Grade 3: PA Academic Eligible Content and PA Common Core Crosswalk

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Alignment of Eligible Content: More than Just Content

The crosswalk below is designed to show the alignment between the PA Academic Standard Eligible Content and the PA Common Core Eligible Content. While content is in many cases similar, the **key message is that PA Common Core focused instruction is more rigorous and will prepare students for upcoming PSSAs and future PA Common Core aligned PSSAs.**

The defining element of the PA Common Core Standards is one of rigor. Barbara Blackburn elaborates on the concept of rigor when she states: "True rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.[1]"

Focus on PA Common Core

As instruction segues from the PA Academic Standards to the PA Common Core Standards, it is important to understand the need to prepare students for the current and upcoming PA CC-aligned PSSAs and to consider not only the content but the degree of rigor embraced by the new standards. The instructional shifts embrace increased reading of informational texts, growth in text complexity through the grades, focus on academic vocabulary, text dependent analysis, writing from sources, and literacy instruction in all content areas. The PA Common Core aligned Eligible Content statements reflect those shifts.

PA Common Core – Raising the Bar

Educators will note that the items developed to measure the new Assessment Anchors and Eligible Content (Common Core aligned AA/EC) will differ from the current PSSA items in both rigor and difficulty. This will be a direct result of the rigor of the new Assessment Anchors and Eligible Content where the average Depth of Knowledge (DOK) will be higher than the DOK of the existing PSSA Assessment Anchors and Eligible Content. As a result, educators should see items written at the higher cognitive levels (e.g., level 2 and level 3). However, that does not mean that a DOK level 1 item will not be found on the transitioned PSSA.   For example, an item measuring math fluency is typically written at DOK level 1. For reading, there may be a vocabulary AA/EC that allows for an item to be written at DOK 1.

Regardless of the increased rigor of the items measuring the new Assessment Anchors and Eligible Content (Common Core aligned AA/EC), educators will also perceive the difficulty of the assessment to have increased.

Eye on the Standards

It is important to remember that while Assessment Anchors and Eligible Content provide the blueprint for the PSSA assessments, they are a reflection only of what can be assessed in large scale testing and do not reflect all of classroom instruction.

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[1] Barbara Blackburn, *Rigor and the Common Core State Standards*, mailto:http://www.educationworld.com/a_admin/rigor-and-common-core-state-standards.shtml (January 2013)

4-22-13

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PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
Comprehension and Reading Skills **Understand Fiction Appropriate to Grade Level – Vocabulary (PA Academic Standards)** **Vocabulary Acquisition and Use (PA CC Standards)** **While both sets of Eligible Content statements focus on unlocking meaning of words, PA CC notes a variety of strategies: using context, word relationships, and connotations.**		
R3.A.1.1.1 Identify and/or interpret meaning of multiple-meaning words used in text.	**E03.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use 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 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*).	PA CC Eligible Content focuses on using word solving strategies: use of context and knowledge of roots and affixes.
R3.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.	**E03.A-V.4.1.2** Demonstrate understanding of word relationships and nuances in word meaning. b. Distinguish shades of meaning among related words (e.g. knew, believed, suspected,	PA CC Eligible Content is more expansive to include such facets as nuances in word meanings. The second descriptor (b) includes students understanding the

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	heard, wondered).	relationships of words to one another.
R3.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-,mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix, but not both. If a target word has a prefix, it will not also have an inflectional ending (-ing, -ed).	**E03.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based grade 3 reading and content, choosing flexibly from a range of strategies. 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 heat/preheat*).	Essentially very similar, PA-CC includes references to affixes and root words.
R3.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	**E03.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase.	PA CC Eligible Content addresses context very explicitly with multiple strategies.
**Comprehension and Reading Skills** **Understand Fiction Appropriate to Grade Level – Theme, Text Analysis, and Literary Elements (PA Academic Standards)** **Key Ideas and Details (PA CC Standards)** **PA CC Eligible Content not only relies heavily on text based evidence but generally demands a higher level of thinking – beyond citing evidence to a deeper analysis.**	
R3.A.1.3.1 Make inferences and/or draw conclusions	**E03.A-K.1.1.1** Ask and answer questions to demonstrate	PA CC extends beyond inferencing to analyzing text

