

Intermediate Grades 3-5 Language Arts Essential Standards

Standard #1: Inquiry

Investigate and interpret information.

Standard #2: Connection

Identify, explore, and explain relationships between self and concepts learned.

Standard #3: Structure

Identify and organize components and patterns of oral and written language.

Standard #4: Creation

Produce an original work to express an idea or opinion.

Standard #5: Presentation

Convey information in a clear and concise oral presentation.

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

*The Content Standards and Benchmarks are based on the Nebraska English Language Arts Standards. *Asterisks throughout this document indicate additions to the Nebraska Standards for schools in the Archdiocese of Omaha or examples that move the indicator to a higher level of understanding. The shaded cells contain the basic standard with successive numbered rows spiraling to greater levels of complexity and showing the level of teacher instruction by the I, D, M's.*

Definitions for the level of teacher instruction:

Introduce **(I)**, Develop **(D)**, Master **(M)**

- Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No Assessment.
- Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
- Master **(M)**: **To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.**

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Language Arts Content Checklist Intermediate Grades 3-5

	Standard/Benchmark	3	4	5
LA _1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Reading: Students will learn and apply reading skills and strategies to comprehend text.		
LA _1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.	<i>Mastered at an earlier level.</i>		
LA _1.1.a	Identify variations in text (e.g., font, size, bold, italic, upper/lower case).	<i>Mastered at an earlier level.</i>		
LA _1.1.b	Identify punctuation (e.g., period, exclamation mark, question mark).	<i>Mastered at an earlier level.</i>		
LA _1.1.c	Identify parts of a book (e.g., cover, pages, title, author, illustrator).	<i>Mastered at an earlier level.</i>		
LA _1.1.d	Demonstrate knowledge that print reads from left to right and top to bottom.	<i>Mastered at an earlier level.</i>		
LA _1.1.e	Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).	<i>Mastered at an earlier level.</i>		
LA _1.1.f	Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).	<i>Mastered at an earlier level.</i>		
LA _1.1.g	Demonstrate understanding that words are made up of letters and sentences are made up of words.	<i>Mastered at an earlier level.</i>		
LA _1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.		
LA _1.2.a	Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).	<i>Mastered at an earlier level.</i>		
LA _1.2.b	Segment spoken sentences into words.	<i>Mastered at an earlier level.</i>		
LA _1.2.c	Identify and produce oral rhymes.	<i>Mastered at an earlier level.</i>		
LA _1.2.d	Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).	<i>Mastered at an earlier level.</i>		
LA _1.2.e	Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).	<i>Mastered at an earlier level.</i>		

	Standard/Benchmark	3	4	5
LA _1.3	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.		
LA _1.3.a	Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.	Know and apply *advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, *special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text. I, D	Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], *vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text. D, M	Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text. I, D
LA _1.3.b	Identify similarities and differences in written words (e.g., word endings, onsets, rimes).	Use word structure to read text (e.g., prefixes/suffixes, contractions, syllabication, derivation). D	D, M	
LA _1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.	Recognize and read grade-level (phonetic and non-phonetic) words in text. D, M		
*LA _1.3.d	*Confirm the accuracy of student reading by using phonics and context clues.	Use knowledge of phonetic and structural analysis to read and write grade-level text. *Use context clues to confirm the accuracy of reading at grade level. I, D	D, M	Use knowledge of phonetic and structural analysis to read and write grade-level text *across all disciplines. I, D
LA _1.4	Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	Fluency: Students will read a variety of grade-level print/digital texts * fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.		
LA _1.4.a	Listen to text of increasing length and/or complexity to develop stamina.	Listen to and read text of increasing length and/or complexity to increase reader stamina. D	D, M	Use reading strategies to persevere through text of increasing length and/or complexity. I, D
LA _1.4.b	Use appropriate expression to reflect meaning while reading emergent-reader text.	Use context to adjust pace and prosody based on purpose, text complexity, form, and style. I, D	D	D

