

# COMMON CORE

State Standards

## DECONSTRUCTED for CLASSROOM IMPACT

**THIRD** GRADE

ENGLISH LANGUAGE ARTS

LITERACY IN HISTORY/SOCIAL STUDIES,  
SCIENCE & TECHNICAL SUBJECTS



855.809.7018 | [www.commoncoreinstitute.com](http://www.commoncoreinstitute.com)



## Introduction

The Common Core Institute is pleased to offer this grade-level tool for educators who are teaching with the Common Core State Standards.

The Common Core Standards Deconstructed for Classroom Impact is designed for educators by educators as a two-pronged resource and tool 1) to help educators increase their depth of understanding of the Common Core Standards and 2) to enable teachers to plan College & Career Ready curriculum and classroom instruction that promotes inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by the Center for College & Career Readiness. Among the works that have been compiled and/or referenced are the following: Common Core State Standards for ELA/Literacy and the Appendix from the Common Core State Standards Initiative; the North Carolina Department of Public Instruction, the Delaware Department of Education; and numerous Literacy experts across the country.

We hope you will find the concentrated and consolidated resource of value in your own planning. We also hope you will use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help assess targeted professional learning opportunities.

## Understanding the Organization

The **Overview** includes Anchor Standards for Reading which are mirrored in the ELA Common Core Standards themselves. This ensures you have the Anchor Standards easily accessible at all times. One of the key features of the Anchor Standards for Reading is the structure of four organizing areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

The overall composition of the sections that follow is guided by the strand—Reading Literature (RL), Reading Foundation (RF), etc.—which you might consider the domain or area of literacy, and the organizing content area (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity) of the Anchor Standards for Reading.

Each section begins with the **Domain**. Again, this represents the area or domain of literacy: reading literature (RL), reading foundation (RF), etc. Think of the domain as a sort of header as the content will reflect standards-focused information within that strand. When each organizing area of the Anchor Standards has been referenced, as appropriate, the same format will be followed for the each subsequent strand.

What follows the **Domain** are the core anchor standards for an organizing **CONTENT** area (i.e., Key Ideas and Details). Next is the **Critical Focus** or some of the specific learner outcomes related to this domain and the organizing content area.

The **Big Idea** captures the essence of this organizing area (i.e., Key Ideas and Details) for this particular strand (i.e., Reading Literature). Think of this an overarching guiding concept.

**Academic Vocabulary** supports the **Big Idea** and **Critical Focus** and is meant to help you distinguish some of the specific academic vocabulary your students will encounter.

Moving deeper and more explicitly into the **Anchor Reading Standard** is then the grade-specific standard and deconstruction with the **Standard Number** and the **Standard Statement**.

For each **Standard Number** and **Standard Statement** are **Essential Question(s)**, **Learning Progressions**, **DOK Range for Instruction & Assessment** with the accompanying **Learning Expectations (or Instructional Targets) of Know: Concepts/Skills, Think, and Do, and Key Strategies**.

The **Essential Question(s)** enable you to focus your instructional strategies and learning objectives as you plan. The **Learning Progressions** are contextual in that the current standard is bracketed by the grade-level standard for the preceding and the following grades. This helps remind you of the proficiency level with which your students enter your grade and the proficiency expectations for the next grade. The **DOK Range for Instruction & Assessment** with the accompanying of **Know: Concepts/Skills, Think, and Do** offer you further detail to support planning for instructional practice and student learning. The last feature is the **Key Strategies**. As you refine your planning in conjunction with student learning objectives that align to the instructional targets, you can refer to the Key Strategies for ideas to ensure you have sufficient differentiation and variety in your classroom to help students achieve the instructional targets and move towards mastery of the standard.

## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

### Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA.

The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

### Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.<sup>1</sup> To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.<sup>2</sup>

## Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2007 National Assessment of Educational Progress. pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

## Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by

a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language).

When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms. The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

<sup>1</sup>The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

<sup>2</sup>As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

### **They demonstrate independence.**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### **They respond to the varying demands of audience, task, purpose, and discipline.**

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).







**LITERACY DOMAIN: READING**

**READING ANCHOR  
STANDARDS FOR  
LITERATURE  
(RL)**

**THIRD** GRADE

**ENGLISH LANGUAGE ARTS**



## College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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

## ANCHOR READING STANDARDS

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Third grade students continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers.

The genre of myths is added at this level and students are asked to both retell and explain how key details communicate the message.

They must be more specific in telling about characters concentrating on their traits, motivations, or feelings. The focus is on how characters influence plot development. Use questions and prompts such as:

Who are the characters in this story?

What are the most important events that happened in the story? How do you know?

What lesson is this story teaching you? Where did the story take place? How do you know?

Can you tell me how the character is feeling in this part of the story?

Can you find the reasons why the character acted this way?

How does this character affect what happens in the beginning or at the end of the story?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RL.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 3.RL.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### ESSENTIAL QUESTION(S)

- How can using questions while I read help me better understand the text?
- How can using the text to justify my answers help me better understand what the author is saying?

### LEARNING PROGRESSIONS

2nd Grade:	Ask and answer such questions as, who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3rd Grade:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4th Grade:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Ask and answer questions to understand text.

Formulate questions to demonstrate understanding.  
Refer explicitly to the text to answer questions.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Graphic organizers
- Rereading to clarify information— Close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RL.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LITERATURE

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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.

### ESSENTIAL QUESTION(S)

- How can I learn life lesson from stories?
- Why is using key details from the story important in retelling the story?
- In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?

### LEARNING PROGRESSIONS

**2nd Grade:**

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**3rd Grade:**

Recount stories, including fables and 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.

**4th Grade:**

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**DOK Range Target  
for Instruction &  
Assessment**

☐ 1    ☒ 2    ☒ 3    ☐ 4

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Recount fables from diverse cultures.  
Recount folktales from diverse cultures.  
Recount myths from diverse cultures.  
Recount stories from diverse cultures.

Determine the moral of a fable.  
Determine the lesson of a folktale.  
Determine the central message of a myth.  
Determine how the central message, lesson, or moral is conveyed.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Graphic organizers
- Rereading to clarify information— Close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RL.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 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.

### ESSENTIAL QUESTION(S)

How does the character affect the text?

### LEARNING PROGRESSIONS

#### 2nd Grade:

Describe how characters in a story respond to major events and challenges.

#### 3rd Grade:

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### 4th Grade:

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Describe a character's feelings/emotions.

Describe a character's traits/motivations.

Retell the sequence of events using time order words.

Infer a character's feelings and/or emotions.

Analyze a character's feelings and/or emotions.

Interpret how a character's traits, motivations, and feelings lead to actions.

Explain how a character's actions contribute to the event sequence.



## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Graphic organizers
- Rereading to clarify information— Close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

## ANCHOR READING STANDARDS

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Third grade students are required to tell the meaning of words and phrases in a text, noting the differences between literal and nonliteral language.

They continue to build on story structure when writing or speaking by describing how various parts build on one another not only in stories, but in dramas and poems.

At this level, students are required not only to establish the point of view but tell how their own point of view is different from the narrator's or the characters. Use questions and prompts such as:

- What do you do when you come to words you do not know? (use context)
- Why did the author choose this word? Does this word have other meanings than the way the author used it?
- Can you tell me what the parts of this story are called (chapters, stanzas, scenes) and how they are connected or organized (time order, topic)?
- Think about what you read. Do you agree with the way the characters are thinking in this story? Do you agree with the way the narrator is thinking in this story? How is your thinking the same or different?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# ENGLISH LANGUAGE ARTS

**ANCHOR  
READING  
STANDARD  
RL.4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**3.RL.4**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**ESSENTIAL  
QUESTION(S)**

- How does the author's choice and use of words affect the meaning of the text?
- How does the author's use of words help me know their meanings?

**LEARNING  
PROGRESSIONS**

**2nd Grade:**

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**3rd Grade:**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**4th Grade:**

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☒ 3    ☐ 4

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Identify literal and nonliteral words and phrases.

Determine the meaning of literal and nonliteral words and phrases.

