Third Grade – English/Language Arts
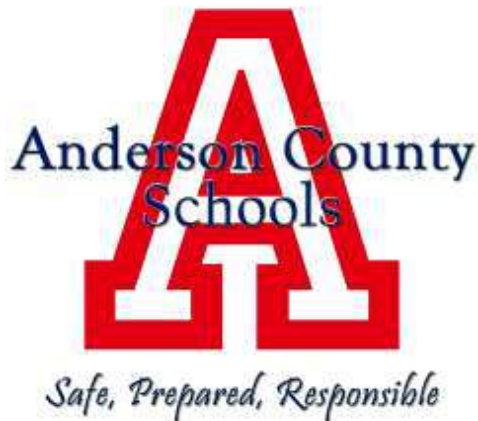
Kentucky Core Academic Standards with Targets

Student Friendly Targets

Pacing Guide

Anderson County Schools

Safe, Prepared, Responsible

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 ten broad College and Career Readiness (CCR) anchor standards. The CCR and grade specific standards are necessary complements, that together define the skills and understandings that all students must demonstrate.

English Language Arts (ELA) is divided into four strands: 1) Reading, 2) Writing (W), 3) Speaking and Listening (SL), and 4) Language (L). Within the reading strand, there are three sections: Reading Literature (RL), Reading Informational (RI), Reading Foundational Skills (FS).

In Reading, the ten standards are divided into four sections.
Standards 1-3   Key Ideas and Details
Standards 4-6   Craft and Structure
Standards 7-9   Integration of Knowledge and Ideas
Standard 10   Range of Reading and Level of Text Complexity

In Writing, the ten standards are divided into four sections.
Standards 1-3   Text Types and Purposes
Standards 4-6   Production and Distribution of Writing
Standards 7-9   Research to Build and Present Knowledge
Standard 10   Range of Writing

In Speaking and Listening, the ten standards are divided into two sections.
Standards 1-3   Comprehension and Collaboration
Standards 4-6   Presentation of Knowledge and Ideas

In Language, the standards are divided into three sections.
Standards 1-2   Conventions of Standard English
Standard 3   Knowledge of Language
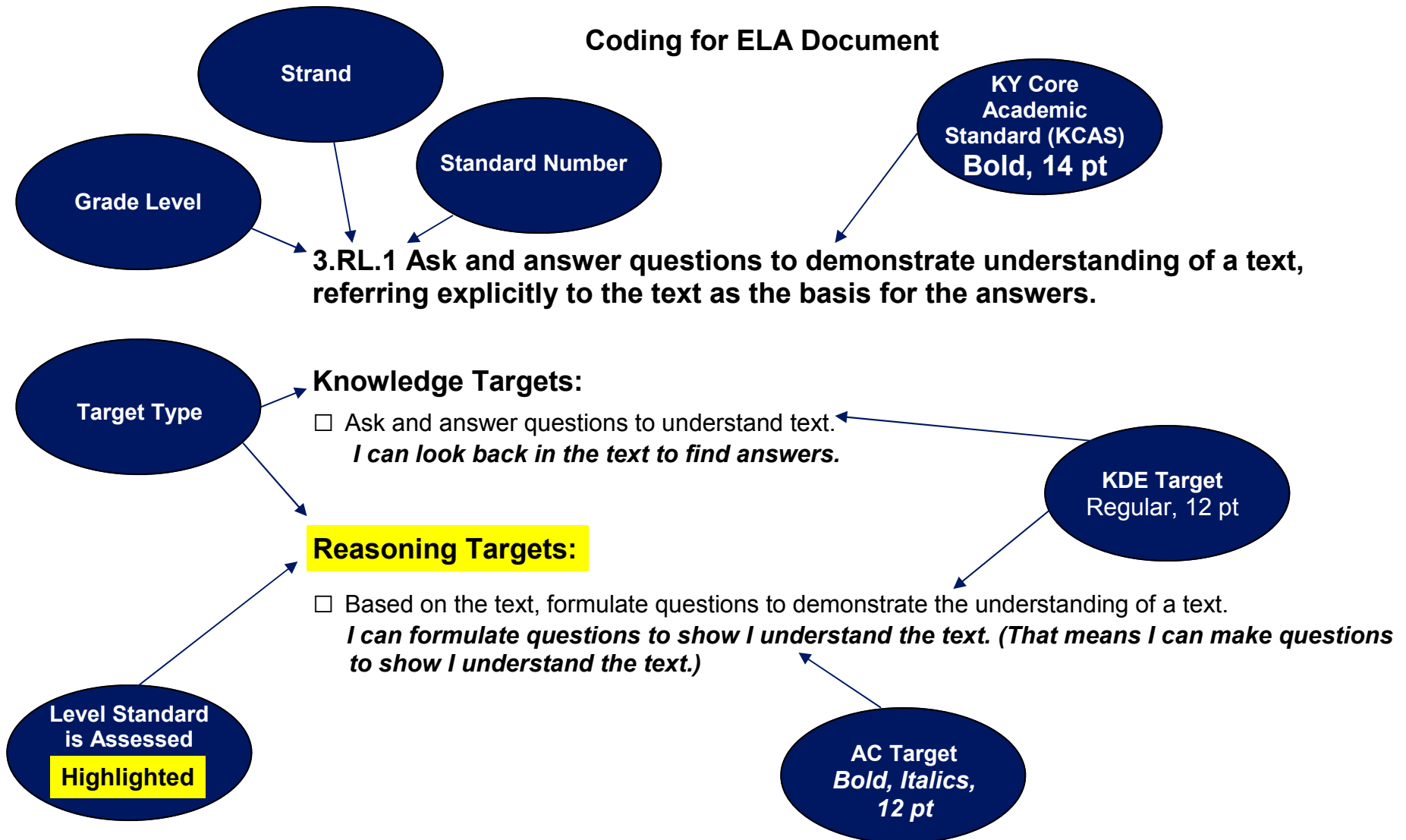Standards 4-6   Vocabulary Acquisition and Use

Development of Pacing Document

During the summer 2011, Anderson County teachers and administrators developed learning targets for each of the Kentucky Core Academic Standards in English Language Arts. In winter 2012, curriculum resource teachers verified the congruency of the standards and targets and recommended revisions. Teachers refined the work and began planning the development of common assessments to ensure students learn the intended curriculum.

