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|  |
| **Reading – Literature** | **Instructional Target/Learning Expectations** | **Quarter 1**  | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| **3.RL.1** Ask and answer questions to demonstrate understanding of key details in a text, referring explicitly to the text as the basis for the answers. | * **Ask and answer questions to understand text**
 | **S** | **S** | **E** | **\*** |
| * **Formulate questions to demonstrate understanding**
 | **I** | **R** | **S** | **E** |
|  |  |  |  |
| * **Refer explicitly to the text to answer questions**
 | **R** | **S** | **S** | **E** |
| **3.RL.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | * **Recount fables from diverse cultures**
 | **R** | **S** | **S** | **E** |
| * **Recount folktales from diverse cultures**
 | **R** | **S** | **S** | **E** |
| * **Recount myths from diverse cultures**
 | **I** | **R** | **S** | **E** |
| * **Recount stories from diverse cultures**
 | **I** | **R** | **S** | **E** |
| * **Determine the moral of a fable**
 | **R** | **S** | **S** | **E** |
| * **Determine the lesson of a folktale**
 | **R** | **S** | **S** | **E** |
| * **Determine the central message of a myth**
 | **I** | **R** | **S** | **E** |
| * **Determine how the central message, lesson, or moral is conveyed**
 | **R** | **R** | **S** | **E** |
| **3.RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | * **Describe a character’s feelings/ emotions.**
 | **I** | **R** | **S** | **E** |
| * **Describe a character’s traits/ motivations.**
 | **R** | **S** | **E** | **\*** |
| * **Retell the sequence of events using time order words**
 | **S** | **E** | **\*** |  |
| * **Infer a character’s feelings and/or emotions**
 | **I** | **R** | **S** | **E** |
| * **Analyze a character’s feelings and/ or**
 | **I** | **R** | **S** | **E** |
| **emotions** |  |  |  |  |
| * **Interpret how a character’s traits, motivations, and feelings lead to actions**
 | **I** | **R** | **S** | **E** |
| * **Explain how a character’s actions contribute to the event sequence**
 | **I** | **R** | **S** | **E** |
| **3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. | * **Identify literal and nonliteral words and phrases**
 | **I** | **R** | **R** | **S** |
| * **Determine the meaning of literal and nonliteral words and phrases**
 | **I** | **R** | **R** | **S** |
| **3.RL.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections**.** | * **Refer to parts of stories, dramas and poems when speaking or writing**
 | **R** | **S** | **S** | **E** |
| * **Use terms such as chapter, scene and stanza to describe how a story, drama or poem builds**
 | **I** | **R** | **S** | **S** |
| **3.RL.6** Distinguish their own point of view from that of the narrator or those of the characters. | * **Recognize own point of view**
 | **R** | **S** | **S** | **E** |
| * **Identify the narrator’s point of view**
 | **R** | **R** | **S** | **E** |
| * **Identify the character’s point of view**
 | **R** | **S** | **S** | **E** |
| * **Compare own point of view to the narrator’s or character’s point of view**
 | **I** | **R** | **S** | **E** |
| * **Contrast own point of view to the narrator’s or the character’s point of view**
 | **I** | **R** | **S** | **E** |
| **3.RL.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story  | * **Identify specific aspects of a text’s illustrations**
 | **R** | **R** | **S** | **E** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| (e.g., create mood, emphasize aspects of a character or setting). | * **Visually and orally identify descriptions in a story or drama**
 | **R** | **R** | **S** | **E** |
| * **Recognize the mood of a story**
 | **I** | **R** | **R** | **S** |
| * **Explain how aspects of illustrations contribute to the words in a story**
 | **I** | **R** | **S** | **E** |
| * **Explain how aspects of text illustrations create the mood of a story**
 | **I** | **R** | **S** | **E** |
| * **Explain how aspects of text illustrations emphasize a character**
* **Explain how aspects of text illustrations emphasize the setting**
 | **I** | **R** | **S** | **E** |
| **I** | **R** | **S** | **E** |
| **3.RL.8** (Not applicable to literature) |
| **3.RL.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | * **Identify theme, setting and plot**
 | **I** | **R** | **R** | **S** |
| * **Compare/contrast the theme in stories written by the same author about the same or similar characters**
 | **I** | **R** | **R** | **S** |
| * **Compare/contrast the setting in stories written by the same author about the same or similar characters**
 | **R** | **S** | **E** | **\*** |
| * **Compare/contrast the plot in stories written by the same author about the same or similar characters**
 | **I** | **R** | **S** | **E** |
| **3.RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | * **Identify/understand key ideas and details**
 | **R** | **S** | **S** | **E** |
| * **Identify/understand craft and structure**
 | **R** | **S** | **S** | **E** |
| * **Identify/understand integration of knowledge**
 | **R** | **S** | **S** | **E** |
