures, or symbols used in daily activities. |
| <ul style="list-style-type: none"> - manipulate individual phonemes in CVC words through addition, deletion, and substitution; - identify and segment initial, final, and medial phonemes in CVC, CCVC, and CVCC words; - blend three to four phonemes to form words; - decode words with common long and short vowel spelling patterns (CVC and CVCe words); - decode phonetically regular CVC, CCVC, and CVCC words; - recognize high frequency sight words and contractions; and - use self-correction when subsequent reading indicates an earlier misreading. | | <ul style="list-style-type: none"> - produce common sounds associated with ten or more letters; - identify, segment, and blend syllables and onset-and rime in familiar words; - identify initial and final phonemes in CVC words; - blend sounds to decode VC and CVC words; - recognize high frequency sight words; and - use self-correction when subsequent reading indicates an earlier misreading. | |

| Fluency | | Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. | |
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| | The student will: | | |
| LA.3.1.5.1 | - apply letter-sound knowledge to decode unknown words quickly and accurately in context; and | | |
| LA.3.1.5.2 | - adjust reading rate based on purpose, text difficulty, form, and style. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will read text with high frequency sight words and phonetically regular words with accuracy. | | <i>Supported:</i> The student will: | <i>Participatory:</i> The student will: |
| | | <ul style="list-style-type: none"> - name ten or more letters and produce their sounds; and - read phonetically regular one-syllable words (CVC and VC). | <ul style="list-style-type: none"> - respond consistently to objects, gestures/signs, pictures, or symbols in one or more daily tasks; and - request continuation of a familiar daily task when it has been interrupted. |

| Vocabulary Development | | Standard: The student uses multiple strategies to develop grade appropriate vocabulary. |
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| | The student will: | |
| LA.3.1.6.1 | - use new vocabulary that is introduced and taught directly; | |
| LA.3.1.6.2 | - listen to, read, and discuss familiar and conceptually challenging text; | |
| LA.3.1.6.3 | - use context clues to determine meanings of unfamiliar words; | |
| LA.3.1.6.4 | - categorize key vocabulary and identify salient features; | |
| LA.3.1.6.5 | - relate new vocabulary to familiar words; | |
| LA.3.1.6.6 | - identify “shades of meaning” in related words (e.g., blaring, loud); | |
| LA.3.1.6.7 | - use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words; | |
| LA.3.1.6.8 | - use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words; | |
| LA.3.1.6.9 | - determine the correct meaning of words with multiple meanings in context; and | |
| LA.3.1.6.10 | - determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools. | |
| Access Points for Students with Significant Cognitive Disabilities | | |
| <p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss stories and informational text; - use context clues and illustrations to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - identify common antonyms; - identify the correct meaning of a word with multiple meanings in context; and - determine the meaning of words using a picture dictionary and digital tools. | <p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to and talk about stories and informational text; - identify the meaning of words paired with pictures or symbols; - sort pictures paired with words into common categories; - relate new vocabulary to familiar words; and - use information from pictures, symbols, or text to determine the meaning of unknown words. | <p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify familiar persons, objects, and actions by name in daily activities; and - match objects, pictures, gestures/ signs, or symbols to tasks in routines. |