 Anderson County Schools would like to thank each of our outstanding teachers and administrators who contributed to this important English Language Arts curriculum project. Special thanks to Robin Arnzen Brandy Beasley, Sam Blackburn, Stacey Blakeman,, Julie Bowen, Carol Carter, Heather Chilton, Julie Conley, Tanya Cook, Alicia Copenhaver, LauraLee Currens, Becky Drury, Amanda Ellis, Connie Gott, Beth Harley, Carolyn Hatchett, Nicole Hicks, Linda Hill, Ashley Holloman, Lisa Hudson, Katie Hutton, Sharon Jackman, Penny Johnson, Steve Karsner, Nicole Kidwell, Teresa Miller, Kim Penn, Wayne Reese, Krista Sawyer, Jennifer Sea, Annette Shields, Holly Sills, Ashley Sims, Jeanna Slusher, Sue Welsh, Amy Wilder, Julie Wise, and Lissa Woodyard. Thanks also to Leslie Mitchell (ACMS), Mickey Ray (ACHS), and Bridget Wells (ACHS) for providing comments to the work.

North Carolina State Board of Education created a most helpful document entitled "Common Core Instructional Support Tools - Unpacking Standards". The document answers the question "What do the standards mean that a student must know and be able to do?" The "unpacking" is included in our "What Does This Standard Mean?" section. The complete North Carolina document can be found at http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/3.pdf

Coding for ELA Document

Strand

Grade Level

Standard Number

KY Core Academic Standard (KCAS) Bold, 14 pt

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Target Type

Knowledge Targets:

☐ Ask and answer questions to understand text.
   I can look back in the text to find answers.

KDE Target Regular, 12 pt

Reasoning Targets:

☐ Based on the text, formulate questions to demonstrate the understanding of a text.
   I can formulate questions to show I understand the text. (That means I can make questions to show I understand the text.)

Level Standard is Assessed Highlighted

AC Target *Bold, Italics, 12 pt*

Anderson County Elementary
Pacing Guide

English/Language Arts
Grade 3

Reading Literature

Standard	What Does This Standard Mean?	Dates Taught
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Knowledge Targets:** ☐ Ask and answer questions to understand text. *I can look back in the text to find answers.* <mark>**Reasoning Targets:**</mark> ☐ Based on the text, formulate questions to demonstrate the understanding of a text. *I can formulate questions to show I understand the text. (That means I can make questions to show I understand the text.)* ☐ Refer explicitly to the text to answer questions. *I can look back in the text to find the answer to a question.*	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 is 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?	First Nine Weeks

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. **Knowledge Targets:** ☐ Recount stories from diverse cultures. *I can recount stories from diverse cultures. That means I can retell stories.* ☐ Recount fables from diverse cultures. *I can recount fables from diverse cultures. That means I can retell fables.* ☐ Recount folktales from diverse cultures. *I can recount folktales from diverse cultures. That means I can retell folktales.* ☐ Recount myths from diverse cultures. *I can recount myths from diverse cultures. That means I can retell myths.* ==Reasoning Targets:== ☐ Determine the moral of a fable. *I can determine the moral of a fable.* ☐ Determine the lesson of a folktale. *I can determine the lesson of a folktale.* ☐ Determine the central message of a myth. *I can determine the main idea of a myth.* ☐ Determine how the central message, lesson or moral is conveyed through key details in the text. *I can determine how the main idea, lesson, or moral is shown through key details in the text.*		
3.RL.3 Describe characters in a story (eg., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		

Knowledge Targets:
- ☐ Describe a character's feelings/emotions based on information found in the text.
- *I can describe the character's feelings or emotions.*
- ☐ Describe a character's traits/motivations.
- **I can describe a character's traits/motivations.**
- ☐ Retell the sequence of events using time order words.
- **I can retell the sequence of events using time order words.**
- **That means, first, next, then, last.**

Reasoning Targets:
- ☐ Infer a character's feelings and/or emotions.
- *I can infer a character's feelings and/or emotions.*
- ☐ Analyze a character's feelings and/or emotions.
- *I can analyze a character's feelings and/or emotions.*
- ☐ Interpret how a character's traits, motivations, feelings lead to actions.
- *I can interpret how a character's traits, motivations, feelings lead to actions.*
- ☐ Explain how a character's actions contribute to the sequence of events.
- *I can explain how a character's actions contribute to the sequence of events.*

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Knowledge Targets:
- ☐ Identify literal and non-literal words and phrases in a text. (Underpinning)
- *I can identify the literal and non-literal meaning of a word or phrase in a text.*

Third grade students are required to tell the meaning of words and phrases in a text, noting the differences between literal and non-literal 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)

Reasoning Targets: ☐ Determine the meaning of literal and non-literal words and phrases as they are used in a text. ***I can determine the exact meaning (literal) and figurative (non-literal) words and phrases as they are used in a text.***	• 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?
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. **Knowledge Targets:** ☐ Refer to parts of stories when speaking or writing about text. ***I can refer to parts of stories when speaking or writing about a text.*** ☐ Refer to parts of dramas when speaking or writing about text. ***I can refer to parts of dramas when speaking or writing about a text. (That means plays.)*** ☐ Refer to parts of poems when speaking or writing about text. ***I can refer to parts of poems when speaking or writing about a text.*** ☐ Use terms such as chapter to describe how each part builds on earlier sections. ***I can use terms such as chapter to describe how each part builds on earlier sections.*** ☐ Use terms such as scene to describe how each part builds on earlier sections. ***I can use terms such as scene to describe how each part builds on earlier sections.*** ☐ Use terms such as stanza to describe how each part builds on earlier sections.	