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD 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.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>How does the text structure help me understand the text?</li><li>Why does the structure of the text matter?</li><li>What are the text structures and how do they help me understand the text?</li></ul>		
LEARNING PROGRESSIONS	2nd Grade:	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
	3rd Grade:	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.	
	4th Grade:	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>Refer to parts of stories, dramas, and poems when speaking or writing.</p> <p>Use terms such as chapter, scene, and stanza to describe how a story, drama, or poem builds</p>		

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Readers' Theatre
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

\*Research based strategies developed by Kyleene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RL.6

Distinguish their own point of view from that of the narrator or those of the characters.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**3.RL.6**

Distinguish their own point of view from that of the narrator or those of the characters.

### ESSENTIAL QUESTION(S)

How is my point of view the same as or different from any characters in the text?

### LEARNING PROGRESSIONS

**2nd Grade:**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**3rd Grade:**

Distinguish their own point of view from that of the narrator or those of the characters.

**4th Grade:**

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Recognize own point of view.  
Identify the narrator's point of view.  
Identify the character's point of view.

Compare own point of view to the narrator's or the character's point of view.  
  
Contrast own point of view to the narrator's or the character's point of view.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Readers' Theatre
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

\*Research based strategies developed by Kyleene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

COMMON CORE STATE STANDARDS DECONSTRUCTED FOR CLASSROOM IMPACT

## ANCHOR READING STANDARDS

### Integration of Knowledge and Idea

#### 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

#### 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

#### 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Third grade students must integrate pictures and written text to better understand different aspects of a story such as the mood, setting, and the characters.

Students are required to find similarities and differences in books with the same author and characters. Use questions and prompts such as

What do the illustrations tell you about the mood of this book? Can you find where the mood is described in the story? How do the pictures help you understand the description of the mood?

Look at these two books in the same series. What is the same about the setting in the two stories? What is different?

How did these specific characters solve the problem in different ways across this series of stories?

How are the problems these specific characters face similar across this series of stories?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RL.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 3.RL.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

### ESSENTIAL QUESTION(S)

What can illustrations tell me about the story?

### LEARNING PROGRESSIONS

#### 2nd Grade:

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### 3rd Grade:

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

#### 4th Grade:

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify specific aspects of a text's illustrations.  
Visually and orally identify descriptions in a story or drama.  
Recognize the mood of a story.

Explain how aspects of illustrations contribute to the words in a story.  
Explain how aspects of text illustrations create the mood of a story.  
Explain how aspects of text illustrations emphasize a character.  
Explain how aspects of text illustrations emphasize the setting.



## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Readers' Theatre
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

\*Research based strategies developed by Kyleene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RL.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### 3.RL.8

(Not applicable to literature.)

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RL.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 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).

### ESSENTIAL QUESTION(S)

- Why do you read different stories with the same or similar character?
- How does the author use theme, setting, and plot to help me learn about the characters?

### LEARNING PROGRESSIONS

#### 2nd Grade:

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### 3rd Grade:

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).

#### 4th Grade:

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### DOK Range Target for Instruction & Assessment

☐ 1    ☐ 2    ☒ 3    ☒ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Identify theme, setting and plot.

Compare/contrast the theme in stories written by the same author about the same or similar characters.

Compare/contrast the setting in stories written by the same author about the same or similar characters.

Compare/contrast the plot in stories written by the same author about the same or similar characters.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Readers' Theatre
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

\*Research based strategies developed by Kyleene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

## ANCHOR READING STANDARDS

### Range of Reading and Level of Text Complexity (RL)

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Third grade students are capable of reading and understanding a variety of literature at the higher end of grades 2 and 3 instructional reading level independently.

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

Students also acquire the habits of reading independently and closely, which are essential to their future success. “Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author’s viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RL.10

Read and comprehend complex literary and informational texts independently and proficiently.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 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.

### ESSENTIAL QUESTION(S)

What strategies am I using to become an independent and proficient reader of literary texts?

### LEARNING PROGRESSIONS

#### 2nd Grade:

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.

#### 3rd Grade:

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.

#### 4th Grade:

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### DOK Range Target for Instruction & Assessment

☒ 1   ☒ 2   ☐ 3   ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify/understand key ideas and details.  
Identify/understand craft and structure.  
Identify/understand integration of knowledge.

Comprehend key ideas and details.  
Comprehend craft and structure.  
Comprehend integration of knowledge.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

## Standard 10: Range, Quality, and Complexity of Student Reading K-5

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics



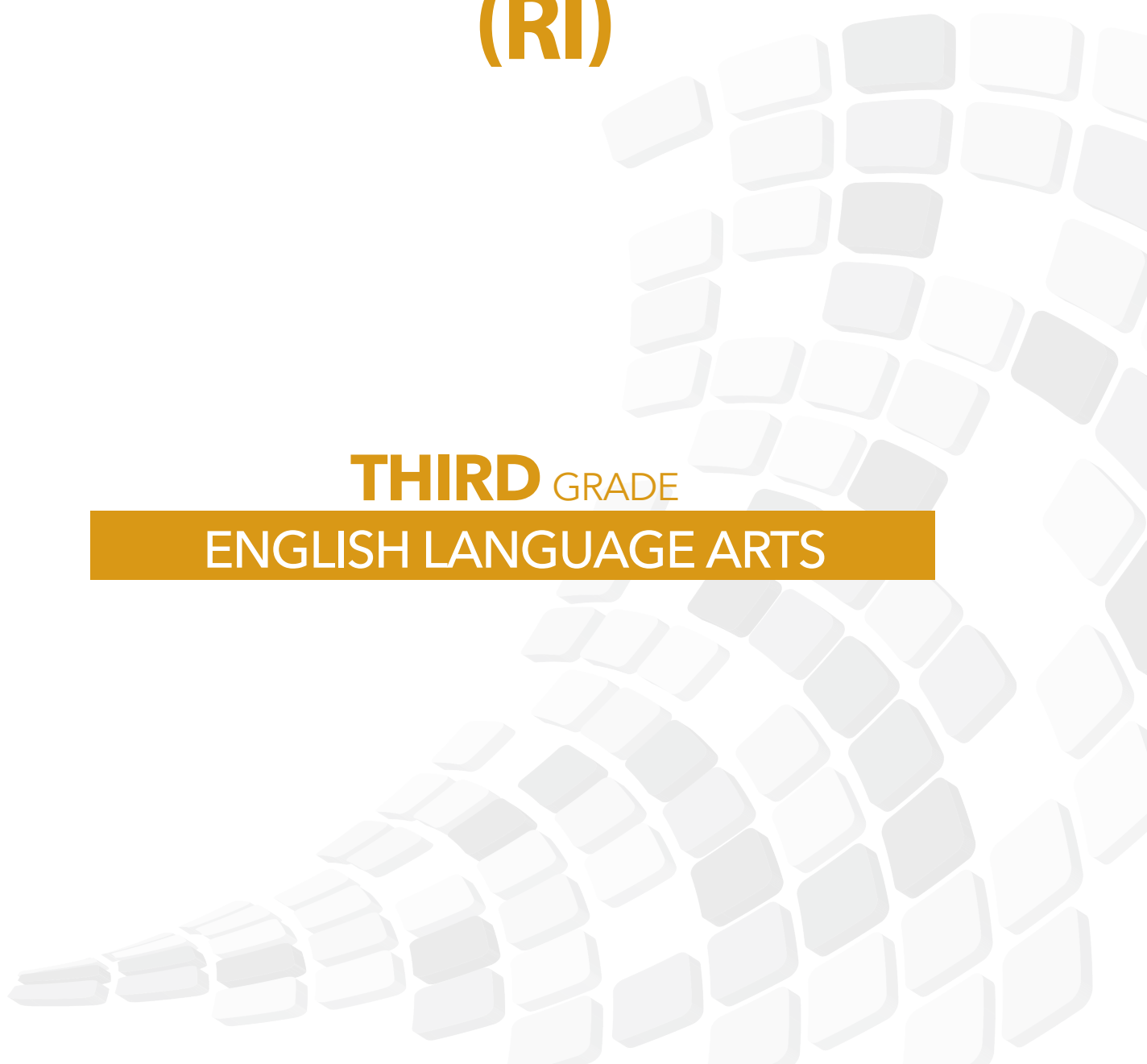


**LITERACY DOMAIN: READING**

**READING ANCHOR  
STANDARDS FOR  
INFORMATIONAL TEXT  
(RI)**

**THIRD** GRADE

**ENGLISH LANGUAGE ARTS**



## College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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

## ANCHOR READING STANDARDS

### Key Ideas and Details

1. **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
2. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Third grade students are required to refer to the text to support their answers. Students must identify the main idea and find the most important details that strengthen the main idea.