	Standard/Benchmark	3	4	5
LA _1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.		
LA _1.5.a	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).	Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, *affixes, base and root words, abbreviations). I, D, M	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, suffixes, base and root words). I, D	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, *Greek, Latin, and Anglo-Saxon affixes and roots). D, M
LA _1.5.b	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	Apply context clues (e.g., word, *phrase, and sentence clues) and text features exist and may be used to help infer meaning of unknown words. I, D	D, M	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. I, D
LA _1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. D	D	D
LA _1.5.d	Identify semantic relationships (e.g., conceptual categories) to determine word relationships.	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing. D	D	D, M
LA _1.5.e	Determine word meaning using reference materials and classroom resources.	Locate words and determine meaning using reference materials. D	D, M	Verify meaning and pronunciation of words or phrases using reference materials. I, D

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	Standard/Benchmark	3	4	5
LA _1.6	Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text (fiction, non-fiction, poetry and drama).	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.		
*LA _1.6.a.1	*Identify differences between text types.	Identify characteristics and differences between text genres (e.g., folk tales, fairy tales, tall tales, realistic fiction, science fiction, historical fiction, novels, biography, autobiography, and news sources). D	D, M	Identify and classify different types of text: historical fiction, novels, legend, myth, fantasy. Identify different kinds of poetry. I, D
LA _1.6.a.2	Identify author's purpose (e.g., explain, entertain, inform).	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension. D, M	Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text. I, D	D, M
LA _1.6.b	Identify elements of literary text (e.g., characters, setting, events).	Identify and describe elements of literary text (e.g., characters, setting, plot, *point of view). D, M	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, *theme). I, D, M	Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme). I, D, M
LA _1.6.c	Identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, *hyperbole, idioms). D	D	Identify and explain why authors use literary devices (e.g., simile, *metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). D, M
LA _1.6.d	Retell major events and key details from a literary text and/or media.	Summarize a literary text and/or media, using key details to *identify the theme. I, D	D, M	Summarize and analyze a literary text and/or media, using key details to explain the theme. I, D
LA _1.6.e	Retell main ideas from informational text and/or media.	Determine main ideas and supporting details from informational text and/or media. I, D	D, M	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea. I, D

	Standard/Benchmark	3	4	5
LA _1.6.f	Identify text features in print and digital informational text.	Use text features to locate information and *explain how the information contributes to an understanding of print and digital text. I, D	D	D, M
LA _1.6.g	Identify the basic characteristics of literary and informational text.	Compare and contrast the characteristics that distinguish a variety of literary and informational texts *including selections across geographic regions, cultures, and time periods in relation to present day lives. I, D	D, M	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts. I, D
LA _1.6.h	Make connections between own life and/or other cultures in literary and informational text.	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective. I, D	M	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective. I, D, M
LA _1.6.i	Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources. D	Construct and/or answer literal, inferential, and *critical questions and support answers with explicit evidence from the text or additional sources. D	D
LA _1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	Identify and apply knowledge of organizational patterns *(headings, subheadings, italics, bold print, and captions) *to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast). I, D	Identify and apply knowledge of organizational patterns (headings, subheadings, italics, bold print, and captions) to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, *fact/opinion). D	D, M

	Standard/Benchmark	3	4	5
LA _1.6.k	Identify different purposes for reading (e.g., inform, enjoy).	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, *discover models for own writing, accomplish a task). D	D, M	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. I, D
LA _1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading. D	D	D, M
LA _1.6.m	Monitor comprehension by recognizing when meaning is disrupted.	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct. D	D	D, M
LA _1.6.n	Make predictions about a text using prior knowledge, pictures, illustrations and titles.	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media. I, D	D, M	Make and confirm/modify predictions and inferences with text evidence while *previewing and reading literary, informational, digital text, and/or media. I, D
LA _1.6.o	Respond to text (e.g., verbally, in writing, or artistically).	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media). D	D	D, M
LA _1.6.p	Make connections between a print text and an audio, video, or live version of the text.	Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text. I, D, M	Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text. I, D	D, M
*LA_1.6.q	*Detect prejudice and stereotyping in a variety of texts; recognize and understand their negative impacts on others.	Detect prejudice and stereotyping in a variety of texts; recognize and understand the negative impact on others. I, D	D	D
*LA_1.6.r	*Follow written directions in informational text.	Follow written directions in informational text. I, D	D	D