| * **Comprehend key ideas and details**
 | **R** | **R** | **S** | **E** |
| * **Comprehend craft and structure**
 | **R** | **R** | **S** | **E** |
| * **Comprehend integration of knowledge**
 | **R** | **R** | **S** | **E** |
| **Reading – Informational Text** | **Instructional Target/Learning Expectations** | **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| **3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | * **Ask and answer questions to understand text**
 | **S** | **S** | **E** | **\*** |
| * **Formulate questions to demonstrate understanding**
 | **I** | **R** | **S** | **E** |
| * **Refer explicitly to the text to answer questions**
 | **R** | **S** | **S** | **E** |
| **3.RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. | * **Determine the main idea of a text**
 | **R** | **S** | **S** | **E** |
| * **Recount key details of a text**
 | **I** | **R** | **S** | **E** |
| * **Explain how the key details support the main idea**
 | **I** | **R** | **S** | **E** |
| **3.RI.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. | * **Define and use terms pertaining to time**
 | **R** | **S** | **S** | **E** |
| * **Define and use terms pertaining to sequence**
 | **R** | **R** | **S** | **E** |
| * **Define and use terms pertaining to relationships**
 | **I** | **R** | **S** | **E** |
| * **Define and use terms pertaining to cause and effect**
 | **I** | **R** | **S** | **E** |
| * **Identify relationships within text**
 | **I** | **R** | **S** | **E** |
| * **Describe the relationship that occurs between historical events**
 | **I** | **R** | **S** | **E** |
| * **Describe the relationship that occurs between scientific ideas or concepts**
 | **I** | **R** | **S** | **E** |
| * **Describe the relationship that occurs between the steps from a procedure**
 | **R** | **R** | **S** | **E** |
| * **Describe the sequence of events using language pertaining to time**
 | **R** | **S** | **S** | **E** |
| * **Describe the sequence of events using language pertaining to sequence**
 | **R** | **R** | **S** | **E** |
| * **Describe the sequence of events using language pertaining to cause and effect**
 | **R** | **R** | **S** | **E** |
| **3.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | * **Identify general academic words and phrases**
 | **R** | **S** | **E** | **\*** |
| * **Identify domain-specific words and phrases**
 | **R** | **S** | **E** | **\*** |
| * **Determine the meaning of general academic phrases**
 | **I** | **R** | **R** | **S** |
| * **Determine the meaning of domain-specific phrases**
 | **I** | **R** | **R** | **S** |
| **3.RI.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | * **Determine how readers use search tools**
 | **R** | **S** | **E** | **\*** |
| * **Use various text features to locate key facts or information**
 | **I** | **R** | **S** | **E** |
| * **Use search tools to locate key facts or information**
 | **I** | **R** | **S** | **E** |
| **3.RI.6** Distinguish their own point of view from that of the author of a text. | * **Recognize own point of view**
 | **R** | **S** | **E** |  |
| * **Identify the author’s point of view**
 | **R** | **S** | **E** |  |
| * **Identify the narrator’s point of view**
 | **R** | **R** | **S** | **E** |
| * **Identify the character’s point of view**
 | **R** | **S** | **E** |  |
|  | * **Compare/contrast own point of view to the narrator’s or the character’s point of view**
 | **I** | **R** | **R** | **S** |
| **3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | * **Recognize key events**
 | **I** | **R** | **S** | **E** | **E** |
| * **Recognize nonfiction text features**
 | **I** | **R** | **S** | **E** | **E** |
| * **Read graphs, charts, diagram, timelines, etc.**
 | **I** | **R** | **S** | **S** | **E** |
| * **Recognize interactive Web elements**
 | **I** | **R** | **R** | **S** |
| * **Demonstrate understanding using information from maps**
 | **I** | **R** | **S** | **S** | **E** |
| * **Demonstrate understanding using information from photographs**
 | **I** | **R** | **S** | **E** |
| * **Demonstrate understanding using information from words telling where, when, why, and how key events occur**
 | **R** | **S** | **E** | **\*** |
| **3.RI.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | * **Define sentence**
 | **S** | **E** | **\*** |  |
| * **Explain the purpose of a paragraph**
 | **I** | **S** | **E** | **\*** |
| * **Identify structure(s) of paragraphs**
 | **I** | **R** | **R** | **S** |
| * **Explain how sentences logically connect to a paragraph’s meaning**
 | **I** | **R** | **S** | **E** |
| * **Determine how a text is organized**
 | **I** | **R** | **R** | **S** |
| **R3.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic. | * **Identify the most important points in two texts**
 | **R** |  **S** | **E** | **E** |
| * **Identify the key details in two texts**
 | **R** | **S** | **E** | **E** |
| * **Identify similarities of key details**
 | **R** | **R** | **S** | **E** |
| * **Identify differences in key details**
 | **R** | **R** | **S** | **E** |
| * **Compare/contrast the most important points in two different texts on the same topic**