At this level, students tell how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect. Use questions and prompts such as:

Think about what you read and create your own questions (being sure to refer to the text) about an important idea.

What is the main idea of this text? How do you know?

What are the important ideas in this text? How do you know?

How are the important ideas connected to the main idea?

Which step comes first? After that?

What happened first? What happened after that?

Can you tell me how these ideas are the same? Can you tell me how they are different?

## BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

## ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RI.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>How can using questions while I read help me better understand the text?</li><li>How can using the text to justify my answers help me better understand what the author is saying?</li></ul>		
LEARNING PROGRESSIONS	2nd Grade:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
	3rd Grade:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
	4th Grade:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Ask and answer questions to understand text.	Formulate questions to demonstrate understanding.  Refer explicitly to the text to answer questions.	

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.		
ESSENTIAL QUESTION(S)	Why is identifying key ideas and supporting details from the text important?		
LEARNING PROGRESSIONS	2nd Grade:	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
	3rd Grade:	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
	4th Grade:	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Determine the main idea of a text. Recount key details of a text.	Explain how the key details support the main idea.	

INFORMATIONAL TEXT

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RI.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 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.

### ESSENTIAL QUESTION(S)

How does language in informational texts signal particular kinds of relationships?

### LEARNING PROGRESSIONS

#### 2nd Grade:

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### 3rd Grade:

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.

#### 4th Grade:

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Define and use terms pertaining to time.  
Define and use terms pertaining to sequence.  
Define and use terms pertaining to relationships.  
Define and use terms pertaining to cause and effect.  
Identify relationships within text

Describe the relationship that occurs between historical events.  
Describe the relationship that occurs between scientific ideas or concepts.  
Describe the relationship that occurs between the steps from a procedure.  
Describe the sequence of events using language pertaining to time.  
Describe the sequence of events using language pertaining to sequence.  
Describe the sequence of events using language pertaining to cause and effect.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kyleene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

## ANCHOR READING STANDARDS

### Craft and Structure (RI)

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Third grade students continue to find the meanings of general vocabulary words specific to third grade topics or subjects. Students will continue to use the unique features and organization of informational text (text features and search tools) to find and manage information specific to the topic.

Students in grade 3 must be able to compare their point of view with the author's point of view. Use questions and prompts such as:

What do you do when you come to words you do not know? (glossary, use context)

What features in the text help you find important information about what you are reading?

How do the key words help you as you read this text?

How do sidebars help you?

What does the author want the reader to understand about this topic?

Think about what the author is telling you in this text. Do you agree or disagree with the author's thinking?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family



# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

#### 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.

#### ESSENTIAL QUESTION(S)

- How can I learn and use academic vocabulary appropriately?
- How can I learn and use domain-specific vocabulary appropriately?

#### LEARNING PROGRESSIONS

<b>2nd Grade:</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>3rd Grade:</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>4th Grade:</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

#### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☐ 4

#### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify general academic words and phrases.  
Identify domain-specific words and phrases.

Determine the meaning of general academic phrases.  
Determine the meaning of domain-specific phrases.

## KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"><li>What are the text features and how do they help me understand the text?</li><li>How can search tools help me locate relevant information?</li></ul>		
LEARNING PROGRESSIONS	2nd Grade:	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, electronic menus, icons) to locate key facts or information in a text efficiently.	
	3rd Grade:	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
	4th Grade:	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
DOK Range Target for Instruction & Assessment	<div><input checked="" type="checkbox"/> 1    <input checked="" type="checkbox"/> 2    <input type="checkbox"/> 3    <input type="checkbox"/> 4</div>		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Determine how readers use search tools. Use various text features to locate key facts or information. Use search tools to locate key facts or information.		

INFORMATIONAL TEXT

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kyleene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RI.6

Assess how point of view or purpose shapes the content and style of a text.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 3.RI.6

Distinguish their own point of view from that of the author of a text.

### ESSENTIAL QUESTION(S)

How is my point of view the same as or different from the text?

### LEARNING PROGRESSIONS

#### 2nd Grade:

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### 3rd Grade:

Distinguish their own point of view from that of the author of a text.

#### 4th Grade:

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Recognize own point of view.  
Identify the author's point of view.  
Identify the narrator's point of view.  
Identify the character's point of view.

Compare/contrast own point of view to the narrator's or the character's point of view.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

## ANCHOR READING STANDARDS

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Third grade students must use various media (maps, diagrams, photos, audios) to understand specific information in the text. Third graders are required to make a clear link between sentences and paragraphs when reading informational text.

At this level, students are asked to find similarities and differences about important details when reading about two texts that share the same topic. Use questions and prompts such as:

How does the diagram/image help you understand what you are reading?

Read these two paragraphs. Can you tell how the ideas in the two paragraphs are connected? (time order, comparison of events/ideas, cause/effect)

Can you find the part of the text that comes after this part? Can you find the next step/event/idea? What particular words or sentences help you know what comes next?

What is the same about the points presented in these two texts? What is different?

## BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

## ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RI.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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).

### ESSENTIAL QUESTION(S)

How can illustrations help me understand information?

### LEARNING PROGRESSIONS

**2nd Grade:**

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**3rd Grade:**

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).

**4th Grade:**

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**DOK Range Target  
for Instruction &  
Assessment**

☐ 1    ☒ 2    ☒ 3    ☐ 4

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Recognize key events.  
Recognize nonfiction text features.  
Read graphs, charts, diagram, timelines, etc.  
Recognize interactive Web elements.

Demonstrate understanding using information from maps.  
Demonstrate understanding using information from photographs.  
Demonstrate understanding using information from words telling where, when, why, and how key events occur.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RI.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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).		
ESSENTIAL QUESTION(S)	How does the organization support the author’s purpose for the text?		
LEARNING PROGRESSIONS	2nd Grade:	Describe how reasons support specific points the author makes in a text.	
	3rd Grade:	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
	4th Grade:	Explain how an author uses reasons and evidence to support particular points in a text.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define sentence. Explain the purpose of a paragraph. Identify structure(s) of paragraphs.	Explain how sentences logically connect to a paragraph’s meaning. Determine how a text is organized.	

INFORMATIONAL TEXT

### KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RI.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 3.RI.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

### ESSENTIAL QUESTION(S)

Why do you read different texts on the same topic?  
How does the author use important points and key details to help me learn about the topic?

### LEARNING PROGRESSIONS

<b>2nd Grade:</b>	Compare and contrast the most important points presented by two texts on the same topic.
<b>3rd Grade:</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>4th Grade:</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### DOK Range Target for Instruction & Assessment

☐ 1    ☐ 2    ☒ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Identify the most important points in two texts.	Compare/contrast the most important points in two different texts on the same topic.
Identify the key details in two texts.	Compare/contrast the key details in two different texts on the same topic.
Identify similarities of key details.	Distinguish between key details and important points.
Identify differences in key details.	

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2018. COMMON CORE STATE STANDARDS DECONSTRUCTED FOR CLASSROOM IMPACT



# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARDS

### Range of Reading and Level of Text Complexity (RI)

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students are required to read and understand a wide range of informational texts, within the higher end of second to third grade text level efficiently, by the end of the year.

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

Students also acquire the habits of reading independently and closely, which are essential to their future success. “Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

INFORMATIONAL TEXT

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author’s viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD RI.10

Read and comprehend complex literary and informational texts independently and proficiently.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

#### 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.

#### ESSENTIAL QUESTION(S)

What strategies am I using to become an independent and proficient reader of informational texts?

#### LEARNING PROGRESSIONS

##### 2nd Grade:

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### 3rd Grade:

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.

##### 4th Grade:

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☐ 3    ☐ 4

#### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify/understand key ideas and details of an informational text.  
Identify/understand craft and structure of an informational text.  
Identify/understand integration of knowledge of an informational text.

Comprehend informational text key ideas and details of an informational text.  
Comprehend informational text craft and structure of an informational text.  
Comprehend informational text integration of knowledge of an informational text.

## KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, \*Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

\* Research based strategies developed by Kyleen Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

### Standard 10: Range, Quality, and Complexity of Student Reading K-5

#### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

#### Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics





**LITERACY DOMAIN: READING**

**READING  
FOUNDATIONAL SKILLS  
(RF)**

**THIRD** GRADE

**ENGLISH LANGUAGE ARTS**



## Reading Standards: Foundational Skills (K-5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

*Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

### Print Concepts (K-1)

### Phonological Awareness (K-1)

### Phonics and Word Recognition (K-5)

### Fluency (K-5)



# ENGLISH LANGUAGE ARTS

## READING FOUNDATIONAL SKILLS

### Reading Foundational Skills

#### Phonics and Word Recognition

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students continue learning specific strategies for decoding words in texts. Learning prefixes and suffixes along with Latin suffixes enhances decoding, spelling ability, and vocabulary development.

Use questions and prompts such as:

Does that sound right?

Does that look right?

Does that make sense?

Look at the end of the word and try that again.

Look for chunks you know and say them.

Look at the word, does it look like ...?

You said ...does it look like ...?

### BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

### ACADEMIC VOCABULARY

sound, segment, blend, rhyming, letter, syllable, word, non-word, pseudo word, nonsense word, decode, pattern, vowel, consonant, short vowel, long vowel, digraph, diphthong, compound words, suffix, prefix, sight word, initial, medial, final, irregular, blend, phoneme, upper case, lower case, soft sounds, hard sounds, fluent, rate, rhythm, prosody, accurate, pause, intonation, expression, comprehend

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## READING FOUNDATIONAL SKILL RF.3

Know and apply grade-level phonics and word analysis skills in decoding words.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**3.RF.3**

Know and apply grade-level phonics and word analysis skills in decoding words.

#### ESSENTIAL QUESTION(S)

How can I use my understanding of word parts to spell words correctly?  
How can I break words into parts to determine the meaning of the word?

#### LEARNING PROGRESSIONS

**2nd Grade:**

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

**3rd Grade:**

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

**4th Grade:**

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context).

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1   ☐ 2   ☐ 3   ☐ 4

# ENGLISH LANGUAGE ARTS

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

Substandard Deconstruction	3.RF.3a. Identify and know the meaning of the most common prefixes and derivational suffixes.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify and know the meaning of common prefixes Identify and know meaning of common suffixes		

Substandard Deconstruction	3.RF.3b. Decode words with common Latin suffixes.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Decode words with common Latin suffixes		

Substandard Deconstruction	3.RF.3c. Decode multi-syllable words.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify syllables in words Read multiple syllable words	Apply grade-level phonics and word analysis in decoding words	

Substandard Deconstruction	3.RF.3d. Read grade-appropriate irregularly spelled words.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify irregularly spelled words	Recognize irregularly spelled words	Read grade-appropriate irregularly spelled words

FOUNDATIONAL SKILLS

## KEY STRATEGIES

- Shared Reading
- Re-reading
- Direct instruction of strategies
- Modeling, (i.e., read along with recordings, read alouds)
- Echo reading
- Paired Reading
- Reader's Theatre
- Leveled reading sets
- Sight words
- Running records

## READING FOUNDATIONAL SKILLS

### Reading Foundational Skills

#### Fluency

## CRITICAL FOCUS

### LEARNER OUTCOMES

Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.

Use questions and prompts such as:

Make your reading sound like the characters are talking.

Go back and reread when it doesn't sound or look like you think it should.

### BIG IDEA

Readers with automaticity have adaptive reading skills that enable them to understand a variety of words and texts.

### ACADEMIC VOCABULARY

sound, segment, blend, rhyming, letter, syllable, word, non-word, pseudo word, nonsense word, decode, pattern, vowel, consonant, short vowel, long vowel, digraph, diphthong, compound words, suffix, prefix, sight word, initial, medial, final, irregular, blend, phoneme, upper case, lower case, soft sounds, hard sounds, fluent, rate, rhythm, prosody, accurate, pause, intonation, expression, comprehend

# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD RF.4

Read with sufficient accuracy and fluency to support comprehension.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>3.RF.4</b>	Read with sufficient accuracy and fluency to support comprehension.	
<b>ESSENTIAL QUESTION(S)</b>	<ul style="list-style-type: none"> <li>How does my fluency and accuracy affect my understanding of any text I read?</li> <li>How does my reading need to change when I read different kinds of texts?</li> </ul>	
<b>LEARNING PROGRESSIONS</b>	<b>2nd Grade:</b>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
	<b>3rd Grade:</b>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and . Read on-level text orally with accuracy, appropriate rate, and expression on successive . Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
	<b>4th Grade:</b>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive . Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

Substandard Deconstruction	3.RF.4a. Read on-level text with purpose and understanding.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify and understand foundational reading skills  Identify textual purpose and understanding	Determine the purpose for reading on-level text	

Substandard Deconstruction	3.RF.4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify oral reading with accuracy, appropriate rate, and expression on successive readings	Apply reading strategies for accuracy, rate, and expression	Read on-level text fluently and accurately  Reread with fluency as necessary  Read with accuracy and expression at the appropriate rate on successive reading

Substandard Deconstruction	3.RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify rereading as a strategy when confirming or self-correcting words  Understand how context can help to confirm or self-correct word recognition  Understand how to confirm or self-correct using context	Confirm or self-correct word recognition  Confirm or self-correct word understanding	

## KEY STRATEGIES

- Shared Reading
- Re-reading
- Direct instruction of strategies
- Modeling, (i.e., read along with recordings, read alouds)
- Echo reading
- Paired Reading
- Reader's Theatre
- Leveled reading sets
- Sight words
- Running records