I can use terms such as stanza to describe how each part builds on earlier sections.		
3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters. **Knowledge Targets:** ☐ Recognize own point of view. (Underpinning) *I can recognize my own point of view.* ☐ Identify the narrator's point of view. (Underpinning) *I can identify the narrator's point of view.* ☐ Identify the character's point of view. (Underpinning) *I can identify the character's point of view.* **<mark>Reasoning Targets:</mark>** ☐ Compare/Contrast own point of view to the narrator's or the character's point of view *I can compare and contrast my own point of view to the narrator's or character's point of view.*		
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). **Knowledge Targets:** ☐ Identify specific aspects of a text's illustrations. (Underpinning) *I can identify specific aspects of a text's illustrations.* ☐ Recognize the mood of a story. (Underpinning) *I can recognize the mood of a story.* **<mark>Reasoning Targets:</mark>** ☐ Explain how illustrations contribute to the words in a story.	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?	

I can explain how parts of illustrations contribute to the words in a story. ☐ Explain how text illustrations create the mood of a story. ***I can explain how parts of the text illustrations contribute to the mood of a story.*** ☐ Explain how text illustrations emphasize a character and the setting. ***I can explain how parts of the text illustrations emphasize a character and setting.***		
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 book from a series.) **Knowledge Targets:** ☐ Identify theme. (Underpinning) ***I can identify theme in literary text.*** ☐ Identify setting. (Underpinning) ***I can identify setting in literary text.*** ☐ Identify plot. (Underpinning) ***I can identify plot in literary text.*** ==**Reasoning Targets:**== ☐ Compare and contrast the theme in stories written by the same author about the same or similar characters. ***I can compare and contrast the theme in stories written by the same author about the same or different characters.*** ☐ Compare and contrast setting in stories written by the same author about the same or similar characters. ***I can compare and contrast the setting in stories written by the same author about the same or similar characters.*** ☐ Compare and contrast plot in stories written by the same author about the same or similar characters. ***I can compare and contrast the plot in stories written by***		

the same author about the same or similar characters.		
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. **Knowledge Targets:** ☐ Identify key ideas and details in literary texts at appropriate complexity. *I can identify in literary text key ideas and details.* ☐ Identify craft and structure in literary texts at appropriate complexity. *I can identify different forms of writing based on structure.* ☐ Identify integration of knowledge and ideas in literary text at appropriate complexity. *I can identify how the author includes knowledge and ideas in their writing.* ==**Reasoning Targets:**== ☐ Comprehend key ideas and details in literary text at appropriate complexity. *I can understand in literary text key ideas and details.* ☐ Comprehend craft and structure in literary text at appropriate complexity. *I can understand different forms of writing based on structure.* ☐ Comprehend integration of knowledge and ideas at appropriate complexity. *I can understand how the author includes knowledge and ideas in their writing.*	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.	
3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to text as the basis for the answers.	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,	

Knowledge Targets: ☐ Ask and answer questions to understand text. *I can ask and answer questions to understand text.* <mark>**Reasoning Targets:**</mark> ☐ Formulate questions (based on the text) to demonstrate understanding *I can formulate questions to show I understand text. That means that I can create questions.* ☐ Refer explicitly to the text to answer questions. *I can look back in the text to find answers.*	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?
3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. **Knowledge Targets:** ☐ Determine the main idea of a text. *I can determine the main idea of a text.* ☐ Recount key details of a text. *I can recount key details of a text.* <mark>**Reasoning Targets:**</mark> ☐ Explain how the key details support the main idea of a text. ☐ *I can explain how the key details support the main idea of a text.*	
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.

Knowledge Targets:
- ☐ Define and use language pertaining to time. (Underpinning)

I can define and use language related to time.
- ☐ Define and use language pertaining to sequence. (Underpinning)

I can define and use language related to sequence.
- ☐ Define and use language pertaining to relationship. (Underpinning)

I can define and use language related to relationship.
- ☐ Define and use language pertaining to cause-and-effect. (Underpinning)

I can define and use language related to cause-and-effect.
- ☐ Identify relationships within text. (Underpinning)

I can identify relationships within text.

==Reasoning Targets:==
- ☐ Describe the relationship that occurs in a text between historical events.

I can describe the relationships that occur in a text between historical events.
- ☐ Describe the relationship that occurs in a text between scientific ideas or concepts.

I can describe the relationships that occur in a text between scientific ideas or concepts.
- ☐ Describe the relationship that occurs in a text between the steps from a procedure.

I can describe the relationship that occurs in a text between the steps from a procedure.
- ☐ Describe the sequence of events using language that pertains to time.

I can describe the sequence of events using language that pertains to time.

☐ Describe the sequence of events using language that pertains to sequence. ***I can describe the sequence of events using language that pertains to sequence.*** ☐ Describe the sequence of events using language that pertains to cause/effect. ***I can describe the sequence of events using language that pertains to cause/effect.***	
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. **Knowledge Targets:** ☐ Identify general academic words and phrases in a text relevant to a grade 3 topic or subject area. (Underpinning) *I can identify general academic words and phrases in a text relevant to a grade 3 topic or subject area.* ☐ Identify domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Underpinning) *I can identify domain-specific words and phrases in a text relevant to a grade 3 topic of subject area.* <mark>**Reasoning Targets:**</mark> ☐ Determine the meaning of general academic words and phrases in a text relevant to grade 3 topic or subject area. ***I can determine the meaning of general academic words and phrases in a grade 3 topic or subject area.*** ☐ Determine the meaning of domain-specific words and phrases in a text relevant to grade 3 topic or subject area. ***I can determine domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.***	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?
3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information	

relevant to a given topic efficiently.

- ☐ Determine how readers use search tools (e.g., keywords, sidebars, hyperlinks).
I can use search tools such as keywords, sidebars and hyperlinks.
- ☐ Use various text features to locate key facts or information in a text.
I can use various text features to locate key facts or information in a text.
- ☐ Use search tools to locate key facts or information in a text.
I can use search tools to locate key facts or information in a text.

3.RI.6 Distinguish their own point of view from that of the author of a text.