 | **R** | **R** | **R** | **S** |
| * **Compare/contrast the key details in two different texts on the same topic**
 | **R** | **R** | **S** | **S** |
| * **Distinguish between key details and important points**
 | **R** | **R** | **S** | **S** |
| **3.RI.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. | * **Identify/understand key ideas and details of an informational text**
 | **R** | **S** | **E** | **\*** |
| * **Identify/understand craft and structure of an informational text**
 | **R** | **S** | **E** | **\*** |
| * **Identify/understand integration of knowledge of an informational text**
 | **R** | **S** | **E** | **\*** |
| * **Comprehend informational text key ideas and details of an informational text**
 | **R** | **R** | **S** | **E** |
| * **Comprehend informational text craft and structure of an informational text**
 | **R** | **S** | **S** | **E** |
| * **Comprehend informational text integration of knowledge of an informational text**
 | **R** | **R** | **S** | **E** |
| **Reading - Foundational Skills** | **Instructional Targets/Learning Expectations** | **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| **3.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  |
| **3.RF.3a** Identify and know the meaning of the most common prefixes and derivational suffixes. | * **Identify and know the meaning of common prefixes**
 | **R** | **R** | **S** | **E** |
| * **Identify and know the meaning of common suffixes**
 | **R** | **R** | **S** | **E** |
| **3.RF.3b** Decode words with common Latin suffixes. | * **Decode words with common Latin suffixes**
 | **I** | **R** | **S** | **E** |
| **3.RF.3c** Decode multi-syllable words. | * **Identify syllables in words**
 | **S** | **S** | **E** |  |
| * **Read multiple syllable words**
 | **R** | **R** | **S** | **E** |
| * **Apply grade-level phonics and word analysis in decoding words**
 | **R** | **R** | **S** | **E** |
| **3.RF.3d** Read grade-appropriate irregularly spelled words. | * **Identify irregularly spelled words**
 | **R** | **S** | **S** | **E** |
| * **Recognize irregularly spelled words**
 | **R** | **S** | **S** | **E** |
| * **Read grade-appropriate irregularly spelled words**
 | **R** | **S** | **S** | **E** |
| **3.RF.4** Read with sufficient accuracy and fluency to support comprehension. |  |  |  |  |
| **3.RF.4a** Read on-level text with purpose and understanding. | * **Identify and understand foundational reading skills**
 | **R** | **R** | **S** | **E** |
| * **Identify textual purpose and understanding**
 | **R** | **R** | **S** | **E** |
| * **Determine the purpose for reading on-level text**
 | **I** | **R** | **S** | **E** |
| **3.RF.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | * **Identify oral reading with accuracy, appropriate rate, and expression on successive readings**
 | **R** | **R** | **S** | **E** |
| * **Apply reading strategies for accuracy, rate, and expression**
 | **R** | **R** | **S** | **E** |
| * **Read on-level text fluently and accurately**
 | **R** | **R** | **S** | **E** |
| * **Reread with fluency as necessary**
 | **R** | **R** | **S** | **E** |
| * **Read with accuracy and expression at the appropriate rate on successive reading**
 | **R** | **R** | **S** | **E** |
| **3.RF.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | * **Identify rereading as a strategy when confirming or self- correcting words**
 | **R** | **R** | **S** | **E** |
| * **Understand how context can help to confirm or self-correct word recognition**
 | **R** | **R** | **S** | **E** |
| * **Understand how to confirm or self-correct using context**
 | **R** | **R** | **S** | **E** |
| * **Confirm or self-correct word recognition**
 | **R** | **R** | **S** | **E** |
| * **Confirm or self-correct word understanding**
 | **R** | **R** | **S** | **E** |
| **Writing** | **Instructional Targets/Learning Expectations** | **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| **3.W.1-**Write opinion pieces on topics or texts, supporting a point of view with reasons. |  |  |  |  |
| **3.W.1a-**Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | * **Define point of view**
 | **I** | **R** | **S** | **E** | **\*** |
| * **Select a topic or text for an opinion piece.**
 | **R** | **S** | **E** | **\*** |
| * **Determine an opinion about the text or topic, and reasons that support the opinion**
 | **R** | **S** | **E** | **\*** |
| * **Create an organizational structure for listing reasons for the opinion and use appropriate linking words and phrases to connect opinions and reasons**
 | **R** | **S** | **E** | **\*** |
| * **Create an opinion piece that includes clear introduction**
 | **R** | **S** | **E** | **\*** |
| * **Create an opinion piece that includes a statement of opinion**
 | **R** | **S** | **E** | **\*** |
| * **Create an opinion piece that includes strong organizational structure**
 | **R** | **S** | **E** | **\*** |
| **3.W.1b-**Provide reasons that support the opinion. | * **Create an opinion piece supported with reasons and information**
 | **R** | **S** | **E** | **\*** |
| * **Create an opinion piece that include reasons supported by facts and details**