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
based on information from the text.	understanding of a text, referring explicitly to the text as the basis for the answers. **E03.A-K.1.1.2** Recount poems, dramas, or 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. **E03.A-K.1.1.3** Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. **Note**: "Story" means narration of events told through the text types of story, drama, or poem.	more deeply. Textual evidence is an instructional shift evident throughout PA CC. Students are asked to generate and respond to questions about the text, and explain the central message. They must also demonstrate an understanding of character in a text.
R3.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.	**E03.A-K.1.1.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **E03.A-K.1.1.2** Recount poems, dramas, or 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.	With a focus on text dependent, analysis, PA CC EC moves beyond identifying the main idea, details and genre of the text to a deeper analysis.
R3A.1.5.1 Summarize the key details and events of a fictional text as a whole.	**E03.A-K.1.1.1** Ask and answer questions to demonstrate understanding of a text,	PA CC EC moves beyond summarizing, and the EC statement on the left

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	referring explicitly to the text as the basis for the answers.	exemplifies the greater depth of text analysis required.
	E03.A-K.1.1.2 Recount poems, dramas, or 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.	PA CC integrates theme and moves to a higher level when it asks for students to employ analysis – well beyond summary.
	E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. **Note**: "Story" means narration of events told through the text types of story, drama, or poem.	The PA CC EC moves beyond identifying character traits as part of a summary to a more sophisticated analysis.
R3.A.1.6.1 Identify the author's intended purpose of text. Note: narrative and poetic text	**CC.1.4.3.S** Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade level reading standards for literature and informational texts.	**The PA CC refers to the following eligible content: E03.E.1.1.1 through E03.E.1.1.5; however, in the PA CC EC document these do not exist! (at least I am unable to locate it)
Comprehension and Reading Skills **Understand Nonfiction Appropriate to Grade Level – Vocabulary (PA Academic Standards)** **Vocabulary Acquisition and Use (PA CC Standards)** **While both sets of Eligible Content statements focus on unlocking meaning of words, PA CC notes a variety of strategies: using context, word relationships, and connotations.**		
R3.A.2.1.1 Identify and/or interpret the meaning of multiple-meaning words used in text.	**E03.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3	PA CC Eligible Content focuses on using word solving strategies: use of context and knowledge of roots and

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	reading and content, choosing flexibly from a range of strategies. a. Use 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). d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)	affixes.
R3.A.2.1.2 Identify and/or interpret the meaning of content-specific words used in text.	**E03.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. c. Determine the meaning of general academic and domain phrases used in a text. **E03.B-V.4.1.2** 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*).	PA CC EC is more expansive to include such facets as nuances in word meaning. The lengthy set of PA CC EC statements is far more detailed and requires more complex thinking than the PA Academic Standard statement.

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	b. Distinguish shades of meaning among related words (e.g. *knew, believed, suspected, heard, wondered*).	
R3.A.2.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix, but not both. If a target word has a prefix, it will not also have an inflectional ending (-ing, -ed).	**E03.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 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). d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)	Essentially very similar, PA-CC includes references to affixes and root words. However, the PA CC EC addresses context very explicitly with multiple strategies.
R3.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	**E03.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a	PA CC Eligible Content addresses context very explicitly with multiple strategies.