Knowledge Targets:
- ☐ Recognize own point of view. (Underpinning)
I can recognize my own point of view.
- ☐ Identify the author's point of view. (Underpinning)
I can identify the author's point of view.

- ☐ Compare/contrast own point of view to the author's point of view.
I can compare/contrast my own point of view to the author's point of view.

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).

Knowledge Targets:

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.

☐ Recognize key events. (Underpinning) ***I can recognize key events.*** <mark>**Reasoning Targets:**</mark> ☐ Demonstrate an understanding of text using information from illustrations (e.g. maps, photographs). ***I can demonstrate an understanding of text using information from illustrations (e.g. maps, photos).*** ☐ Demonstrate an understanding of text using information from words that tell: where, when, why, and how key events occur. ***I can demonstration an understanding of text using information from words that tell where, when, why, and how key events occur.***	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?
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). **Knowledge Targets:** ☐ Define sentence. (Underpinning) ***I can define "sentence."*** ☐ Explain the purpose of a paragraph. ***I can explain the purpose of a paragraph.*** ☐ Identify structure(s) of paragraphs (e.g., comparison, cause/effect, first/second/third in a sequence.) ***I can identify structures of paragraphs. That means, comparison, cause/effect, first/second/third in a sequence.*** <mark>**Reasoning Targets:**</mark> ☐ Explain how sentences and paragraphs in text are logically connected. ***I can explain how sentences and paragraphs are connected.*** ☐ Determine how a text is organized (e.g., comparison, cause/effect, first/second/third in a sequence.)	

I can determine how text is organized.		
3.RI.9 Compare and contrast the most important points and key details presented by two texts on the same topic. **Knowledge Targets:** ☐ Identify the most important points in each text. (Underpinning) *I can identify important points in each text.* ☐ Identify the key details in each text. (Underpinning) *I can identify the key details in each text.* ☐ Identify similarities and differences in key details in each text. (Underpinning) *I can identify similarities and differences in key details in each text.* <mark>**Reasoning Targets:**</mark> ☐ Distinguish between key details and important points. *I can distinguish between key details and important points between two texts.* ☐ Compare and contrast the most important points in two different texts on the same topic. *I can compare and contrast the most important points in two different texts on the same topic.* ☐ Compare and contrast the key details in two different texts on the same topic. *I can compare and contrast the key details in two different texts on the same topic.*		
3.RI.10 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.	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	

Knowledge Targets:

☐ Identify key ideas and details in an informational text.

I can identify key ideas and details in an informational text.

☐ Identify craft and structure in an informational text.

I can identify craft and structure in an informational text.

☐ Identify integration of knowledge and ideas in an informational text.

I can identify integration of knowledge and ideas in an informational text.

Reasoning Targets:

☐ Comprehend independently key ideas and details in an informational text.

I can comprehend independently key ideas and details in an informational text.

☐ Comprehend independently craft and structure in an informational text.

I can comprehend independently craft and structure in an informational text.

☐ Comprehend independently integration of knowledge and ideas in an informational text.

I can comprehend independently integration of knowledge and ideas in an informational text.

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.

3.FS.3 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 multisyllabic words.

d. Read grade-appropriate irregularly spelled words.

Knowledge Targets:

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 …?

☐ Know and apply grade level-level phonics and word analysis skills in decoding words. (Underpinning) ***I can decode words.*** ☐ Identify and know the meaning of the common prefixes. (Underpinning) ***I can identify prefixes.*** ☐ Identify and know the meaning of the most common derivational suffixes. ***I can identify suffixes.*** ☐ Decode words with common Latin suffixes. ***I can decode words with common Latin Suffixes (i.e. –able, ible, tion, fy, ify, ment, ty, ity).*** ☐ Identify syllables in words. ***I can identify syllables in words.*** ☐ Read multiple syllable words. ***I can read multiple words with multiple syllables.*** ☐ Recognize irregularly spelled words. ***I can identify irregularly spelled words.*** ## Reasoning Targets: ☐ Apply grade level-level phonics and word analysis skills in decoding words. ***I can*** **decode words by using and applying grade level phonics and word analysis skills.** ☐ Recognize irregularly spelled words. ***I can*** **identify irregularly spelled words.** ## <mark>Performance Skill Targets:</mark> ☐ Read grade-appropriate irregularly spelled words. **I can read irregularly spelled words on my grade level.**		
3. FS.4 Read with sufficient accuracy and fluency to support comprehension. **a. Read on-level text with purpose and understanding.**	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.	

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**	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.

Knowledge Targets:
☐ To support comprehension, identify the purpose and understanding of text. (Underpinning)
I can **identify the purpose & understanding of text to comprehend the text.**
☐ To support comprehension, identify rereading, when necessary, as a strategy when confirming or self-correcting words in text. (Underpinning)
I can **re-read to self-correct to support my reading comprehension when needed.**
☐ To support comprehension, understand how context can help to confirm or self correct word recognition. (Underpinning)
I can **use context clue to identify words.**

Reasoning Targets:
☐ To support comprehension, determine the purpose for reading on-level text.
I can **choose books on my reading level.**
☐ To support comprehension, apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings.
I can **apply reading strategies to read accurately, fluently and with expression.**
☐ To support comprehension, confirm or self correct word recognition and understanding by using context.
I can **use context clues to better understand the text.**
I can use context clues to identify words to better understand what I read.

- ☐ To support comprehension, read on-level text fluently and accurately.

I can fluently & accurately read on text level.
- ☐ To support comprehension, reread with fluency as necessary.

I can fluently reread text to better understand what I read.
- ☐ Read with accuracy.

I can read accurately.
- ☐ Read with appropriate rate.

I can read with appropriate rate.
- ☐ Read with expression on successive readings.

I can read with expression.

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

    a. Introduce the topic or text they are writing about, state an 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 opinions and reasons.

    d. Provide a concluding statement or section.

Knowledge Targets:
- ☐ Define point of view. (Underpinning)

I can define point of view.
- ☐ Recognize the purpose of a concluding statement.