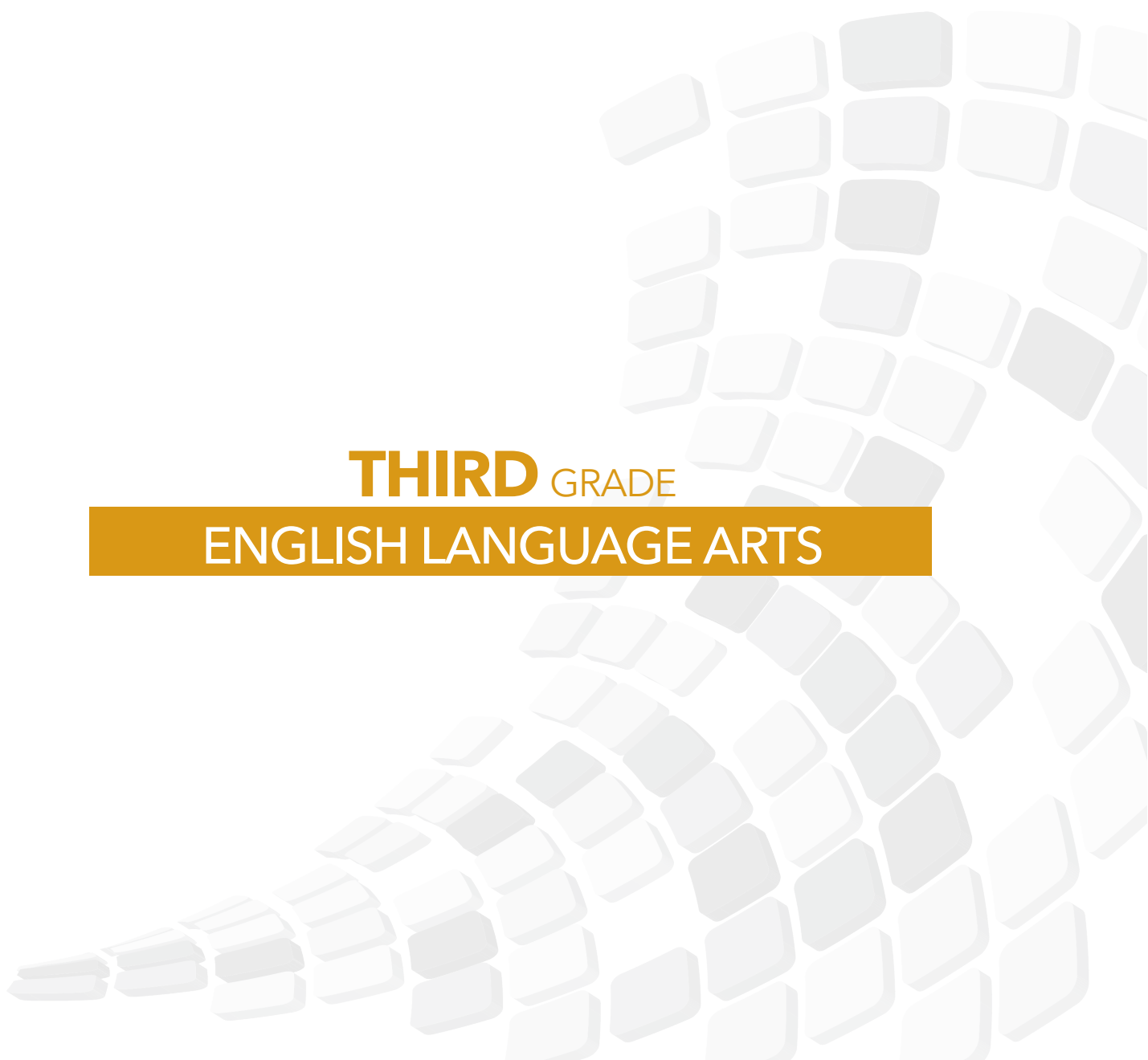


**LITERACY DOMAIN: WRITING**

# **ANCHOR WRITING STANDARDS (W)**

**THIRD** GRADE

**ENGLISH LANGUAGE ARTS**



# College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARDS

### Text Types and Purposes\*

1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
2. **Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
3. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

## CRITICAL FOCUS

### LEARNER OUTCOMES

Third grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion and be able to share this thinking. Students also begin to build an argument by linking their ideas together. Students need to engage in behaviors (turn and talk, small group discussion, and writing and speaking activities) that lead to the expression of ideas both verbally and in writing.

Students will also need a purposeful focus on choice-making throughout ELA. For example, third grade students need to be able to choose facts, definitions, and details to use within their writing that clarify their thinking about a topic.

Third grade students are required to include both an introduction and a concluding statement or section in their writing.

Students continue to build strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (learning to write summary statements) when writing. They use transitional words to show order of events and write with complex sentences to link the parts of their writing together.

Third grade students write informative/explanatory pieces as well. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).

Third grade students write real and imaginative stories and students are expected to use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.

WRITING

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR WRITING STANDARD W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 3.W.1

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

### ESSENTIAL QUESTION(S)

How can I use reasons to support my opinion?

### LEARNING PROGRESSIONS

#### 2nd Grade:

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure

#### 3rd Grade:

Write opinion pieces in which they introduce the topic or book they are writing about, state and opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

#### 4th Grade:

Write opinion pieces on topic or texts, supporting a point of view with reasons.  
a. Introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons.  
b. Provide reasons that support the opinion.  
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  
d. Provide a concluding statement or section.

### Substandard Deconstruction

3.W.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

### DOK Range Target for Instruction & Assessment

☐ 1    ☐ 2    ☒ 3    ☒ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Define point of view.

Select a topic or text for an opinion piece.  
Determine an opinion about the text or topic, and reasons that support the opinion.  
Create an organizational structure for listing reasons for the opinion and use appropriate linking words and phrases to connect opinions and reasons.

Create and opinion piece that includes clear introduction.  
Create and opinion piece that includes a statement of opinion.  
Create and opinion piece that includes strong organizational structure.

# ENGLISH LANGUAGE ARTS

<b>Substandard Deconstruction</b>	3.W.1b. Provide reasons that support the opinion.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>			Create an opinion piece supported with reasons and information. Create an opinion piece that includes reasons supported by facts and details.

<b>Substandard Deconstruction</b>	3.W.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize linking words and phrases that connect opinions and reasons.		Create an opinion piece that includes links between opinion and reasons.

<b>Substandard Deconstruction</b>	3.RF.3c. Decode multi-syllable words.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify syllables in words Read multiple syllable words	Apply grade-level phonics and word analysis in decoding words	

<b>Substandard Deconstruction</b>	3.W.1d. Provide a concluding statement or section.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize the purpose of a concluding statement.	Plan a concluding statement or section.	Create an opinion piece that includes a concluding statement or section.

## KEY STRATEGIES

- Question stems
- Pattern writing
- Expanding sentences
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme , stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARD W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**3.W.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### ESSENTIAL QUESTION(S)

How can I use information to express an idea?

#### LEARNING PROGRESSIONS

**2nd Grade:**

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**3rd Grade:**

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**4th Grade:**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  
b. Develop the topic with facts, definitions, and details.  
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  
d. Provide a concluding statement or section.

**DOK Range Target  
for Instruction &  
Assessment**

☐ 1    ☐ 2    ☒ 3    ☒ 4

WRITING

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

Substandard Deconstruction			
3.W.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Develop a topic that groups related information together. Develop illustrations that will help with comprehension.	Write informative/explanatory texts that include a topic that groups related information.  Write informative/explanatory texts that include illustrations to aid comprehension.

Substandard Deconstruction			
3.W.2b. Develop the topic with facts, definitions, and details.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify topic, facts, definitions, and details.	Develop a topic with facts, definitions, and details.	Write informative/explanatory texts that include a developed topic with facts, definitions, and details .  Write informative/explanatory texts to examine a topic.  Write informative/explanatory texts to convey ideas.  Write informative/explanatory texts to convey information clearly.

Substandard Deconstruction			
3.W.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify linking words and phrases to connect ideas within categories of information.	Develop linking words and phrases to connect ideas within categories of information.	Write informative/explanatory texts that include linking words and phrases to connect ideas within categories.

Substandard Deconstruction			
3.W.2d. Provide a concluding statement or section.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify concluding statements or sections.	Develop a concluding statement or section.	Write informative/explanatory texts that include a concluding statement.



## KEY STRATEGIES

- Question stems
- Pattern writing
- Expanding sentences
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR WRITING STANDARD W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**3.W.3**

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

### ESSENTIAL QUESTION(S)

How can I use appropriate details and organization to express a real or imagined event?  
How can I use appropriate techniques to express the event more effectively?

### LEARNING PROGRESSIONS

**2nd Grade:**

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**3rd Grade:**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.

**4th Grade:**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
b. Use a dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  
c. Use temporal words and phrases to signal event order.  
d. Provide a sense of closure.

**DOK Range Target  
for Instruction &  
Assessment**

☐ 1    ☐ 2    ☒ 3    ☒ 4

# ENGLISH LANGUAGE ARTS

<b>Substandard Deconstruction</b>	3.W.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Define narrator. Define character. Identify the story elements.	Establish a situation in writing.	Write a narrative that establishes a situation. Write a narrative that introduces a narrator or character(s).

<b>Substandard Deconstruction</b>	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.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify the story structure. Identify how writers establish a situation. Identify correct use of dialogue. Explain how writers use dialogue to develop a narrative. Explain how writers develop characters. Describe how writers use sensory details.	Formulate appropriate dialogue between characters. Develop characters through dialogue, actions, thoughts and feelings, as well as responses to situations. Develop events through dialogue, actions, thoughts, and feelings.	Write a narrative that uses dialogue to reveal actions, thoughts, feelings.

<b>Substandard Deconstruction</b>	3.W.3c. Use temporal words and phrases to signal event order.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify how temporal words and phrases are used to develop a sequence of events.	Use temporal words to organize a narrative into logical sequence.	Write a narrative that uses temporal words and phrases.

<b>Substandard Deconstruction</b>	3.W.3d. Provide a sense of closure.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize closure in others' writing.	Formulate logical conclusions.	Write a narrative that includes a sense of closure. Write a narrative that provides a conclusion.

## KEY STRATEGIES

- Question stems
- Pattern writing
- Expanding sentences
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARDS

### Production and Distribution of Writing (W)

4. **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
5. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
6. **Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

With assistance, third grade students are expected to produce writing that is clear and understandable to the reader.

Task (type of writing assignment) and purpose (the writer's designated reason for writing) should be reflected in the student's organization and development of a topic.

With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).

Students in third grade are developing strategies with peers and adults to use digital tools. At this grade level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Third grade students are required to use keyboarding skills to publish their writing.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR WRITING STANDARD W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 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)

### ESSENTIAL QUESTION(S)

Why do I write?