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
	known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Determine the meaning of general academic and domain phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion) **E03.B-V.4.1.2** 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. Distinguish shades of meaning among related words (e.g. *knew*, *believed*, *suspected*, *heard*, *wondered*).	
Comprehension and Reading Skills **Understand Nonfiction Appropriate to Grade Level – Text Analysis (PA Academic Standards)** **Key Ideas and Details (PA CC Standards)** **PA CC Eligible Content employs the term *Informational Text.* It not only relies heavily on text based evidence but generally demands a higher level of thinking – beyond citing evidence to a deeper analysis.**		
R3.A.2.3.1 Make inferences	**E03.B-K.1.1.1** Answers	PA CC EC extends beyond

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and/or draw conclusions based on information from text.	questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	inferencing to analyzing more deeply. Textual evidence is an instructional shift evident throughout PA CC.
3.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text. **R3.A.2.5.1** Summarize the major points, processes, and/or events of a nonfictional text as a whole.	**E03.B-K.1.1.1** Answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **E03.B-K.1.1.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. **E03.B-K.1.1.3** 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. **E03.B-C.3.1.1** Describe the logical connection between sentences and paragraphs to support specific points in a text (e.g. comparison, cause/effect, first/second/third in a sequence) **E03.B-C.3.1.3** Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	These first three PA Eligible Content statements support the two similar PA Academic Standard Eligible Content statements. The heightened PA CC statements focus on evidence from text and a more in-depth analysis. PA CC EC includes structure and stretches to a deeper analysis of how the structure leads the reader into meaning and text sequencing.

PA Academic Standards Eligible Content	PA Common Core Standards Eligible Content	Comment
R3.A.2.6.1 Identify the author's intended purpose of text. Note: informational, biographical, and instructional (practical/how to/ advertisement) text	**E03.B-C.2.1.1** Explain the point of view from which a text is written.	The PA CC Eligible Content extends author's purpose to a deeper analysis of how the author has communicated his/her purpose.
Interpretation and Analysis of Fictional and Nonfictional Text **Understand Components Within and Between Texts (PA Academic Standards)** **Craft and Structure (PA CC Standards)** **Understand Literary Devices in Fictional and Nonfictional Text** **Understand Concepts and Organization of Nonfictional Text**		
R3.B.1.1.1 Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction. Character (may also be called narrator, speaker, subject of a biography): Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text. Setting: Identify, explain, interpret, compare, and/or describe the	**E03.A-C.2.1.1** Explain the point of view from which a story Is narrated, including the difference between first-and third-person narrations. Note: "Story" means narration of events told through text types of story, drama, or poem. **E03.A-C.3.1.1** 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). Note: "Story" means narration through the text types of stories, dramas, or poems. **E03.A-K.1.1.2** Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain	The PA CC Eligible Content focuses on analyzing the interaction of story elements – rather than analyzing each in isolation.

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setting (when or where a story or personal narrative takes place); Plot (may also be called action): Identify, explain, interpret, compare, and/or describe elements of the plot(conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved). Note: Items may use the terms *event* or *solution*. Items will not use the word *plot*. Items will ask what happened first, next, last, etc.	how it is conveyed through key details in the text. **E03.A-K.1.1.3** Describe characters in a story (e.g., motivations, feelings) and explain how their actions contribute to the sequence of events. **Note:** "Story" means narration of events told through the text types of story, drama, or poem.	
R3.B.1.2.1 Identify, explain, interpret, compare, and/or describe connections between texts.	**E03.A-C.3.1.1** 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). Note: "Story" means narration through the text types of stories, dramas, or poems. **E03.B-C.3.1.2** Compare and contrast the most important points and key details presented in two texts on the same topic.	Both PA and CC Eligible Content statements address connections; however, PA CC Eligible Content is more specific and asks for more detail than previously required. The first PA CC Eligible Content statement (E03.B-C.3.1.2) refers to informational text while the second (E03.A-C.3.1.1) refers to literature.