I can recognize the purpose of a concluding statement.
- ☐ Recognize linking words and phrases (e.g.., because, therefore, since, for example) that connect opinions and reasons. (Underpinning)

I can recognize linking words and phrases.

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

Reasoning Targets:
☐ Select a topic or text for an opinion piece.
I can select a topic or text for an opinion piece.
☐ Determine an opinion about the text or topic and reasons that support the opinion..
I can determine an opinion about the text or topic and reasons that support the opinion.
☐ Create an organizational structure for listing reasons for the opinion; select appropriate linking words and phrases.
I can give reasons for my opinion and use appropriate linking words.

☐ Plan a concluding statement or section.
I can plan a concluding statement or section.

Product Targets:
☐ Create an opinion piece on a topic or text which supports a point of view with reasons, introduces the topic or text, sates an opinion, organizes ideas, provides reasons for the opinion, uses linking words to connect opinions and reasons, provides a conclusion.
I can create an opinion piece on a topic or text which includes the appropriate format (i.e., supports a point of view with reasons, introduces the topic or text, sates an opinion, organizes ideas, provides reasons for the opinion, uses linking words to connect opinions and reasons, provides a conclusion.)

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.

3.W.2 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.**

Knowledge Targets:
☐ Identify topic. (Underpinning)
I can identify topic.
☐ Identify facts. (Underpinning)
I can identify facts.
☐ Identify definitions. (Underpinning)
I can identify definitions.
☐ Identify details. (Underpinning)
I can identify details.
☐ Identify linking words and phrases to connect ideas within categories of information. (Underpinning)
I can identify linking words and phrases to connect ideas within categories of information.
☐ Identify concluding statements or sections. (Underpinning)
I can identify concluding statements or sections.

Reasoning Targets:
☐ Develop a topic that groups related information together to examine a topic.
I can develop a topic that groups related information together to examine a topic.
☐ Develop a topic that groups related information together to convey ideas.
I can develop a topic that groups related information together to convey ideas.
☐ Develop a topic that groups related information together to convey information clearly.
I can develop a topic that groups related information together to convey information clearly

☐ Develop illustrations when useful to aiding comprehension to examine a topic. ***I can develop illustrations when useful to adding comprehension to examine a topic.*** ☐ Develop illustrations when useful to aiding comprehension to convey ideas. ***I can develop illustrations when useful to adding comprehension to convey ideas.*** ☐ Develop illustrations when useful to aiding comprehension to convey information clearly. ***I can develop illustrations when useful to adding comprehension to convey information clearly*** ☐ Develop a topic with facts, definitions, and details to examine a topic. ***I can develop a topic with facts, definitions, and details to examine a topic.*** ☐ Develop a topic with facts, definitions, and details to convey ideas. ***I can develop a topic with facts, definitions, and details to convey ideas.*** ☐ Develop a topic with facts, definitions, and details to convey information clearly. ***I can develop a topic with facts, definitions, and details to convey information clearly.*** ☐ Develop linking words and phrases to connect ideas within categories of information to examine a topic. ***I can develop linking words and phrases to connect ideas within categories of information to examine a topic.*** ☐ Develop linking words and phrases to connect ideas within categories of information to convey ideas. ***I can develop linking words and phrases to connect ideas within categories of information to convey ideas.*** ☐ Develop linking words and phrases to connect ideas within categories of information to convey information clearly. ***I can develop linking words and phrases to connect ideas within categories of information to convey information***		

clearly.

☐ Develop a concluding statement or section to examine a topic.

I can develop a concluding statement or section to examine a topic.

☐ Develop a concluding statement or section to convey ideas.

I can develop a concluding statement or section to convey ideas.

☐ Develop a concluding statement or section to convey information clearly.

I can develop a concluding statement or section to convey information clearly.

Product Targets:

☐ Write information/explanatory text that includes: a topic that groups related information together, illustrations when useful to aiding comprehension, a developing topic with fact, definitions, details, linking words and phrases to connect ideas within categories of information, and a concluding statement or section to examine a topic, convey ideas, convey information clearly.

I can write informative/explanatory text.

3.W.3 Write narratives to develop real or imagined experiences or event 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 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.

Knowledge Targets:
☐ Define narrator. (Underpinning)
I can define narrator.
☐ Define character. (Underpinning)
I can define character.
☐ Identify story elements. (Underpinning)
I can identify story elements.
☐ Identify structure of a narrative. (Underpinning)
I can identify structure of a narrative.
☐ Identify how writers establish a situation. (Underpinning)
I can identify how writers establish a situation.
☐ Identify correct use of dialogue. (Underpinning)
I can identify correct use of dialogue.
☐ Explain how writers use dialogue to develop a narrative. (Underpinning)
I can explain how writers use dialogue to develop a narrative.
☐ Explain how writers develop characters.
I can explain how writers develop characters
☐ Identify how temporal words and phrases are use to develop a sequence of events.
I can explain how appropriate words and phrases are used to develop a sequence of events.
☐ Recognize closure in other's writing.
I can recognize closure in other's writing.

Reasoning Targets:
☐ Establish a situation in writing.
I can establish a situation in writing.
☐ Formulate appropriate dialogue between characters.
I can formulate appropriate dialogue between characters.
☐ Develop characters through dialogue, actions, thoughts

feelings, as well as responses to situations.

I can develop characters through dialogue, actions, thoughts, feelings, and responses to situations.

☐ Develop events through dialogue, actions, thoughts and feelings.

I can develop events through dialogue, actions, thoughts, and feelings.

☐ Use temporal words to organize narrative into logical sequences.

I can use appropriate words to organize a narrative into logical sequences

☐ Formulate logical conclusions.

I can formulate logical conclusions.

<mark>Product Targets:</mark>

☐ Write a narrative that establishes a situation, introduces a narrator or character(s), uses dialogue and descriptions to reveal actions, thoughts, feelings, uses temporal words and phrases, and includes a sense of closure.

I can write a narrative.

3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

Reasoning Targets:

☐ With guidance and support, analyze the reason for writing appropriate to task.

I can analyze the reason for writing appropriate to task with guidance and support.