 | **R** | **S** | **E** | **\*** |
| **3.W.1c-**Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. | * **Recognize linking words and phrases that connect opinions and reasons**
 | **R** | **S** | **E** | **\*** |
| * **Create an opinion piece that includes links between opinion and reasons**
 | **R** | **S** | **E** | **\*** |
| **3.W.1d-**Provide a concluding statement or section. | * **Recognize the purpose of a concluding statement**
 | **R** | **S** | **E** | **\*** |
| * **Plan a concluding statement or section.**
 | **R** | **S** | **E** |
| * **Create an opinion piece that includes a concluding statement or section**
 | **R** | **S** | **E** |
| **3.W.2-**Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| **3.W.2a-**Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | * **Develop a topic that groups related information together**
 | **R** | **S** | **E** | **\*** |
| * **Develop illustrations that will help with comprehension**
 | **I** | **S** | **E** | **\*** |
| * **Write informative/explanatory texts that include a topic that groups related information**
 | **R** | **S** | **E** |  |
| * **Write informative/explanatory texts that include illustrations to aid comprehension**
 | **I** | **R** | **S** | **E** |  |
| **3.W.2b-**Develop the topic with facts, definitions, and details. | * **Identify topic, facts, definitions and details.**
 | **S** | **E** |  |  |
| * **Develop a topic with facts, definitions and details**
 | **I** | **R** | **S** |  |
| * **Write informative/explanatory texts that include a developed topic with facts, definitions and details**
 | **I** | **R** | **R****R** | **S** | **E** |
| * **Write informative/explanatory texts to examine a topic**
 | **I** | **S** | **E** |
| * **Write informative/explanatory texts to convey ideas**
 | **I** | **R** | **R** | **S** |
| * **Write informative/explanatory texts to convey information clearly**
 | **I** | **R** | **R** | **S** |
| **3.W.2c-**Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | * **Identify linking words and phrases to connect ideas within categories of information**
 | **I** | **R** | **R** | **S** | **E** |
| * **Develop linking words and phrases to connect ideas within categories of information**
 | **I** | **R** | **R** | **S** | **E** |
| * **Write informative/explanatory texts that include linking words and phrases to connect ideas within categories**
 | **I** | **R** | **R** | **S** | **E** |
| **3.W.2d-**Provide a concluding statement or section. | * **Identify concluding statements or sections**
 | **I** | **R** | **R** | **S** | **E** |
| * **Develop a concluding statement or section**
 | **I** | **R** | **R** | **S** | **E** |
| * **Write informative/explanatory texts that include a concluding statement**
 | **I** | **R** | **R** | **S** | **E** |
| **3.W.3-**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| **3.W.3a-**Establish a situation and introduce a narrator and/or characters; organize an event sequence that  | * **Define narrator**
 | **S** | **S** | **E** | **\*** |
| unfolds naturally. | * **Define character**
 | **S** | **S** | **E** | **\*** |
| * **Identify the story elements**
 | **S** | **S** |  **E** | **\*** |
| * **Establish a situation in writing**
 | **I** | **R** | **S** | **E** | **\*** |
| * **Write a narrative that establishes a situation**
 | **S** | **S** | **E** | **\*** |
| * **Write a narrative that introduces a narrator or character(s)**
 | **S** | **S** | **E** | **\*** |
| **3.W.3b-**Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. | * **Identify the story structure**
 | **I** | **R** | **S** | **E** | **\*** |
| * **Identify how writers establish a situation**
 | **I** | **R** | **S** | **E** | **\*** |
| * **Identify correct use of dialogue**
 | **S** | **S** | **E** | **\*** |
| * **Explain how writers use dialogue to develop a narrative**
 | **S** | **S** | **E** | **\*** |
| * **Explain how writers develop characters.**
 | **S** | **S** | **E** | **\*** |
| * **Describe how writers use sensory details.**
 | **S** | **S** | **E** | **\*** |
| * **Formulate appropriate dialogue between characters.**
 | **S** | **S** | **E** | **\*** |
| * **Develop characters through dialogue, actions, thoughts and feelings, as well as responses to situations**
 | **R** | **S** | **E** | **\*** |
| * **Develop events through dialogue, actions, thoughts, and feelings**
 | **R** | **S** | **E** | **\*** |
| * **Write a narrative that uses dialogue to reveal actions, thoughts, feelings**
 | **S** | **S** | **E** | **\*** |
| **3.W.3c-**Use temporal words and phrases to signal event order. | * **Identify how temporal words and phrases are used to develop a sequence of events**
 | **S** | **S** | **E** | **\*** |
| * **Use temporal words to organize a narrative into logical sequence**
 | **S** | **E** | **\*** |  |
| * **Write a narrative that uses temporal words and phrases**
 | **S** | **E** | **\*** |  |
| **3.W.3d-**Provide a sense of closure**.** | * **Recognize closure in others’ writing**
 | **I** | **R** | **S** | **E** |
| * **Formulate logical conclusions**