| Reading Comprehension | | Standard: The student uses a variety of strategies to comprehend grade level text. | |
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| | The student will: | | |
| LA.3.1.7.1 | - identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading; | | |
| LA.3.1.7.2 | - identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text; | | |
| LA.3.1.7.3 | - determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; | | |
| LA.3.1.7.4 | - identify cause-and-effect relationships in text; | | |
| LA.3.1.7.5 | - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text; | | |
| LA.3.1.7.6 | - identify themes or topics across a variety of fiction and nonfiction selections; | | |
| LA.3.1.7.7 | - compare and contrast elements, settings, characters, and problems in two texts; and | | |
| LA.3.1.7.8 | - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent.</i> The student will: | | <i>Supported.</i> The student will: | <i>Participatory.</i> The student will: |
| <ul style="list-style-type: none"> - preview text features (e.g., title, headings, illustrations) and use prior knowledge to make predictions of content of text; - identify the author's purpose (e.g., tell a story, give information) in familiar read-aloud text; - identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when), and sequence of events; - identify cause and effect relationships in pictures; - identify similarities and differences within stories and informational text (e.g., topics, events); and - use strategies to repair comprehension, including but not limited to rereading, predicting what happens next, connecting to life experiences, and checking own understanding when reminded. | | <ul style="list-style-type: none"> - preview text features (e.g., illustrations, title) and use prior knowledge to make predictions about a story; - identify familiar books that tell stories; - identify details, including but not limited to who, what, and where, in read-aloud stories and informational text; - identify familiar cause and effect relationships in pictures; - identify similarities in elements, characters, and actions in read-aloud stories and informational text; and - use strategies to repair comprehension, including but not limited to connecting characters, actions, settings, and events in read-aloud stories and informational text to life experiences. | <ul style="list-style-type: none"> - recognize referent objects, pictures, gestures/signs, or symbols used in daily classroom activities; - respond to pictures of characters, objects, or actions in familiar read-aloud stories and informational text used in daily activities; and - seek assistance to clarify the meaning of pictures, symbols, gestures/signs, or words in classroom activities with prompting. |

Grade 3: Literary Analysis

| Fiction | | Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. |
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| | The student will: | |
| LA.3.2.1.1 | - understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama); | |
| LA.3.2.1.2 | - identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction; | |
| LA.3.2.1.3 | - identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language); | |
| LA.3.2.1.4 | - identify an author's theme, and use details from the text to explain how the author developed that theme; | |
| LA.3.2.1.5 | - respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); | |
| LA.3.2.1.6 | - write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution; | |
| LA.3.2.1.7 | - identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and | |
| LA.3.2.1.8 | - select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge. | |
| Access Points for Students with Significant Cognitive Disabilities | | |
| <p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify common forms of literature (e.g., stories, poetry); - identify characters, settings, main problem, and sequence of events in fiction; - identify words that describe people, objects, and feelings in poetry; - identify the main idea or topic of a literature selection; - respond to a read-aloud literature selection by relating the main idea or events to life experiences; - write a description of a literature selection that identifies characters, settings, main problem, or events; - recognize the meaning of figurative language (e.g., raining cats and dogs); and - select a variety of fiction materials to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify common forms of literature (e.g., familiar stories, rhyming poetry); - identify characters, settings, and actions in read-aloud fiction; - identify words that describe people in read-aloud poetry; - identify the topic of a familiar literature selection; - contribute to a group response to read-aloud literature by connecting characters, actions, settings, or events to life experiences; - contribute to a written description that identifies the main topic, characters, actions, or setting from a read-aloud story; and - select fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - respond to patterns of language in read-aloud literature (e.g., predictable books, poetry); - identify characters or objects in familiar stories; - use referent objects, gestures/signs, pictures, symbols, or words to respond to characters, objects, or actions from a familiar read-aloud story; and - express a preference for familiar read-aloud stories, or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge. |

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| Nonfiction | Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. | |
| | The student will: | |
| LA.3.2.2.1 | - identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations); | |
| LA.3.2.2.2 | - use information from the text to answer questions related to explicitly stated main ideas or relevant details; | |
| LA.3.2.2.3 | - organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing; | |
| LA.3.2.2.4 | - identify the characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts); and | |
| LA.3.2.2.5 | - select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge. | |
| Access Points for Students with Significant Cognitive Disabilities | | |
| <p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify text features (e.g., title, headings, illustrations); - use information from read-aloud text with graphics to answer literal questions; - identify main ideas or topics in nonfiction text; - identify nonfiction text (e.g., simple reference materials, picture dictionary); and - select a variety of nonfiction materials on different topics to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify text features (e.g., illustrations, title); - use information in pictures, symbols, and words to answer literal questions; - identify topics in nonfiction read-aloud text; - identify familiar nonfiction pictures, symbols, or read-aloud text (e.g., photographs, signs); and - select nonfiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - recognize referent objects, pictures, or symbols used in daily classroom activities; - respond purposefully to referent objects or pictures of persons, objects, or actions in familiar read-aloud informational text used in daily activities; - respond to differences in referent objects, gestures/signs, pictures, or symbols used in routines; and - express a preference for familiar read-aloud nonfiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge. |