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R3.B.2.1.1 Identify, explain, and/or interpret examples of personification in text.	**CC.1.2.3.F** Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	PA CC Eligible Content does not specifically list the types of figurative language; however, it includes figurative language, word relationships, and nuances of words.
R3.B.3.1.1 Identify and/or interpret statements of fact and opinion in nonfictional text. Note: In grade 3 items focusing on opinion are generally worded, "Which of these is an opinion (not a fact)?"	**E03.B-C.2.1.1** Explain the point of view from which a text is written. **E03.B-C.3.1.1** Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g. comparison, cause/effect, first/second/third in a sequence). **E03.B-C.3.1.2** Compare and contrast the most important points and key details presented in two texts on the same topic.	The PA CC Eligible Content requires students to read deeply and assess the text claims to determine the author's point of view.
R3.B.3.2.1 Identify, explain, and/or interpret exaggeration (bias) where present in nonfictional text.	**E03.B-C.2.1.1** Explain the point of view from which a text is written.	PA CC Eligible content focuses on author's perspective or point of view rather than exaggeration or bias.
R3.B.3.3.1 Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.	**E03.B-K.1.1.3** 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	The PA CC Eligible Content moves beyond identification to analysis of structure. Note the PA CC is broader and includes specific genres of text, language, and text features.

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	cause/effect. **E03.B-C.3.1.1** Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **E03.B-C.2.1.2** Use text features (e.g., headings, and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
R3.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.	**E03.B-C.2.1.2** Use text features (e.g., headings, and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **E03.B-C.3.1.3** Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	The PA CC Eligible Content moves beyond locating and identifying information to being able to use text features to demonstrate understanding.
R3.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.	**E03.B-C.2.1.2** Use text features (e.g., headings, and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	The PA CC Eligible Content asks to students to use text features and graphics to demonstrate understanding.

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	E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
R3.B.3.3.4 Identify, compare, and/or explain the sequence of steps in a list of directions.	**E03.B-C.3.1.1** Describe the logical connection between particular sentences and paragraphs points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **E03.B-K.1.1.3** 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.	The PA CC Eligible Content moves beyond identification to analysis of structure. Note the PA CC is broader and includes specific genres of text, language and text features.

Additional PA Common Core Eligible Content
Not Addressed in PA Academic Standard Eligible Content
In transitioning to PA Common Core and preparing students for the PSSAs, these specific statements will be assessed and should be explicitly addressed.

Topic	PA Common Core Eligible Content	Comment
Writing – Text Types and Purposes (Arguments)	**E03.C.1.1.1** Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose. **E03.C.1.1.2** Provide reasons	Since writing was not assessed in the PSSA, no comparison are made.

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	that support the opinion. **E03.C.1.1.3** Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect an opinion and reasons. **E03.C.1.1.4** Provide a concluding statement or section.	
Writing – Text Types and Purposes **(Informative/Explanatory)**	**E03.C.1.2.1** Introduce a topic for the intended audience and group related information together to support the writer's purpose. **E03.C.1.2.2** Develop the topic with facts, definitions, and/or details. **E03.C.1.2.3** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. **E03.C.1.2.4** Provide a concluding statement or section.	
Writing – Text Types and Purposes (Narrative)	**E03.C.1.3.1** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. **E03.C.1.3.2** Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to	

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	show the response of characters to situations. **E03.C.1.3.3** Use temporal words and phrases to signal event order. **E03.C.1.3.4** Provide a sense of closure.	
Languages – Conventions of Standard English **(Grammar and Usage)**	**E03.D.1.1.1** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **E03.D.1.1.2** Form and use regular and irregular plural nouns. **E03.D.1.1.3** Use abstract nouns (e.g., *childhood)*. **E03.D.1.1.4** Form and use regular and irregular verbs. **E03.D.1.1.5** Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. **E03.D.1.1.6** Ensure subject-verb and pronoun-antecedent agreement. * **E03.D.1.1.7** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **E03.D.1.1.8** Use coordinating and subordinating conjunctions. **E03.D.1.1.9** Produce simple, compound, and complex	

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	sentences.	
Language – Conventions of Standard English (Capitalization, Punctuation, and Spelling)	**E03.D.1.2.1** Capitalize appropriate words in titles. **E03.D.1.2.2** Use commas in addresses. **E03.D.1.2.3** Use commas and quotation marks in dialogue. **E03.D.1.2.4** Form and use possessives. **E03.D.1.2.5** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*). **E03.D.1.2.6** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
Language – Knowledge of Language	**E03.D.2.1.1** Choose words and phrases for effect.	