 | **I** | **R** | **S** | **E** |
| * **Write a narrative that includes a sense of closure**
 | **I** | **R** | **S** | **E** |
| * **Write a narrative that provides a conclusion**
 | **I** | **R** | **S** | **E** |
| **3.W.4-**With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above). | * **Analyze the reason for writing to decide the task with guidance and support from adults.**
 | **I** | **R** | **S** | **E** |
| * **Analyze the reason for writing to decide the purpose with guidance and support from adults**
 | **I** | **R** | **S** | **E** |
| * **Determine suitable idea development strategies with guidance and support from adults**
 | **I** | **R** | **S** | **E** |
| * **Determine suitable organization with guidance and support from adults**
 | **I** | **R** | **S** | **E** |
|  |  |  |  |  |
| * **Write a piece with organization appropriate to task and purpose with guidance and support from adults**
 | **I** | **R** | **S** | **E** |
| * **Write a piece with idea development appropriate to task and purpose with guidance and support from adults.**
 | **I** | **R** | **S** | **E** |
| **3.W.5-**With guidance and support from peers and adults, development and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) | * **Recognize how to plan with guidance and support from peers and adults**
 | **R** | **R** | **R** | **R** |
| * **Recognize how to revise with guidance and support from peers and adults**
 | **R** | **R** | **R** | **R** |
| * **Recognize how to edit for conventions of writing with guidance and support from peers and adults**
 | **R** | **R** | **R** | **R** |
| * **Recognize how to rewrite with guidance and support from peers and adults**
 | **R** | **R** | **R** | **R** |
| * **Recognize how to try a new approach with guidance and support from peers and adults**
 | **R** | **R** | **R** | **R** |
| * **Develop and strengthen writing by planning with guidance and support from peers and adults**
 | **R** | **R** | **R** | **R** |
| * **Develop and strengthen writing by revising with guidance and support from peers and adults**
 | **R** | **R** | **R** | **R** |
| * **Develop and strengthen writing by editing with guidance and support from peers and adult**
 | **R** | **R** | **R** | **R** |
| * **Develop and strengthen writing by rewriting with guidance and support from peers and adults**
 | **R** | **R** | **R** | **R** |
| * **Develop and strengthen writing by trying a new approach with guidance and support from peers and adults**
 | **R** | **R** | **R** | **R** |
| **3.W.6-**With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | * **Use basic computer skills with guidance and support from adults**
 | **R** | **R** | **R** | **R** |
| * **Know how to use technology to produce writing and to interact with others with guidance and support from adults**
 | **R** | **R** | **R** | **R** |
| * **Know how to use technology to edit and revise writing with guidance and support from adults**
 | **R** | **R** | **R** | **R** |
| * **Select appropriate technology tools that fit the intended audience and purpose with guidance and support from adults**
 | **R** | **R** | **R** | **R** |
| * **Perform keyboarding skills with guidance and support from adults**
 | **R** | **R** | **R** | **R** |
| * **Use technology to develop, revise, edit, and publish writing with guidance and support from adults**
 | **R** | **R** | **R** | **R** |
| * **Use technology to communicate and collaborate with guidance and support from adults**
 | **R** | **R** | **R** | **R** |
| **3.W.7-**Conduct short research projects that build knowledge about a topic. | * **Conduct shared research using various sources and tools**
 | **R** | **R** | **S** | **E** |
| * **Examine information gathered during shared research**
 | **I** | **R** | **S** | **E** |
| * **Discriminate between relevant and irrelevant information**
 | **I** | **R** | **R** | **S** | **E** |
| * **Participate in short research projects to gain knowledge**
 | **I** | **R** | **R** | **S** | **E** |
| **3.W.8-**Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | * **Recognize print and digital sources.**
 | **S** | **E** | **\*** |  |
| * **Gather information from print and digital sources**
 | **I** | **R** | **R** | **S** | **E** |
| * **Provide brief notes from sources**
 | **I** | **R** | **R** | **S** | **E** |
| * **Sort evidence from sources into provided categories**
 | **I** | **R** | **R** |  |  |
| **3.W.9** Starts in Grade 4 |
| **3.W.10-**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | * **Identify the various purposes for writing**
 | **I** | **R** | **S** | **E** | **\*** |
| * **Identify and understand the various organizational structures**
 | **I** | **S** | **E** | **\*** |
| * **Identify and understand different genres or purposes for writing**
 | **I** | **S** | **E** | **\*** |
| * **Determine when to write for short or extended time frames**
 | **I** | **R** | **R** | **S** | **E** |
| * **Determine the appropriate organizational structure for specific audiences and purposes**
 | **I** | **R** | **R** | **S** | **E** |