	Standard/Benchmark	3	4	5
LA _2	Writing: Students will learn and apply writing skills and strategies to communicate.	Writing: Students will learn and apply writing skills and strategies to communicate.		
LA _2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.		
LA _2.1.a	Use prewriting activities and inquiry tools to generate ideas.	Use prewriting activities and inquiry tools to generate ideas and organize information using organization tools (e.g., graphic organizers, story maps, etc.). D, M	Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. I, D	D, M
LA _2.1.b	Generate representations of ideas.	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions. I, D, M	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. I, D	D
LA _2.1.c	Use relevant information and evidence to support ideas.	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses. I, D	Gather and use relevant information and evidence from *multiple authoritative print and/or digital sources to support claims or theses. D	M
LA _2.1.d	Compose grammatically correct sentences.	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type *(declarative, interrogative, exclamation, command). D, M	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type (declarative, interrogative, exclamation, command). I, D	M

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	Standard/Benchmark	3	4	5
LA _2.1.e	Revise to improve and clarify writing.	With peer guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others. I, D	D, M	Introduce the use of established criteria, such as rubrics, 6 + 1 traits, etc. to evaluate, edit, and revise own writing. I, D
LA _2.1.f	Provide descriptive feedback to other writers.	Provide oral and/or written descriptive feedback to other writers. D	D	D, M
LA _2.1.g	Persevere in writing tasks.	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. I, D	D	D
LA _2.1.h	Proofread and edit writing recursively for format and conventions of standard English.	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). D	D	D
LA _2.1.i	Use own words to relate information.	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. I, D	D	D
LA _2.1.j	Publish a legible document.	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title). I, D	M	Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations). I, D
*LA_2.1.k	*Publish a friendly letter.	*Publish a two paragraph friendly letter using correct format with relevant and interesting details. D, M		

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	Standard/Benchmark	3	4	5
LA _2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.		
LA _2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. D	D	M
LA _2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	Provide evidence from literary or informational text to support ideas or opinions. D, M	Provide evidence from literary or informational text to support analysis, reflection, and research. I, D	M
LA _2.2.c	Conduct and publish research to answer questions or solve problems.	Conduct and publish research to answer questions or solve problems using *multiple resources to support theses. D	D	M
LA _2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Use precise word choice and domain-specific vocabulary to write in a variety of modes. D	D	D
LA _2.2.e	Compare mentor texts and examples to create similar pieces.	Compare various mentor texts and/or exemplars to create similar pieces. D	D	D, M

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	Standard/Benchmark	3	4	5
LA __.3	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.		
LA __.3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.		
LA __.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using *topic focus,* appropriate word choice *, subject related vocabulary,* grammar, and sentence structure.	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using *topic focus,* appropriate word choice *, subject related vocabulary,* grammar, and sentence structure. D	D	D
LA __.3.1.b	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text. D, M	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice, *engage audience) for a variety of purposes and situations, including interpreting text. I, D	D
LA __.3.1.c	Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest. I, D	D	M
LA __.3.1.d	Convey a personal perspective with clear reasons.	Convey a personal perspective with clear reasons. D	D	M
LA __.3.1.e	Ask pertinent questions to acquire or confirm information.	Ask pertinent questions to acquire or confirm information. D	D	D
LA __.3.1.f	Address alternative or opposing perspectives when appropriate to the mode of speaking.	<i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i>	<i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i>	<i>This skill is formally required in Grade 6, but may be introduced at earlier levels.</i>