Grade 3: Writing Process

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| Prewriting | | Standard: The student will use prewriting strategies to generate ideas and formulate a plan. | |
| | The student will prewrite by: | | |
| LA.3.3.1.1 | - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material); | | |
| LA.3.3.1.2 | - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and | | |
| LA.3.3.1.3 | - using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will prewrite by: | | <i>Supported:</i> The student will prewrite by generating ideas for pictures that tell a story about persons, objects, actions, or events through activities (e.g., responding to questions, exploring objects, viewing pictures). | <i>Participatory:</i> The student will associate information or wants and needs with referent objects, gestures/signs, pictures, symbols, or words. |
| - generating ideas for writing about a picture related to desired topics or experiences through activities (e.g., responding to prompts, viewing pictures, listening to text, group discussion); and | | | |
| - identifying the purpose for writing (e.g., inform, tell a story). | | | |
| Drafting | | Standard: The student will write a draft appropriate to the topic, audience, and purpose. | |
| | The student will draft writing by: | | |
| LA.3.3.2.1 | - using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions; and | | |
| LA.3.3.2.2 | - organizing information into a logical sequence through the use of time-order words and cause/effect transitions. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will draft writing by: | | <i>Supported:</i> The student will draft writing by: | <i>Participatory:</i> The student will make an initial attempt to convey information, wants, and needs, with prompting as necessary, using referent objects, gestures/signs, pictures, symbols, or words. |
| - creating a picture; | | - creating a picture; and | |
| - developing a description of topics or experiences; and | | - dictating words, phrases, or sentences to tell a story or describe the picture. | |
| - sequencing ideas in a logical manner. | | | |

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| Revising | | Standard: The student will revise and refine the draft for clarity and effectiveness. | |
| | The student will revise by: | | |
| LA.3.3.3.1 | - evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice; | | |
| LA.3.3.3.2 | - creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning; | | |
| LA.3.3.3.3 | - creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and | | |
| LA.3.3.3.4 | - applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics). | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent.</i> The student will revise the draft by: <ul style="list-style-type: none"> - reviewing the picture and dictation; - changing the description or picture to add or modify details or rearrange sequence of ideas; and - using strategies or resources to improve the draft (e.g., teacher review, dictionary). | <i>Supported.</i> The student will revise the draft by: <ul style="list-style-type: none"> - reviewing the picture and dictation; - adding details to the picture and dictation with prompting; and - copying dictated words and phrases. | <i>Participatory.</i> The student will adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs. | |

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| Editing for Language Conventions | | Standard: The student will edit and correct the draft for standard language conventions. | |
| | The student will edit for correct use of: | | |
| LA.3.3.4.1 | - spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary; | | |
| LA.3.3.4.2 | - capitalization for proper nouns, including holidays, product names, titles used with someone’s name, initials, and geographic locations; | | |
| LA.3.3.4.3 | - punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives; | | |
| LA.3.3.4.4 | - present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns; | | |
| LA.3.3.4.5 | - subject/verb and noun/pronoun agreement in simple and compound sentences; and | | |
| LA.3.3.4.6 | - end punctuation for compound, declarative, interrogative, and exclamatory sentences. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will edit for correct use of: <ul style="list-style-type: none"> - left to right progression and sequencing; - common spelling patterns for phonetically regular CVC words and spelling of high frequency words using a word bank or other resource as necessary; and - capitalization, including familiar names and the pronoun “I.” | | <i>Supported:</i> The student will edit for correct use of: <ul style="list-style-type: none"> - left to right progression and sequencing for words and phrases; and - capitalization of own first and last name. | |
| <i>Participatory:</i> The student will adjust nonverbal expression or language (e.g., referent objects, gestures/signs, pictures, symbols, words) with prompting as necessary to communicate wants and needs. | | | |
| Publishing | | Standard: The student will write a final product for the intended audience. | |
| | The student will: | | |
| LA.3.3.5.1 | - prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia); | | |
| LA.3.3.5.2 | - add graphics where appropriate; and | | |
| LA.3.3.5.3 | - share the writing with the intended audience. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will: <ul style="list-style-type: none"> - produce writing that is clear, legible, and appropriate for the purpose; and - share the writing with others. | | <i>Supported:</i> The student will: <ul style="list-style-type: none"> - produce pictures with legible and understandable stories or descriptions; and - share the picture stories with others. | |
| <i>Participatory:</i> The student will effectively communicate information, wants, and needs using referent objects, gestures/signs, pictures, symbols, or words. | | | |