| * **Write for various purposes and to various audiences for short or extended time frames**
 | **I** | **R** | **R** | **S** | **E** |
| * **Write for a range of discipline- specific tasks, purposes, and audiences**
 | **I** | **R** | **R** | **S** | **E** |
| **Speaking and Listening** | **Instructional Targets/Learning Expectations** | **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| **3.SL.1-**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. |
| **3.SL.1a-**Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | * **Identify key ideas from reading texts.**
 | **R** | **S** | **S** | **E** |
| * **Engage in discussions by sharing knowledge**
 | **R** | **S** | **S** | **E** |
| **3.SL.1b-**Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | * **Identify agreed-upon rules for discussion**
 | **R** | **R** | **R** | **R** |
| * **Identify ways to listen effectively**
 | **R** | **R** | **R** | **R** |
| * **Evaluate implementation of discussion rules.**
 | **R** | **R** | **R** | **R** |
| * **Listen actively to discussions and presentations**
 | **R** | **R** | **R** | **R** |
| * **Follow agreed-upon rules during discussion.**
 | **R** | **R** | **R** | **R** |
| **3.SL.1c** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | * **Know how to ask a question**
 | **S** | **S** | **E** | **\*** |
| * **Identify key ideas presented during discussion**
 | **S** | **S** | **E** | **\*** |
| * **Formulate questions and responses based on comments made by others during discussion**
 | **I** | **R** | **S** | **E** | **\*** |
| * **Ask questions to check understanding of discussion or presentation**
 | **I** | **R** | **S** | **E** | **\*** |
| * **Connect comments to others’ remarks**
 | **S** | **S** | **E** | **\*** |
| **3.SL.1d-**Explain their own ideas and understanding in light of the discussion. | * **Relate information that has been read to discussion topics**
 | **R** | **S** | **S** | **E** | **\*** |
| * **Explain the topic using personal ideas, opinions and reasoning**
 | **R** | **S** | **S** | **E** | **\*** |
| * **Express ideas clearly**
 | **R** | **S** | **S** | **E** | **\*** |
| **3.SL.2-**Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | * **Determine the main idea of an oral or media presentation**
 | **R** | **R** | **S** | **E** |
| * **Determine supporting details of an oral or media presentation**
 | **R** | **R** | **S** | **E** |
| **3.SL.3-**Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | * **Identify where questioning is needed about what a speaker says**
 | **I** | **R** | **S** | **E** |
| * **Identify appropriate elaboration and detail when answering questions about information from a speaker**
 | **I** | **R** | **R** | **S** | **E** |
| * **Formulate appropriate questions about**
 | **I** | **R** | **R** | **S** | **E** | **E****E****E** |
| **Information from a speaker** | **I** | **R** | **R** | **S** | **E** |
| * **Formulate answers about information from a speaker, offering appropriate elaboration and detail**
 | **I****I****I** | **R** | **R** | **S** | **E** |
| * **Ask detailed questions about information from a speaker**
 | **R****R** | **R** | **S** | **E** |
| * **Answer questions about information from a speaker, offering appropriate elaboration and detail**
 | **R** | **S** | **E** |
| **3.SL.4-**Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | * **Identify a topic, facts and descriptive detail.**
 | **R** | **R** | **S** | **E** |
| * **Identify and recall an experience**
 | **R** | **R** | **S** | **E** |
| * **Identify clearly pronounced and enunciated words**
 | **R** | **R** | **S** | **E** |
| * **Identify an understandable pace**
 | **R** | **R** | **S** | **E** |
| * **Determine appropriate supportive facts**
 | **R** | **R** | **S** | **E** |
| * **Determine relevant descriptive details**
 | **R** | **R** | **S** | **E** |
| * **Speak clearly and understandably while reporting on a topic with appropriate facts and relevant, descriptive details**
 | **R** | **R** | **S** | **E** |
| * **Speak clearly and understandably while telling a story with appropriate facts and relevant, descriptive details**
 | **R** | **R** | **S** | **E** |
| * **Speak clearly and understandably while recounting an experience with appropriate facts and relevant, descriptive details**
 | **R** | **R** | **S** | **E** |
| **3.SL.5-**Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | * **Recognize “engaging” audio recordings.**
 | **I** | **R** | **R** | **S** | **E** |
| * **Identify fluid reading**
 | **I** | **R** | **R** | **S** | **E** |
| * **Identify facts or details**
 | **I** | **R** | **R** | **S** | **E** |
| * **Emphasize/enhance facts by adding visual displays**
 | **I** | **R** | **R** | **S** | **E** |
| * **Emphasize/enhance details by adding visual displays**
 | **I** | **R** | **R** | **S** | **E** |
| * **Read stories or poems fluently for audio recordings**
 | **I** | **R** | **R** | **S** | **E** |
| * **Create audio recordings that demonstrate fluid reading**
* **Create visual displays**
 | **I****I** | **R****R** | **R****R** | **S****S** | **E****E** |