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	Standard/Benchmark	3	4	5
LA _3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.	Listening: Students will develop and demonstrate active listening skills across a variety of situations.		
LA _3.2.a	Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities. I, D	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, *taking notes, recalling, questioning) for multiple situations and modalities. D	D
LA _3.2.b	Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	Identify the purpose and credibility of information being presented in diverse media and formats. I, D	D	M
LA _3.2.c	Complete a task following complex multi-step directions.	Listen to and follow multi-step oral directions. I, D	M	Complete a task following complex multi-step directions. I, D
LA _3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.		
LA _3.3.a	Integrate professional etiquette and social protocols when communicating.	Demonstrate appropriate social etiquette and apply social cues when communicating. I, D	D	M
LA _3.3.b	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., *stereotypes, multiple meanings of words) in conversation. I, D	D	M
LA _3.3.c	Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.	Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas. D	D	D
LA _3.3.d	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.	Listen, ask clarifying questions, summarize, and respond to information being communicated to a topic, text, or issue under study. M	Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. I, D	D
LA _3.3.e	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives. I, D	D	M

	Standard/Benchmark	3	4	5
LA _4	Multiple Literacies: Students will apply information fluency and practice digital citizenship.	Multiple Literacies: Students will apply information fluency and practice digital citizenship.		
LA _4.1	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).		
LA _4.1.a	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings (e.g., fiction vs. nonfiction, real vs. not real).	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings (e.g., fiction vs. nonfiction, real vs. not real). I, D	D	D
LA _4.1.b	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools). I, D	D	D
LA _4.1.c	Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols). D	D	D
LA _4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.		
LA _4.2.a	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, *appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). D	D	D
LA _4.2.b	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. D	D	D

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Recommended Mastery Levels for Parts of Speech in Grades 3-5

Parts of Speech	3	4	5
Nouns			
Noun	D, M		
Singular/Plural nouns	D, M		
Common noun	D, M		
Proper noun	D, M		
Possessive noun (singular/plural and regular/irregular)	I	D	D
Collective noun			I, D
Subject	D	M	
Understood Subject			I
Direct Object		I	D
Indirect Object			I
Predicate Noun			I
Noun of Direct Address		I	D
Verbs			
Verb	D	M	
Helping Verb	I	D	M
Action Verb	D	D	D
Linking Verb	D	D	D
Verb Phrase	I	D	M
Regular Verb		I	D
Irregular Verb		I	D
Adverbs			
Adverb			I
Time adverbs			I
Place adverbs			I
Manner adverbs			I
Comparative			I
Superlative			I
Adjectives			
Adjectives	D	D	M
Prepositions			
Preposition			I
Prepositional phrase			I

Recommended Mastery Levels for Parts of Speech in Grades 3-5

Parts of Speech	3	4	5
Conjunctions			
Conjunction (connecting words)	D	D, M	
Coordinating conjunctions		I	D
Interjections			
Interjection			I, D, M
Sentences			
Declarative sentence (telling)	M		
Interrogative sentence (asking)	M		
Exclamatory	M		
Imperative	M		
Sentence fragment	I	D	D
Run-on sentence	I	D	D
Simple Subject/Simple Predicate	D	D	M
Compound Subject	D	D	M
Compound Predicate	D	D	M
Compound Objects			I
Subject/Verb Agreement	D	D	D
Simple sentence	M		
Compound sentence			I
Complex sentence			I
Phrases & Clauses			
Phrase			I
Sentence vs. phrase			I
Capitalization			
Proper nouns	M		
Pronoun "I"	M		
Abbreviations	I	D	D
Initials	I	D	D
Honorary titles		I	D
Titles (books, poems, songs, articles, movies, art, etc.)			I
Postal abbreviations			I
Geographical regions			I
Dialogue			I

Recommended Mastery Levels for Parts of Speech in Grades 3-5

Parts of Speech	3	4	5
Punctuation			
Period			
Abbreviations	I	D	M
Initials	I	D	M
Question mark	M		
Exclamation point	D	D	D, M
Apostrophe	D	D	M
Contractions	D	M	
Possessives		I,D	M
Commas			
Dates	D	D	M
Letters (greeting, closing)	D, M		
Series	I	D	D
City/State	I	D	D
Noun of direct address		I	D
Yes/No at beginning		I	D
Compound sentence		I	D
Quotation Marks			
Dialogue		I	D
Titles (short stories,			I
Underlining			I

I= Introduce	D= Develop	M=Master
To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