Grade 3: Writing Applications

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| Creative | | Standard: The student develops and demonstrates creative writing. | |
| | The student will: | | |
| LA.3.4.1.1 | - write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; and | | |
| LA.3.4.1.2 | - write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will: | <i>Supported:</i> The student will: | <i>Participatory:</i> The student will: | |
| <ul style="list-style-type: none"> - write a narrative that includes a main idea and characters; and - contribute to group writing of poetry, rhymes, or songs. | <ul style="list-style-type: none"> - produce a narrative by creating a picture that tells a story about familiar persons, objects, or actions with dictated words and phrases; - recite poetry, rhymes, and chants with expression; and - contribute to group recitation of poetry, rhymes, and chants with expression. | <ul style="list-style-type: none"> - communicate information that tells about familiar persons, objects, and actions; and - respond to patterns of language in read-aloud poems, rhymes, and songs. | |

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| Informative | | Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks. | |
| | The student will: | | |
| LA.3.4.2.1 | - write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics); | | |
| LA.3.4.2.2 | - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate; | | |
| LA.3.4.2.3 | - write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information; | | |
| LA.3.4.2.4 | - write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); and | | |
| LA.3.4.2.5 | - write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will: | | <i>Supported:</i> The student will: | <i>Participatory:</i> The student will: |
| <ul style="list-style-type: none"> - record information (e.g., lists, logs, labels) related to a topic; - write labels for common objects in the classroom; - create expository text with pictures and sentences that contain relevant information about a topic; - write thank-you notes and simple messages; and - produce functional text (e.g., two-step directions, rules) by creating instructions with pictures and sentences. | | <ul style="list-style-type: none"> - record expository information by creating pictures and dictating labels or lists; - compose informal invitations, messages, and thank-you notes by copying from a model; and - produce functional text (e.g., one-step directions for daily activities) by creating pictures and dictating words, phrases and sentences. | <ul style="list-style-type: none"> - express wants and needs; - communicate information about daily activities; and - communicate information about familiar persons, objects, or actions using non-verbal expression, gestures/signs, pictures, symbols, or words. |

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| Persuasive | | Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. | |
| LA.3.4.3.1 | The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will create a picture of a preferred item (e.g., food, pet, person) and dictate a reason why this item is the favorite. | | <i>Supported:</i> The student will choose a favorite item (e.g., food, pet, toy, person) and tell what he or she likes about it. | <i>Participatory:</i> The student will communicate a preference for familiar persons, objects, or actions in daily activities. |

Grade 3: Communication

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| Penmanship | | Standard: The student engages in the writing process and writes to communicate ideas and experiences. | |
| LA.3.5.1.1 | The student will demonstrate beginning cursive writing skills. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will write words using upper case and lower case letters, proper spacing, and sequencing. | | <i>Supported:</i> The student will write first name and copy letters and words from left to right with a visual cue. | <i>Participatory:</i> The student will use pictures, symbols, gestures/signs, or words to communicate meaning. |