### LEARNING PROGRESSIONS

**2nd Grade:** (Begins in grade 3)

**3rd Grade:** 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.)

**4th Grade:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

### Substandard Deconstruction

**3.W.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

### DOK Range Target for Instruction & Assessment

☐ 1   ☐ 2   ☒ 3   ☒ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

### Students should be able to:

Analyze the reason for writing to decide the task with guidance and support from adults.

Analyze the reason for writing to decide the purpose with guidance and support from adults.

Determine suitable idea development strategies with guidance and support from adults.

Determine suitable organization with guidance and support from adults.

Write a piece with idea development appropriate to task and purpose with guidance and support from adults.

Write a piece with organization appropriate to task and purpose with guidance and support from adults.

## KEY STRATEGIES

- Question stems
- Pattern writing
- Expanding sentences
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR READING STANDARD W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 3.W.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3)

### ESSENTIAL QUESTION(S)

How does the writing process make me a better writer?

### LEARNING PROGRESSIONS

#### 2nd Grade:

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### 3rd Grade:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3, up to and including grade 3.)

#### 4th Grade:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3, up to and including grade 4.)

### Substandard Deconstruction

**3.W.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

### DOK Range Target for Instruction & Assessment

☐ 1    ☐ 2    ☒ 3    ☒ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Recognize how to plan with guidance and support from peers and adults.

Recognize how to revise with guidance and support from peers and adults.

Recognize how to edit for conventions of writing with guidance and support from peers and adults.

Recognize how to rewrite with guidance and support from peers and adults.

Recognize how to try a new approach with guidance and support from peers and adults.

Develop and strengthen writing by planning with guidance and support from peers and adults.

Develop and strengthen writing by revising with guidance and support from peers and adults.

Develop and strengthen writing by editing with guidance and support from peers and adults.

Develop and strengthen writing by rewriting with guidance and support from peers and adults.

Develop and strengthen writing by trying a new approach with guidance and support from peers and adults.



## KEY STRATEGIES

- Question stems
- Pattern writing
- Expanding sentences
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR WRITING STANDARD W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 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.

### ESSENTIAL QUESTION(S)

How can technology be used as a tool to write, publish, and/or collaborate?

### LEARNING PROGRESSIONS

#### 2nd Grade:

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### 3rd Grade:

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.

#### 4th Grade:

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### Substandard Deconstruction

3.W.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☐ 3    ☐ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Use basic computer skills with guidance and support from adults.

Know how to use technology to produce writing and to interact with others with guidance and support from adults.

Know how to use technology to edit and revise writing with guidance and support from adults.

Select appropriate technology tools that fit the intended audience and purpose with guidance and support from adults.

Perform keyboarding skills with guidance and support from adults.

Use technology to develop, revise, edit, and publish writing with guidance and support from adults.

Use technology to communicate and collaborate with guidance and support from adults.

## KEY STRATEGIES

- Question stems
- Pattern writing
- Expanding sentences
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

## ANCHOR WRITING STANDARDS

### Research to Build and Present Knowledge (RI)

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## CRITICAL FOCUS

### LEARNER OUTCOMES

- Third grade students are required to expand upon the shared research experience in grade 2 by researching a topic on their own.
- In grade 3, students learn how to locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories provided by the teacher. At this level, students are gathering information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes.
- Third grade students need to know how to choose online sources and how to select the information they need from each source. They also need to know how to link the new information they learn online with offline sources. Items such as, graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate technical tools will be helpful to students.

### BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARD W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

3.W.7	Conduct short research projects that build knowledge about a topic.		
ESSENTIAL QUESTION(S)	How can I learn more about a topic by completing a research project?		
LEARNING PROGRESSIONS	2nd Grade:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	
	3rd Grade:	Conduct short research projects that build knowledge about a topic.	
	4th Grade:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Conduct shared research using various sources and tools.	Examine information gathered during shared research. Discriminate between relevant and irrelevant information.	Participate in short research projects to gain knowledge.

## KEY STRATEGIES

- Question stems
- Pattern writing
- Expanding sentences
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR WRITING STANDARD W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.		
ESSENTIAL QUESTION(S)	How can I recall and organize information accurately?		
LEARNING PROGRESSIONS	2nd Grade:	Recall information from experiences or gather information from provided sources to answer a question.	
	3rd Grade:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
	4th Grade:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize print and digital sources. Gather information from print and digital sources. Provide brief notes from sources.	Sort evidence from sources into provided categories.	

## KEY STRATEGIES

- Question stems
- Pattern writing
- Expanding sentences
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# ENGLISH LANGUAGE ARTS

## ANCHOR WRITING STANDARD W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**3.W.9**

(Begins in grade 4)

#### ESSENTIAL QUESTION(S)

STARTS IN GRADE 4

#### LEARNING PROGRESSIONS

**2nd Grade:**

BEGINS IN GRADE 4

**3rd Grade:**

BEGINS IN GRADE 4

**4th Grade:**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

## ANCHOR WRITING STANDARDS

### Range of Writing

**10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

- Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision.
- Task (type of writing assignment), audience (the intended reader), and purpose (the writer's designated reason for writing) should be reflected in the student's development of a topic related to the content area for which they are writing about.

## BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

## ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family



# ENGLISH LANGUAGE ARTS

## ANCHOR READING STANDARD 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 tasks, purposes, and audiences.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

<b>3.W.10</b>	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.		
<b>ESSENTIAL QUESTION(S)</b>	Why is it important to write regularly? Why is it important to adopt the routine of research, reflection, and revision? Why is it important to write for different reasons and different audiences?		
<b>LEARNING PROGRESSIONS</b>	<b>2nd Grade:</b>	BEGINS IN GRADE 3	
	<b>3rd Grade:</b>	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.	
	<b>4th Grade:</b>	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.	
<b>DOK Range Target for Instruction &amp; Assessment</b>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify the various purposes for writing.  Identify and understand the various organizational structures.  Identify and understand different genres or purposes for writing.	Determine when to write for short or extended time frames.  Determine the appropriate organizational structure for specific audiences and purposes.	Write for various purposes and to various audiences for short or extended time frames.  Write for a range of discipline-specific tasks, purposes, and audiences.

## KEY STRATEGIES

- Question stems
- Pattern writing
- Expanding sentences
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.



**LITERACY DOMAIN:  
SPEAKING AND LISTENING**

**SPEAKING AND  
LISTENING ANCHOR  
STANDARDS  
(SL)**

**THIRD** GRADE

ENGLISH LANGUAGE ARTS

## College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## ANCHOR SPEAKING & LISTENING STANDARDS

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in grade three will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations.

Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.

Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc.).

Third grade students will also determine the main idea and supporting details of a text read aloud or information presented in multiple formats.

### BIG IDEA

- A good communicator is able to express ideas effectively and listen actively.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR SPEAKING & LISTENING STANDARDS SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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.

### ESSENTIAL QUESTION(S)

How are my conversation skills dependent on the makeup of the group?  
What contributions can I make to the conversation when I'm prepared and engaged?

### LEARNING PROGRESSIONS

**2nd Grade:**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**3rd Grade:**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**4th Grade:**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☒ 3    ☒ 4

# ENGLISH LANGUAGE ARTS

<b>Substandard Deconstruction</b>	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.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify key ideas from reading texts.		Engage in discussions by sharing knowledge.

<b>Substandard Deconstruction</b>	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).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify agreed-upon rules for discussion.  Identify ways to listen effectively.	Evaluate implementation of discussion rules.	Listen actively to discussions and presentations.  Follow agreed-upon rules during discussion.

<b>Substandard Deconstruction</b>	3.SL.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Know how to ask a question.  Identify key ideas presented during discussion.	Formulate questions and responses based on comments made by others during discussion.	Ask questions to check understanding of discussion or presentation.  Connect comments to others' remarks.

<b>Substandard Deconstruction</b>	3.SL.1d. Explain their own ideas and understanding in light of the discussion.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>		Relate information that has been read to discussion topics.  Explain the topic using personal ideas, opinions, and reasoning.	Express ideas clearly.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.



# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING & LISTENING STANDARDS SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.		
ESSENTIAL QUESTION(S)	How do I determine what is important when listening to and/or watching a presentation?		
LEARNING PROGRESSIONS	2nd Grade:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
	3rd Grade:	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.	
	4th Grade:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Determine the main idea of an oral or media presentation.  Determine supporting details of an oral or media presentation.		

### KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR SPEAKING & LISTENING STANDARDS SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

3.SL.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
ESSENTIAL QUESTION(S)	What kinds of questions should I ask during a presentation to increase my understanding?		
LEARNING PROGRESSIONS	2nd Grade:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
	3rd Grade:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
	4th Grade:	Identify the reasons and evidence a speaker provides to support particular points.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify where questioning is needed about what a speaker says.  Identify appropriate elaboration and detail when answering questions about information from a speaker.	Formulate appropriate questions about information from a speaker.  Formulate answers about information from a speaker, offering appropriate elaboration and detail.	Ask detailed questions about information from a speaker.  Answer questions about information from a speaker, offering appropriate elaboration and detail.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

## ANCHOR SPEAKING & LISTENING STANDARDS

### Presentation of Knowledge and Ideas

4. **Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**
5. **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**
6. **Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

Third graders move from describing and storytelling to reporting on a topic or a grade-appropriate text. This should be done orally and in coherent, spoken sentences at an appropriate and understandable pace.

Students in the third grade should also be able to utilize digital media to make engaging audio recordings of stories or poems. Engaging might mean focusing on inflection and volume instead of just reading out loud. At this level, audio recordings should demonstrate fluid and well-paced reading. Visual displays should be added to illuminate chosen facts or details.

Students will need to engage in behaviors (turn and talk, small group discussion, computer use, and writing and speaking learning activities) that lead to the expression of complete ideas both verbally and in writing.

Students will also need a purposeful focus on choice-making throughout ELA. For example, third grade students need to be able to choose visual displays that add to and enhance their thinking about a topic. Students must be able to articulate their ideas in complete sentences.

### BIG IDEA

- A good communicator is able to express ideas effectively and listen actively.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR SPEAKING & LISTENING STANDARDS SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

### 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.

### ESSENTIAL QUESTION(S)

How can I give a good presentation?

### LEARNING PROGRESSIONS

#### 2nd Grade:

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

#### 3rd Grade:

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.

#### 4th Grade:

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### DOK Range Target for Instruction & Assessment

☒ 1    ☒ 2    ☒ 3    ☒ 4

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

#### Students should be able to:

Identify a topic, facts, and descriptive details.  
Identify and recall an experience.  
Identify clearly pronounced and enunciated words.  
Identify an understandable pace.

Determine appropriate supportive facts.  
Determine relevant descriptive details.

Speak clearly and understandably while reporting on a topic with appropriate facts and relevant, descriptive details.  
Speak clearly and understandably while telling a story with appropriate facts and relevant, descriptive details.  
Speak clearly and understandably while recounting an experience with appropriate facts and relevant, descriptive details.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR SPEAKING & LISTENING STANDARDS SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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.

### ESSENTIAL QUESTION(S)

How can I create an audio recording that people want to listen to?

### LEARNING PROGRESSIONS

**2nd Grade:**

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**3rd Grade:**

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.

**4th Grade:**

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**DOK Range Target  
for Instruction &  
Assessment**

☐ 1    ☒ 2    ☒ 3    ☐ 4

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Recognize "engaging" audio recordings.

Identify fluid reading.

Identify facts or details.

Emphasize/enhance facts by adding visual displays.

Emphasize/enhance details by adding visual displays.

Read stories or poems fluently for audio recordings.

Create audio recordings that demonstrate fluid reading.

Create visual displays.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

# ENGLISH LANGUAGE ARTS

## ANCHOR SPEAKING & LISTENING STANDARDS SL.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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.

#### ESSENTIAL QUESTION(S)

- Why do I need to speak well?
- Why do I need to think about the audience and purpose each time I speak?

#### LEARNING PROGRESSIONS

**2nd Grade:**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

**3rd Grade:**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

**4th Grade:**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☐ 3    ☐ 4

**Learning Expectations:**

**Know: Concepts/Skills**

**Think**

**Do**

**Students should  
be able to:**

Recognize complete sentences when spoken.  
Recognize task and situation.  
Identify the audience.

Differentiate when situation calls for speaking in complete sentences.  
Interpret requested detail or clarification.  
Formulate a response.

Speak in complete sentences when appropriate to task and situation.  
Respond to answer questions or to clarify.

## KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.







# LITERACY DOMAIN: LANGUAGE

## LANGUAGE ANCHOR STANDARDS

**THIRD** GRADE

ENGLISH LANGUAGE ARTS



## College and Career Ready Language Anchor Standards

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## ANCHOR LANGUAGE STANDARDS

### Conventions of Standard English

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

## CRITICAL FOCUS

### LEARNER OUTCOMES

An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts."

Third grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.

At this level, emphasis expands to include subject-verb agreement, comparative and superlative adjectives and adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, comma usage, appropriate use of capitalization, and are using spelling patterns and generalizations in writing.

## BIG IDEA

- The way we use language influences how others perceive us.

## ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR LANGUAGE STANDARDS L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**3.L.1.**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## ESSENTIAL QUESTION(S)

Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

## LEARNING PROGRESSIONS

**2nd Grade:**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g. group)
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the move; The little boy watched the movie; The action movie was watched by the little boy).

**3rd Grade:**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- f. Ensure subject-verb and pronoun-antecedent agreement. \*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordination and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

**4th Grade:**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. \*
- g. Correctly use frequently confused words (e.g., to, too, two; there, their). \*

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☐ 3    ☐ 4

# ENGLISH LANGUAGE ARTS

<b>Substandard Deconstruction</b>	3.L.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>		Explain function of nouns. Explain function of pronouns. Explain function of verbs. Explain function of adjectives. Explain function of adverbs.	

<b>Substandard Deconstruction</b>	3.L.1b. Form and use regular and irregular plural nouns.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>			Form and use regular and irregular plural nouns.

<b>Substandard Deconstruction</b>	3.L.1c. Use abstract nouns (e.g., childhood).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify abstract nouns.	Use abstract nouns.	

<b>Substandard Deconstruction</b>	3.L.1d. Form and use regular and irregular verbs.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>			Use regular and irregular verbs.

<b>Substandard Deconstruction</b>	3.L.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize verb tenses		

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

Substandard Deconstruction	3.L.1f. Ensure subject-verb and pronoun-antecedent agreement.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify agreement of subject-verb tenses. Identify agreement of pronoun-antecedent tenses.		Ensure subject-verb and pronoun-antecedent agreement

Substandard Deconstruction	3.L.1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify comparative and superlative adjectives and adverbs.	Choose between comparative and superlative adjectives and adverbs.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Substandard Deconstruction	3.L.1h. Use coordinating and subordinating conjunctions.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize coordinating and subordinating conjunctions.		Use coordinating and subordinating conjunctions

Substandard Deconstruction	3.L.1i. Produce simple, compound, and complex sentences.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize complex sentences.		Produce simple sentences. Produce compound sentences. Produce complex sentences .

## KEY STRATEGIES

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.



# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARDS L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**3.L.2.**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### ESSENTIAL QUESTION(S)

Why is it important for me to know and follow the rules of standard English mechanics for writing?

### LEARNING PROGRESSIONS

**2nd Grade:**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage/badge; boy/boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**3rd Grade:**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**4th Grade:**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1   ☐ 2   ☐ 3   ☐ 4

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

Substandard Deconstruction	3.L.2a. Capitalize appropriate words in titles.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply correct capitalization. Capitalize appropriate words in titles.		

Substandard Deconstruction	3.L.2b. Use commas in addresses.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply correct punctuation. Use commas in addresses.		Form and use regular and irregular plural nouns.

Substandard Deconstruction	3.L.2c. Use commas and quotation marks in dialogue. 3.L.1c. Use abstract nouns (e.g., childhood).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply correct punctuation. Use commas and quotation marks in dialogue.	Use abstract nouns.	

Substandard Deconstruction	3.L.2d. Form and use possessives.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Form and use possessives.		

Substandard Deconstruction	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).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Use conventional spelling for high frequency words and for adding suffixes to base words.		

# ENGLISH LANGUAGE ARTS

<b>Substandard Deconstruction</b>	3.L.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		

<b>Substandard Deconstruction</b>	3.L.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Apply correct spelling. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Form and use regular and irregular plural nouns.

