

Introduced during 1st QTR:

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

Recount stories, including fables, folktales, myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RL.2

Describe characters (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
3.RL.3

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

Refer to the parts of a stories, dramas, and poems when writing or speaking about a text, using such terms as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3.RL.5

Distinguish their own point of view from that of the narrator or those of the characters.
3.RL.6

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).
3.RL.7

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in a book from a series).
3.RL.9

By the end of the year, **read and comprehend** literature, including stories, dramas, and poetry, at the high end of grades 2-3 text complexity band independently and proficiently.
3.RL.10

Introduced during 1st QTR:

Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RI.2

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3.RL.4

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).
3.RI.7

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.
3.RI.10

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.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.
3.RF.3acd

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding. **Prof end of qtr**
- 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. **Prof end of qtr**
3.RF.4

Introduced during 1st QTR:

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.

- a. Come to discussions prepared, having read or studied required materials, 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 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 on 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.

3.SL.1

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.

3.SL.2

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.SL.3

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.

3.SL.4

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

3.SL.6

Introduced during 1st QTR:

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 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.
- d. Provide a sense of closure.

3.W.3

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

- a. With guidance and support from adults, produce functional writing (e.g., recipes, directions, experiments, notes/messages, friendly and formal letters, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

3.W.4

With guidance and support from adults, **develop and strengthen** writing as needed by planning, revising and editing.

3.W.5

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.

3.W.6

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

3.W.10

Introduced during 1st QTR:

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 function in particular sentences.
 - b. Form regular and irregular plural nouns
 - c. Use abstract nouns (e.g., childhood).
 - j. Write and organize a paragraph.
- 3.L.1abcj

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

- a. Capitalize appropriate words in titles.**Prof. end of qtr**
 - c. Use commas and quotation marks in dialogue
 - 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.
- 3.L.2acefg

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, housefly, bookshelf, notebook).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the

Introduced during 1st QTR:

Demonstrate understanding of word relationships and nuances in word meanings.

- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- 3.L.5

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).

3.L.6

precise
meaning of key words and phrases.
3.L.4

3rd Grade ELA - 2nd Qtr

Proficient by the end of 2nd QTR:

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

c.Decode multi-syllable words.

3.RF.3c

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).

3.RI.7

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

j. Write and organize a paragraph.

3.L.1j

Introduced during 2nd QTR:

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

3.RI.1

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.

3.RI.3

Use text features and search tools (eg. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3.RI.5

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

3.RI.6

Describe the logical connection between particular

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

a.Introduce the topic and group related information together including 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, but) to connect ideas within categories of information.

d. Provide a concluding statement or section.

3.W.2

Conduct short research projects that build knowledge about a topic.

3.W.7

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

3.W.8

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

d.Form and use regular and irregular verbs

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

h.Use coordinating and subordinating conjunctions.

i.Produce simple, compound, and complex sentences.

3.L1 dehi

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

b.Use commas in addresses.

d.Form and use possessives

3.L.2 bd

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

a.Choose words and phrases for effect.

3.L.3 a

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3

<p>sentences and paragraphs in a text (eg. comparison, cause/effect, first/second/third in a sequence). 3.RI.8</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic. 3.RI.9</p> <p>Know and apply grade-level phonics and word analysis skills decoding words. b.Decode words with common Latin suffixes 3.RF.3b</p>	<p>reading and content, choosing flexibility from an array of strategies. b.Determine the meaning of the new work formed when a known affix is added to a known work (eg. agreeable/disagreeable) c.Use a known root words as a clue to meaning of an unknown word with the same root (eg. company, companion). 3.L.4 bc</p>
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3rd Grade ELA - 3rd Qtr

<p>Proficient by the end of 3rd QTR:</p> <p>Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. 3.RI.1</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.2</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 3.RI.4</p> <p>Describe the logical connection between particular sentences and paragraphs in a text (eg. comparison, cause/effect, first/second/third in a sequence). 3.RI.8</p> <p>Know and apply grade-level phonics and word analysis skills decoding words. d. Read grade-level appropriate irregularly spelled words. 3.RF.3</p> <p>Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3.RF.4</p>	<p>Introduced during 3rd QTR:</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce the topic or text they are writing about, state an opinion, and create organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 3.W.1</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Use linking words and phrases (e.g., also, another, and, but) to connect ideas within categories of information. 3.W.2c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use temporal words and phrases to signal event. 3.W.3c</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. a. With guidance and support from adults, produce functional writing (e.g., recipes, directions, experiments, notes/messages, friendly and formal letters, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose. 3.W.4</p> <p>With guidance and support from adults, develop and strengthen writing as needed by planning, revising and editing. 3.W.5</p>
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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.
3.W.6

Conduct short research projects that build knowledge about a topic.
3.W.7

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.W.8

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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 modified.
3.L.1

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
c. Use commas and quotation marks in dialogue
3.L.2

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
b. Recognize and observe differences between the conventions of spoken and written standard English.
3.L.3

Demonstrate understanding of word relationships and nuances in word meanings.
a. Distinguish the literal and non-literal meaning of words and phrases in context (e.g., take steps).
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
3.L.5

3rd Grade ELA - 4th Qtr

Proficient by the end of 4th Qtr:

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

3.RL.1

Recount stories, including fables, folktales, myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3.RL.2

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

3.RL.3

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

3.RL.4

Refer to the parts of a stories, dramas, and poems when writing or speaking about a text, using such terms as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

3.RL.5

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

3.RL.6

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).

3.RL.7

Proficient by the end of 4th Qtr:

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.

3.RI.3

Use text features and search tools (eg. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3.RI.5

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

3.RI.6

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

3.RI.9

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.

3.RI.10

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.

3.RF.3

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in a book from a series).

3.RL.9

By the end of the year, **read and comprehend** literature, including stories, dramas, and poetry, at the high end of grades 2-3 text complexity band independently and proficiently.

3.RL.10

Proficient by the end of 4th Qtr:

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

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

3.W.1

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

- a. Introduce the topic and group related information together including 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, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

3.W.2

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 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.
- d. Provide a sense of closure.

3.W.3

Proficient by the end of 4th Qtr:

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 function in particular sentences.
- b. Form 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 (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 modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.
- j. Write multiple sentences in an order that supports a main idea or story.

3.L.1

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

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- a. With guidance and support from adults, produce functional writing (e.g., recipes, directions, experiments, notes/messages, friendly and formal letters, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

3.W.4

Proficient by the end of 4th Qtr:

With guidance and support from adults, **develop and strengthen** writing as needed by planning, revising and editing.

3.W.5

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.

3.W.6

Conduct short research projects that build knowledge about a topic.

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Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

3.W.8

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

3.W.10

patterns, ending rules, meaningful word parts) in writing words, g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.L.2

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.

3.L.3

Proficient by the end of 4th Qtr:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from an array 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 when a known affix is added to a known word (e.g., agreeable/disagreeable).
c. Use a known root word as a clue to meaning of a unknown word with the same root (e.g., company, companion).
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, housefly, bookshelf, notebook).
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

3.L.4

Demonstrate understanding of word relationships 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).

3.L.5

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).

3.L.6

Proficient by the end of 4th Qtr:

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.

- a. Come to discussions prepared, having read or studied required materials, 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 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 on 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.

3.SL.1

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.

3.SL.2

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.SL.3

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.

3.SL.4

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.

3.SL.5

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

3.SL.6