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| Listening and Speaking | | Standard: The student effectively applies listening and speaking strategies. | |
| | The student will: | | |
| LA.3.5.2.1 | - recall, interpret, and summarize information presented orally; and | | |
| LA.3.5.2.2 | - plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will: <ul style="list-style-type: none"> - identify details from a variety of oral presentations (e.g., stories, poems, skits, songs, information); and - present information orally using appropriate voice, eye contact, and body movements for the occasion. | | <i>Supported:</i> The student will: <ul style="list-style-type: none"> - identify details from oral presentations (e.g., stories, songs, verbal messages); and - use words, phrases, and simple sentences for oral expression in classroom activities using appropriate voice. | <i>Participatory:</i> The student will: <ul style="list-style-type: none"> - attend to oral presentations (e.g., stories, songs, verbal messages); and - use language and nonverbal expression to communicate in daily group activities. |

Grade 3: Information and Media Literacy

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| Informational Text | | Standard: The student comprehends the wide array of informational text that is part of our day to day experiences. | |
| LA.3.6.1.1 | The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task. | | |
| Access Points for Students with Significant Cognitive Disabilities | | | |
| <i>Independent:</i> The student will read informational text with graphics for different purposes to follow two-step directions, answer literal questions, and perform tasks. | | <i>Supported:</i> The student will use information in pictures, symbols, and environmental print to answer questions and perform tasks. | <i>Participatory:</i> The student will recognize pictures of persons and objects to perform specific tasks in daily activities. |

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| Research Process | | Standard: The student uses a systematic process for the collection, processing, and presentation of information. |
| | The student will: | |
| LA.3.6.2.1 | - determine information needed for a search by narrowing or broadening a topic, identify key words; | |
| LA.3.6.2.2 | - use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information; | |
| LA.3.6.2.3 | - communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map); and | |
| LA.3.6.2.4 | - record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas). | |
| Access Points for Students with Significant Cognitive Disabilities | | |
| <i>Independent.</i> The student will: | <i>Supported:</i> The student will: | <i>Participatory.</i> The student will: |
| <ul style="list-style-type: none"> - generate ideas for a search; - use resources (e.g., pictures, nonfiction books) to obtain information; - communicate responses to search questions in dictated, written, or visual format (e.g., picture stories); and - identify titles, authors, and illustrators of books. | <ul style="list-style-type: none"> - use objects and pictures to identify topics for a search; - use teacher-recommended materials (e.g., objects, pictures, read-aloud text) to obtain information; - communicate responses to search questions using dictated words or phrases and pictures; and - identify titles and authors on the covers of familiar books. | <ul style="list-style-type: none"> - select a familiar object to explore; - explore and interact with the functions of the selected object; - communicate about the selected object using nonverbal expression, gestures/signs, pictures, symbols, or words; and - recognize familiar books or print materials. |

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| Media Literacy | | Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. |
| | The student will: | |
| LA.3.6.3.1 | - determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and | |
| LA.3.6.3.2 | - identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production. | |
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| <i>Independent.</i> The student will: | <i>Supported:</i> The student will: | <i>Participatory.</i> The student will: |
| <ul style="list-style-type: none"> - identify main ideas and details in print media (e.g., pictures, symbols, text); and - identify basic production elements used in media messages (e.g., color, sound, animation). | <ul style="list-style-type: none"> - identify details in print media (e.g., pictures, symbols, text); and - recognize basic production elements used in familiar media messages (e.g., color, sound). | <ul style="list-style-type: none"> - respond to familiar print media (e.g., pictures, symbols, text); and - respond to basic production elements in media messages (e.g., motion sound). |

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| Technology | Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. | |
| | The student will: | |
| LA.3.6.4.1 | - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); and | |
| LA.3.6.4.2 | - use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats. | |
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| <i>Independent.</i> The student will: <ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - use digital tools (e.g., writing, drawing software) to produce pictures, letters, and words. | <i>Supported:</i> The student will: <ul style="list-style-type: none"> - use an appropriate available technology to enhance communication; and - use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words. | <i>Participatory.</i> The student will: <ul style="list-style-type: none"> - use an appropriate available technology to enhance communication; and - use technology resources to support learning. |