| **3.SL.6-**Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. | * **Recognize complete sentences when spoken.**
 | **R** | **R** | **S** | **E** |
| * **Recognize task and situation.**
 | **R** | **R** | **S** | **E** |
| * **Identify the audience**
 | **R** | **R** | **S** | **E** |
| * **Differentiate when situation calls for speaking in complete sentences**
 | **R** | **R** | **S** | **E** |
| * **Interpret requested detail or clarification.**
 | **R** | **R** | **S** | **E** |
| * **Formulate a response**
 | **R** | **R** | **S** | **E** |
| * **Speak in complete sentences when appropriate to task and situation**
 | **R** | **R** | **S** | **E** |
| * **Respond to answer questions or to clarify**
 | **R** | **R** | **S** | **E** |
| **Language** | **Instructional Targets/Learning Expectations** | **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| **3.L.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| **3.L.1a-**Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | * **Explain function of nouns**
 | **S** | **S** | **E** | **\*** |
| * **Explain function of pronouns**
 | **S** | **S** | **E** | **\*** |
| * **Explain function of verbs**
 | **S** | **S** | **E** | **\*** |
| * **Explain function of adjectives**
* **Explain function of adverbs**
 | **S****S** | **S****S** | **E****E** | **\*** |
| **3.L.1b-**Form and use regular and irregular plural nouns. | * **Form and use regular and irregular plural nouns**
 | **S** | **S** | **E** | **\*** |
| **3.L.1c-**Use abstract nouns (e.g., childhood). | * **Identify abstract nouns**
 | **S** | **S** | **E** | **\*** |
| * **Use abstract nouns**
 | **S** | **S** | **E** | **\*** |
| **3.L.1d-**Form and use regular and irregular verbs. | * **Use regular and irregular verbs**
 | **R** | **S** | **E** | **\*** |
| **3.L.1e-**Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. | * **Recognize verb tenses**
 | **R** | **S** | **E** | **\*** |
| **3.L.1f-**Ensure subject-verb and pronoun-antecedent agreement. | * **Identify agreement of subject- verb tenses.**
 | **R** | **S** | **S** | **E** |
| * **Identify agreement of pronoun- antecedent tenses**
 | **R** | **S** | **S** | **E** |
|  | * **Ensure subject-verb and pronoun-antecedent agreement**
 | **I** | **R** | **S** | **E** |
| **3.L.1g-**Form and use comparative and superlative adjectives and adverbs, choose between them depending on what is to be modified. | * **Identify comparative and superlative adjectives and adverbs**
 | **R** | **S** | **E** | **\*** |
| * **Choose between comparative and superlative adjectives and adverbs**
 | **R** | **S** | **E** | **\*** |
| * **Form and use comparative and superlative adjectives, and adverbs and choose between them depending on what is to be modified**
 | **R** | **S** | **E** | **\*** |
| **3.L.1h-** Use coordinating and subordinating conjunctions. | * **Recognize coordinating and subordinating conjunctions.**
 | **I** | **R** | **R** | **S** | **E** |
| * **Use coordinating and subordinating conjunctions**
 | **I** | **R** | **R** | **S** | **E** |
| **3.L.1i.-**Produce simple, compound, and complex sentences. | * **Recognize complex sentences**
 | **S** | **S** | **E** | **\*** |
| * **Produce simple sentences.**
 | **S** | **S** | **E** | **\*** |
| * **Produce compound sentences**
 | **S** | **S** | **E** | **\*** |
| * **Produce complex sentences**
 | **S** | **S** | **E** | **\*** |
| **3.L.2-**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **3.L.2a-**Capitalize appropriate words in titles. | * **Apply correct capitalization**
 | **S** | **E** | **\*** |  |
| * **Capitalize appropriate words in titles**
 | **S** | **E** | **\*** |  |
| **3.L.2b-**Use commas in addresses. | * **Apply correct punctuation**
 | **R** | **S** | **E** | **\*** |
| * **Use commas in addresses**
 | **R** | **S** | **E** | **\*** |
| * **Form and use regular and irregular plural nouns**
 | **R** | **S** | **E** | **\*** |
| **3.L.2c-**Use commas and quotation marks in dialogue. | * **Apply correct punctuation.**
* **Use commas and quotation marks in dialogue.**
* **Use abstract nouns**
 | **R** | **S** | **E** | **\*** |
| **R** | **S** | **E** | **\*** |
| **R** | **S** | **E** | **\*** |
| **3.L.2d-**Form and use possessives | * **Form and use possessives**
 | **R** | **S** | **E** | **\*** |
| **3.L.2e-**Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). | * **Use conventional spelling for high frequency words and for adding suffixes to base words**
 | **R** | **R** | **S** | **E** |
| **3.L.2f-**Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words. | * **Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words**
 | **R** | **R** | **S** | **E** |
| **3.L.2g-**Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | * **Apply correct spelling**
 | **R** | **R** | **S** | **E** |
| * **Consult reference materials, including beginning dictionaries, as needed to check**

**and correct spellings** | **R** | **R** | **S** | **E** |
| * **Form and use regular and irregular plural nouns**
 | **R** | **R** | **S** | **E** |
| **3.L.3-**Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **3.L.3a-**Choose words and phrases for effect. | * **Recognize language conventions for writing**