☐ With guidance and support, analyze the reason for writing appropriate to purpose.

I can analyze the reason for writing appropriate to purpose with guidance and support.

☐ With guidance and support, determine suitable idea

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

development strategies appropriate to task.
I can determine suitable idea development strategies appropriate to task with guidance and support.
☐ With guidance and support, determine suitable idea development strategies appropriate to purpose.
I can determine suitable idea development strategies appropriate to purpose with guidance and support.

<mark>Product Targets:</mark>
☐ Write a piece with idea development appropriate to task and purpose.
I can write a piece with idea development and purpose.
☐ Write a piece with organization appropriate to task and purpose.
I can write a piece with organization.

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.

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach.

Knowledge Targets:
☐ Writing guidance and support from peers and adults, students recognize how to plan, revise, edit, rewrite, try a new approach.
I can use the writing process.
☐ Know how to edit for conventions of writing demonstrating (see Language standards 1-3 up to and including grade 3).
I can edit my writing.

<mark>Reasoning Targets:</mark>
☐ With guidance and support form peers and adults, students develop and strengthen writing by planning, revising, editing, rewriting, and trying a new approach.
I can develop and strengthen my writing using the writing

process.		
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. **Knowledge Targets:** ☐ With guidance and support, use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools). *I can use a computer.* ☐ With guidance and support know how to use technology to produce writing and to interact with others. *I can use technology to produce writing pieces and to interact with others.* ☐ With guidance and support know how to use technology to edit and revise writing. *I can use technology to edit and revise writing.* **Reasoning Targets:** ☐ With guidance and support select appropriate technology tools that fit the intended audience and purpose. *I can* **select the appropriate technology tools to use that fit the intended audience and purpose.** **<mark>Performance Skill Targets:</mark>** ☐ With guidance and support, perform keyboarding skills. *I can perform keyboarding skills with guidance and support..* ☐ With guidance and support, use technology to develop, revise, edit, and publish writing. *I can use technology to assist in the writing process.*		

☐ With guidance and support, use technology to interact and collaborate with others. ***I can use technology to interact and collaborate with others.***	
3.W.7 Conduct short research projects that build knowledge about a topic. **Knowledge Targets:** ☐ Conduct shared research using various sources and tools. ***I can work with a partner on research projects .*** <mark>**Reasoning Targets:**</mark> ☐ Examine information gathered during shared research. ***I can examine gathered information.*** ☐ Discriminate between relevant and irrelevant information. ***I can decide what information I should and shouldn't use.*** ☐ Participate in short research projects to gain knowledge of a specific topic. ***I can conduct research to learn more.***	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.
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. **Knowledge Targets:** ☐ Recognize print and digital sources. ***I can recognize print and digital sources.*** ☐ Gather information from print and digital sources. ***I can gather information from print and digital sources.*** ☐ Provide brief notes form sources. ***I can provide brief notes from source.*** <mark>**Reasoning Targets:**</mark>	

☐ Sort evidence from sources into provided categories. ***I can sort evidence from sources into categories.***	
3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience. **Knowledge Targets:** ☐ Identify the various purposes for writing. ***I can identify the various purposes for writing.*** ☐ Identify and understand the various organizational structures related to different genres or purposes for writing. ***I can identify and understand different genres for writing.*** **Reasoning Targets:** ☐ Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences.. ***I can determine how long to write for a specific task..*** ☐ Determine the appropriate organizational structure needed for specific audiences. ***I can determine the organizational structure for my audience.*** <mark>**Performance Skill Targets:**</mark> ☐ Write for various purpose and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences. ***I can write for various purposes and audiences.***	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.
3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led)	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

with diverse partners on grade 3 topics and texts, building on other's 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 known 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 question 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 direction.

Knowledge Targets:
☐ Identify key ideas from reading texts.
I can identify key ideas from reading texts.
☐ Identify agreed-upon rules from discussion.
I can identify agreed-upon rules for discussion.
☐ Identify ways to listen effectively.
I can identify ways to listen effectively.
☐ Know how to ask a question.
I can ask a question.
☐ Identify key ideas presented during discussion.
I can identify key ideas presented during discussion .

Reasoning Targets:
☐ Relate information read to discussion topics.
I can connect what I read to discussion topics.

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.

At this level, students should also be able to listen carefully to what a speaker says and then ask questions to clarify what they heard. If something is not understood, students should be able to elaborate and provide details to build upon the speaker's response.

☐ Evaluate implementation of discussion rules. ☐ Formulate questions and responses based on comments made by others during discussion. ***I can formulate questions and responses based on discussion comments.*** ☐ Explain the topic using personal ideas, opinions, and reasoning. ***I can explain the topic using personal ideas, opinions, and reasoning.*** <mark>**Performance Skill Targets:**</mark> ☐ Engage in a variety of discussions by sharing acquired and prior knowledge of grade 3 topics and texts. ***I can engage in a variety of discussions..*** ☐ Listen actively to discussions and presentations. ***I can listen actively to discussions and presentations.*** ☐ Follow agreed-upon rules for discussion. ***I can follow agreed-upon rules for discussion.*** ☐ Ask questions to check understanding of discussion or presentation. ***I can ask questions to check understanding of discussion or presentation.*** ☐ Connect comments to the remarks of others. ***I can connect comments to the remarks of others.*** ☐ Express ideas clearly. ***I can express ideas clearly.***		
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. <mark>**Knowledge Targets:**</mark> ☐ Determine the main idea of a text read aloud or visual presentation.		

I can determine the main idea of a text read aloud or visual presentation. ☐ Determine the main idea of a text read aloud or information presented quantitatively in diverse media and formats. ***I can determine the main idea of a text read aloud or informational data presented in multiple formats.*** ☐ Determine the main idea of a text read aloud or oral presentation. ***I can determine the main idea of a text read aloud or oral presentation..*** ☐ Determine supporting details of a text read aloud or visual presentation. ***I can determine supporting details of a text read aloud or visual presentation.*** ☐ Determine supporting details of a text read aloud or information presented quantitatively in diverse media and formats. ***I can determine the supporting details of a text read aloud or informational data presented in multiple formats.*** ☐ Determine supporting details of a text read aloud or oral presentation. ***I can determine supporting details of text read aloud or oral presentation.***		
3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **Knowledge Targets:** ☐ Identify where questioning is needed about what a speaker says. ***I can identify where questioning is needed when listening to a speaker.*** ☐ Identify appropriate elaboration and detail when answering questions about information from a speaker. ***I can identify elaboration and detail when answering***		

questions about information presented by a speaker.