## KEY STRATEGIES

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

## ANCHOR LANGUAGE STANDARDS

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## CRITICAL FOCUS

### LEARNER OUTCOMES

Students in grade 3 will use what they know about HOW language works when they write, speak, read, and listen. Students at this level will develop strategies for choosing words for effect and comparing written and spoken Standard English. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.

### BIG IDEA

- Students in grade 3 will use what they know about HOW language works when they write, speak, read, and listen.
- Students at this level will develop strategies for choosing words for effect and comparing written and spoken Standard English. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.

### ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# ENGLISH LANGUAGE ARTS

## ANCHOR LANGUAGE STANDARDS L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### GRADE SPECIFIC STANDARD AND DECONSTRUCTION

#### 3.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### ESSENTIAL QUESTION(S)

How can I convey my ideas effectively through word choice and punctuation?  
How does my language change based on the situation and audience?

#### LEARNING PROGRESSIONS

##### 2nd Grade:

Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
a. Compare formal and informal uses of English.

##### 3rd Grade:

Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
a. Choose words and phrases for effect. \*  
b. Recognize and observe differences between the conventions of spoken and written standard English.

##### 4th Grade:

Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
a. Choose words and phrases to convey ideas precisely. \*  
b. Choose punctuation for effect. \*  
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

#### DOK Range Target for Instruction & Assessment

☐ 1    ☒ 2    ☐ 3    ☐ 4

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

Substandard Deconstruction			
3.L.3a. Choose words and phrases for effect.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>Recognize language conventions for writing.</p> <p>Recognize language conventions for reading.</p> <p>Recognize language conventions for listening.</p> <p>Identify types of words and phrases that create effect.</p> <p>Apply language knowledge when writing.</p> <p>Apply language knowledge when reading.</p> <p>Apply language knowledge when listening.</p>	<p>Apply language knowledge when writing.</p> <p>Apply language knowledge when reading.</p> <p>Apply language knowledge when listening.</p> <p>Apply knowledge of language conventions when writing.</p> <p>Determine words and phrases that create effect.</p> <p>Apply knowledge of language conventions when listening.</p>	<p>Include words and phrases that create effect.</p>

Substandard Deconstruction			
3.L.3b. Recognize and observe differences between the conventions of spoken and written standard English.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>Recognize language conventions for speaking.</p>	<p>Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Use knowledge of language when speaking.</p> <p>Use knowledge of language conventions when speaking.</p>

## KEY STRATEGIES

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

## ANCHOR LANGUAGE STANDARDS

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## CRITICAL FOCUS

### LEARNER OUTCOMES

As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.

The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts.

Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.

## BIG IDEA

- The way we use language influences how others perceive us.

## ACADEMIC VOCABULARY

abbreviation, adjective, almanac, alphabetical order, alphabetize, analogy, analyze, antonym, atlas, author's viewpoint, base words, bold print, caption, cause, character, chronological order, clarify, clarifying question, Classify, communicate, compare, comparison, compound word, concluding, sentence, conclusion, conduct, conflict, consecutive, construct, context clues, contraction, contrast, create, define, demonstrate, describe, design, detail, details, dialogue, dictionary, different, direction, discuss, effect, electronic source, eliminate, encyclopedias, ending, evaluate, event, evidence, examine, example, explain, exponent, expository text, fact, fairytale, fantasy, fiction, fluency, formulate, functional text, generalization, glossary, graphic organizer, guide words, headings, homonym, identify, illustrate, indent, indices, infer, inference, informational text, interpret, intonation, investigate, italics, key word, list, locate, magazines, main idea, match, monitor, multiple meaning, multi-syllabic, narrative, narrator, nonfiction, noun, observe, opinion, organize, pacing, paragraph, participate, perform, persuade, persuasive text, plan, play, plot, plural, poetry, predict, prefix, pronunciation, quantity, question, realism, recognize, record, relate, relevant, repetition, rhyme, rhythm, root word, sensory image, sequence, sequencing, setting, similar, singular, solve, sort, speaker, step, suffix, summarize, support, supporting details, supporting sentence, syllable, synonym, table of contents, textbook, thesaurus, title, topic sentence, trade books, trait, variable, verb, verify, word family

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR LANGUAGE STANDARDS L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**3.L.4.**

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

### ESSENTIAL QUESTION(S)

How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

### LEARNING PROGRESSIONS

**2nd Grade:**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**3rd Grade:**

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.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a know affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**4th Grade:**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☒ 3    ☐ 4



# ENGLISH LANGUAGE ARTS

<b>Substandard Deconstruction</b>	3.L.4a. Use sentence-level context as a clue to the meaning of a word or phrase.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize that context clues can help determine the meaning of unknown or multiple-meaning words.	Choose from a range of vocabulary strategies to determine a word's meaning.	

<b>Substandard Deconstruction</b>	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).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify and define affixes		Form and use regular and irregular plural nouns.

<b>Substandard Deconstruction</b>	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).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify and define root words	<p>Determine the meaning of unknown and multiple-meaning words or phrases by examining a sentence to find clues.</p> <p>Determine the meaning of an unknown word by identifying the common root (e.g., company, companion).</p>	

<b>Substandard Deconstruction</b>	3.L.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Find words in dictionaries and glossaries.		Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases.

## KEY STRATEGIES

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR LANGUAGE STANDARDS L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**3.L.5.**

Demonstrate understanding of word relationships and nuances in word meanings.

### ESSENTIAL QUESTION(S)

How do I show I know how to use words accurately and effectively?

### LEARNING PROGRESSIONS

**2nd Grade:**

Demonstrate understanding of word relationships and nuances in word meanings.  
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**3rd Grade:**

Demonstrate understanding of word relationships and nuances in word meanings.  
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  
b. Identify real-life connection between words and their use (e.g., describe people who are friendly or helpful).  
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**4th Grade:**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  
b. Recognize and explain the meaning of common idioms, adages, and proverbs.  
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☒ 3    ☐ 4

# ENGLISH LANGUAGE ARTS

<b>Substandard Deconstruction</b>	3.L.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Recognize the difference between literal and non-literal meanings of words and phrases.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	

<b>Substandard Deconstruction</b>	3.L.5b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		

<b>Substandard Deconstruction</b>	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).		
<b>Learning Expectations:</b>	<b>Know: Concepts/Skills</b>	<b>Think</b>	<b>Do</b>
<b>Students should be able to:</b>		Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., new, believed, suspected, heard, wondered).	

## KEY STRATEGIES

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## ANCHOR LANGUAGE STANDARDS L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## GRADE SPECIFIC STANDARD AND DECONSTRUCTION

**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).

### ESSENTIAL QUESTION(S)

What strategies will I use to learn and use words that are specific to the things I study?

### LEARNING PROGRESSIONS

**2nd Grade:**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**3rd Grade:**

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.)

**4th Grade:**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**DOK Range Target  
for Instruction &  
Assessment**

☒ 1    ☒ 2    ☐ 3    ☐ 4

### Substandard Deconstruction

3.L.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

### Learning Expectations:

#### Know: Concepts/Skills

#### Think

#### Do

**Students should  
be able to:**

Acquire grade appropriate conversational words and phrases.  
Acquire grade appropriate general academic words and phrases.  
Acquire grade appropriate domain-specific words and phrases.  
Acquire grade appropriate words and phrases that signal spatial relationships.  
Acquire grade appropriate words and phrases that signal temporal relationships.

Use grade appropriate conversational words.  
Use grade appropriate general academic words.  
Use grade appropriate domain-specific words.  
Use words that signal spatial relationships.  
Use words that signal temporal relationships.

## KEY STRATEGIES

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

### Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

\*Subsumed by L.7.3a

\*Subsumed by L.9–10.1a

\*Subsumed by L.11–12.3a







# APPENDIX:

## **THIRD** GRADE ENGLISH LANGUAGE ARTS

### Appendix

### Writing

Definitions of the standards' three text types.

*The following is an excerpt from the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix B. For further definition of writing standards, reading, reading fundamentals, writing and language standards, use the Appendix B document for reference.*

### Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

#### **“Argument” and “Persuasion”**

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

### Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

### Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

## Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fact vs. Fiction and All the Grey Space In Between” found in Appendix C of the Common Core State Standards documents.

# THIRD GRADE

LEXILE GRADE LEVEL BAND: 520L TO 820L

## COMMON CORE

State Standards

**DECONSTRUCTED for  
CLASSROOM IMPACT**



The  
**COMMON CORE**  
Institute