 | **R** | **R** | **R** | **R** |
| * **Recognize language conventions for reading**
 | **R** | **R** | **R** | **R** |
| * **Recognize language conventions for listening**
 | **R** | **R** | **R** | **R** |
| * **Identify types of words and phrases that create effect**
 | **I** | **R** | **R** | **S** | **S** |
| * **Apply language knowledge when writing**
 | **R** | **R** | **R** | **R** |
| * **Apply language knowledge when reading**
 | **R** | **R** | **R** | **R** |
| * **Apply language knowledge when listening**
 | **R** | **R** | **R** | **R** |
| * **Apply language knowledge when writing**
 | **R** | **R** | **R** | **R** |
| * **Apply language knowledge when reading**
 | **R** | **R** | **R** | **R** |
| * **Apply language knowledge when listening**
 | **R** | **R** | **R** | **R** |
| * **Apply knowledge of language conventions when writing**
 | **R** | **R** | **R** | **R** |
| * **Determine words and phrases that create effect**
 | **I** | **R** | **R** | **S** | **S** |
| * **Apply knowledge of language conventions when listening**
* **Include words and phrases that create effect**
 | **R** | **R** | **R** | **R** |
| **I** | **R** | **R** | **S** | **S** |
| **3.L.3b-**Recognize and observe differences between the conventions of spoken and written standard English. | * **Recognize language conventions for speaking**
* **Recognize and observe differences between the conventions of spoken and written standard English**
* **Use knowledge of language when speaking.**
* **Use knowledge of language conventions when speaking.**
 | **R** | **R** | **R** | **S** |
| **R** | **R** | **R** | **S** |
|  |  |  |  |
| **R** | **R** | **R** | **S** |
| **R** | **R** | **R** | **S** |
| **3.L.4-**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. |
| **3.L.4a-**Use sentence-level context as a clue to the meaning of a word or phrase. | * **Recognize that context clues can help determine the meaning of unknown or multiple-meaning words**
 | **R** | **R** | **S** | **S** |
| * **Choose from a range of vocabulary strategies to determine a word’s meaning**
 | **I** | **R** | **S** | **E** |
| **3.L.4b-**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). | * **Identify and define affixes**
 | **I** | **R** | **R** | **S** | **E** |
| * **Form and use regular and irregular plural nouns**
 | **I** | **R** | **R** | **S** | **E** |
| **3.L.4c-**Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | * **Identify and define root words**
 | **R** | **R** | **S** | **E** |
| * **Determine the meaning of unknown and multiple-meaning words or phrases by examining a sentence to find clues**
 | **R** | **R** | **S** | **E** |
| * **Determine the meaning of an unknown word by identifying the common root (e.g., company, companion)**
 | **R** | **R** | **S** | **E** |
| **3.L.4d-**Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | * **Find words in dictionaries and glossaries**
 | **R** | **S** | **E** | **E** |
| * **Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases**
 | **R** | **R** | **S** | **E** |
| **3.L.5-**Demonstrate understanding of word relationships and nuances in word meanings. |
| **3.L.5a-**Distinguish the literal and non-literal meanings of words and phrases in context (e.g., takes steps). | * **Recognize the difference between literal and nonliteral meanings of words and phrases**
 | **I** | **R** | **S** | **E** |
| * **Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)**
 | **I** | **R** | **S** | **S** |
| **3.L.5b-**Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful) | * **Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)**
 | **R** | **R** | **S** | **S** |
| **3.L.5c-**Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | * **Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., new, believed, suspected, heard, wondered)**
 | **I** | **R** | **S** | **S** |
| **3.L.6-**Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | * **Acquire grade appropriate conversational words and phrases**
 | **I** | **R** | **R** | **S** | **S** |
| * **Acquire grade appropriate general academic words and phrases**
 | **I** | **R** | **R** | **S** | **S** |
| * **Acquire grade appropriate domain-specific words and phrases**
 | **I** | **R** | **R** | **S** | **S** |
| * **Acquire grade appropriate words and phrases that signal spatial relationships**
 | **I** | **R** | **I** | **R** | **S** |
| * **Acquire grade appropriate words and phrases that signal temporal relationships**
 | **I** | **R** | **I** | **R** | **S** |
| * **Use grade appropriate conversational words**
 | **I** | **R** | **R** | **S** | **S** |
| * **Use grade appropriate general academic words**
 | **I** | **R** | **R** | **S** | **S** |
| * **Use grade appropriate domain- specific words**
 | **I** | **R** | **R** | **S** | **S** |
| * **Use words that signal spatial relationships**
 | **I** | **R** | **R** | **S** | **S** |
| * **Use words that signal temporal relationships**
 | **I** | **R** | **R** | **S** | **S** |

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