Reasoning Targets:
☐ Formulate appropriate questions about information from a speaker.
I can formulate appropriate questions about information from a speaker.
☐ Formulate answers about information from a speaker, offering appropriate elaboration and detail.
I can formulate answers and information from a speaker, offering appropriate elaboration and detail.

<mark>Performance Skill Targets:</mark>
☐ Ask detailed questions about information from a speaker.
I can ask detailed questions about information from a speaker.
☐ Answer questions about information from a speaker, offering appropriate elaboration and detail.
I can answer questions about information from a speaker, offering appropriate elaboration and detail.

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.

Knowledge Targets:
☐ Identify topic. (Underpinning)
I can identify topic.
☐ Identify facts. (Underpinning)
I can identify facts.
☐ Identify descriptive details. (Underpinning)
I can identify descriptive details.
☐ Identify and recall an experience. (Underpinning)
I can identify and recall an experience.

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

☐ Identify clearly pronounced and enunciated words. (Underpinning) ***I can identify clearly pronounced and enunciated words.*** ☐ Identify understandable pace. (Underpinning) ***I can identify an understandable pace.*** ## Reasoning Targets: ☐ Determine appropriate supportive facts. ***I can determine appropriate supportive facts.*** ☐ Determine relevant descriptive details. ***I can determine relevant descriptive details.*** ## <mark>Performance Skill Targets:</mark> ☐ Speak clearly at an understandable pace while reporting on topic or text with appropriate facts and relevant, descriptive details. ***I can speak clearly and understandably while giving a report.*** ☐ Speak clearly at an understandable pace while telling a story with appropriate facts and relevant, descriptive details. ***I can speak clearly and understandably while telling a story..*** ☐ Speak clearly at an understandable pace recounting an experience with appropriate facts and relevant, descriptive details. ***I can speak clearly and understandably while recounting an experience.***	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.
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.	

Knowledge Targets:
- ☐ Recognize "engaging" audio recordings.
- *I can recognize engaging audio recordings.*
- ☐ Identify fluid reading.
- *I can identify fluid reading.*
- ☐ Identify facts or details. (Underpinning)
- *I can identify facts or details.*

Reasoning Targets:
- ☐ Emphasize/enhance facts by adding visual displays when appropriate.
- *I can emphasize/enhance facts by adding visual displays when appropriate.*
- ☐ Emphasize/enhance details by adding visual displays when appropriate.
- *I can emphasize/enhance details by adding visual displays when appropriate.*

Performance Skill Targets:
- ☐ Read stories or poems fluently for audio recordings.
- *I can read stories or poems fluently for audio recordings.*

Product Targets:
- ☐ Create audio recordings that demonstrate fluid reading.
- *I can create audio recordings that demonstrate fluid reading.*
- ☐ Crete visual displays.
- *I can create visual displays.*

3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Knowledge Targets:

☐ Recognize complete sentences in writing and when spoken.

I can recognize complete sentences in writing and when spoken.

☐ Identify the audience. (Underpinning)

I can identify the audience.

☐ Recognize task and situation.

I can recognize task and situation.

Reasoning Targets:

☐ Differentiate when situation calls for speaking in complete sentences.

I can differentiate when situation calls for speaking in complete sentences.

☐ Interpret requested detail or clarification.

I can interpret requested detail or clarification.

☐ Formulate a response.

I can formulate a response.

<mark>Performance Skill Targets:</mark>

☐ Speak in complete sentences when appropriate to task and situation.

I can speak in complete sentences.

☐ Respond to answer questions or to clarify.

I can respond to answer questions or to clarify.

3.L.1 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).
	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

d. Form and use regular and irregular verbs.

e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

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 coordinating and subordinating conjunctions.

i. Produce simple, compound, and complex sentences.

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.

Knowledge Targets:
☐ Identify abstract nouns.
I can identify abstract nouns.
☐ Recognize verb tenses.
I can recognize verb tenses.
☐ Identify agreement of subject-verb.
I can identify agreement of subject-verb.
☐ Identify agreement of pronoun-antecedent.
I can identify agreement of pronoun-antecedent.
☐ Identify comparative and superlative adjectives and adverbs.
I can identify comparative and superlative adjectives and adverbs.
☐ Recognize coordinating and subordination conjunctions.
I can recognize coordinating and subordinating conjunctions.
☐ Recognize complex sentences.
I can recognize complex sentences.

Reasoning Targets:
☐ Demonstrate command of the conventions of standard English grammar and usage when writing.

I can demonstrate the use of standard English when writing (i.e., conventions, grammar, and usage).

☐ Explain function of nouns in general and in particular sentences.

I can explain function of nouns in general and in particular sentences.

☐ Explain function of pronouns in general and in particular sentences.

I can explain function of pronouns in general and in particular sentences.

☐ Explain function of verbs in general and in particular sentences.

I can explain function of verbs in general and in particular sentences.

☐ Explain function of adjectives in general and in particular sentences.

I can explain function of adjectives in general and in particular sentences.

☐ Explain function of adverbs in general and in particular sentences.

I can explain function of adverbs in general and in particular sentences.

☐ Choose between comparative and superlative adjectives and adverbs.

I can choose between comparative and superlative adjectives and adverbs.

Performance Skill Targets:

☐ Demonstrate command of the conventions of standard English grammar and usage when speaking: form and use regular and irregular plural nouns, use abstract nouns, form and use regular and irregular verb form and use the simple verb tenses, ensure subject-verb and pronoun-antecedent agreement, form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified, use coordinating and

subordinating conjunctions.

I can demonstrate the standard use of English when speaking.

☐ Produce simple, compound, and complex sentences.

I can produce simple, compound, and complex sentences.

3.L.2 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 spelling.**

<mark>Knowledge Targets:</mark>
   ☐ Apply correct capitalization, punctuation, and spelling when writing.
   I can apply correct capitalization, punctuation, and spelling when writing.
   ☐ Capitalize appropriate words in titles.
   I can capitalize appropriate words in titles.
   ☐ Use commas in addresses.

I can use commas in addresses ☐ Use commas and quotation marks in dialogue. ***I can use commas and quotation marks in dialogue.*** ☐ Form and use possessives. ***I can form and use possessives.*** ☐ Use conventional spelling for high frequency and other studied words and for adding suffixes to based words (e.g., sitting, smiled, cries, happiness). ***I can spell correctly.*** ☐ Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ***I can use spelling patterns and word families..*** ☐ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ***I can use reference materials to check spelling.***		

3.L.3 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.
 	
 Knowledge Targets:
 ☐ Recognize the conventions of language for writing, speaking, reading, listening.
 I can recognize the language used in writing, speaking, and listening.
 ☐ Identify types of words and phrases that create effect.
 I can identify types of words and phrases that create effect.
	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.	

Reasoning Targets:
- ☐ Apply knowledge of language and language conventions when writing.

    I can apply knowledge of language and language conventions when writing.
- ☐ Apply knowledge of language and language conventions when reading.

    I can apply knowledge of language and language conventions when reading.
- ☐ Apply knowledge of language when listening.

    I can apply knowledge of language and language conventions when listening.
- ☐ Determine words and phrases that create effect between the conventions of spoken and written standard English.

    I can determine words and phrases that create effect.
- ☐ Recognize and observe differences

    I can recognize the difference between spoken and written English.

<mark>**Performance Skill Targets:**</mark>
- ☐ Use knowledge of language when speaking.

    I can use knowledge of language when speaking.
- ☐ Use conventions of language when speaking.

    I can use conventions of language when speaking.
- ☐ Include words and phrases that create effect.

    I can include words and phrases that create effect.

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 	
    a. **Use sentence-level context as a clue to the meaning of a word or phrase.**
    b. **Determine the meaning of the new word formed**
	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

when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. **Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).**
d. **Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

Knowledge Targets:
☐ Recognize that context clues can help determine the meaning of unknown or multiple-meaning words.
I can recognize that context clues can help determine the meaning of unknown or multiple-meaning words.
☐ Identify and define root words.
I can identify and define root words.
☐ Identify and define affixes.
I can identify and define affixes.
☐ Find words in dictionaries and glossaries.
I can find words in dictionaries and glossaries.
☐ Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases.
I can use print and digital glossaries and dictionaries to determine or clarify meaning of key words and phrases.

<mark>Reasoning Targets:</mark>
☐ Determine the meaning of unknown and multiple-meaning words or phrases by examining a sentence to find clues.
I can determine the meaning of unknown and multiple-meaning words or phrases.
☐ Determine the meaning of unknown and multiple-meaning words or phrases by determining the meaning of a word

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.

when an affix is added (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

I can determine the meaning of an unknown word by identifying the meaning of a word when an affix is added.

☐ Determine the meaning of an unknown word by identifying the common root (e.g., company, companion).

I can determine the meaning of an unknown word by identifying the common root word.

☐ Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.

I can choose the appropriate strategy to determine the meaning of a word or phrase.

3.L.5 Demonstrate understanding of word relationship and nuances in word meanings.
   a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
   b. Identify real-life connections 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.)

Knowledge Targets:
☐ Recognize difference between literal and non-literal meanings of words and phrases.

I can recognize the difference between literal (exact) and non-literal (figurative) phrases.

☐ Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful.)

Learning words at this stage includes exploring different shades of meaning and literal and non-literal meanings for words and phrases, growing vocabulary by using known word parts (affix, root) to acquire unknown words, and developing print and digital reference use (glossary and dictionary).

"Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children."

"General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts."

"Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature."

I can identify real-life connections between words and their use.

- ☐ Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

I can distinguish between the literal (exact) and non-literal (figurative) meanings of words and phrases in context..
- ☐ Distinguish shades of meaning among related words that describe states of mind or degrees of certainly (e.g., knew, believed, suspected, heard, wondered.)

I can distinguish shades of meaning among related words that describe states and minds or degrees of certainty.

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.)

Knowledge Targets:
- ☐ Acquire grade appropriate conversational words and phrases including those that signal spatial and temporal relationships.

I can acquire grade appropriate conversational words and phrases that signal spatial and temporal relationships.
- ☐ Acquire grade appropriate general academic words and phrases including those that signal spatial and temporal relationships.

I can acquire grade appropriate general academic words and phrases that signal spatial and temporal relationships.
- ☐ Acquire grade appropriate domain-specific words and phrases including those that signal spatial and temporal relationships.

I can acquire grade appropriate domain-specific words and phrases that signal spatial and temporal relationships.

<mark>Reasoning Targets:</mark>

☐ Use accurately grade appropriate conversational words and phrases including those that signal spatial relationships.

I can accurately use grade appropriate conversational words and phrases including those that signal spatial relationships.

☐ Use accurately grade appropriate general academic words and phrases including those that signal spatial relationships.

I can accurately use grade appropriate general academic words and phrases including those that signal spatial relationships.

☐ Use accurately grade appropriate domain-specific words and phrases including those that signal spatial relationships.

I can accurately use grade appropriate domain-specific words and phrases including those that signal spatial relationships.

☐ Use accurately grade appropriate conversational words and phrases including those that signal spatial relationships.

I can accurately use grade appropriate conversational words and phrases including those that signal temporal relationships.

☐ Use accurately grade appropriate general academic words and phrases including those that signal spatial relationships.

I can accurately use grade appropriate general academic words and phrases including those that signal temporal relationships.

☐ Use accurately grade appropriate domain-specific words and phrases including those that signal spatial relationships.

I can accurately use grade appropriate domain-specific words and phrases including those that signal temporal relationships.