

Jones County School District

Assessment Blueprint 2013-2014

Grade/Subject Level: ELA, 3rd 1st 9weeks

Team Members: _____

Creating Summative / District Benchmark Tests

Weeks	Standard Reading Literature Reading Info. Writing Language Speaking/Listening	Formative, Summative, or Both	Formative type assessment (i.e. windshield check, dry erase boards, exit tickets, multiple choice, journals, checklists, etc.)	Summative type Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	Sample Test Item Use Stem Questions to increase rigor for items not found in ELS test bank. (See pages 32-34 on Internation al Center for Leadership in Education Guide.)
	FIRST NINE WEEKS				

	RL.3.1.1 Identify the main characters, setting, plot, and theme in a text. (I,A)	Both	Exit tickets, quick response boards,	MC, CR, Product	Reading Fair Board
	RL.3.2.7 Tell in my own words the life lesson (moral) we have learned from the story (fables, folktales, and myths from diverse cultures). (I, A)	Both	Journals	CR	
	RL.3.3.1 Identify the characters in a story. (I, A)	Both	Exit tickets, quick response boards, story maps,	MC, Product	
	RL.3.4.7 Use a dictionary or glossary to define the meaning of my content vocabulary. (I, A)	Both	Vocabulary brochure, Four Square Vocabulary	CR, MC,	Research Project
	RL.3.5.1 Understand that stories are divided into chapters. (I, A)	Both			Cliff Notes Booklet
	RL.3.10.1 Comprehend texts by responding to, talking, and thinking about what I read (I, A)	Both	Think, Pair, Share	Go Charts	Cereal Box Report & Commercial Presentation

	<input type="checkbox"/> RL.3.10.3 Read closer to the high end of the Lexile score 420-820.(I, A)	Both	Sight Word PowerPoint Slideshow	Star Reading	
	<input type="checkbox"/> RL.3.10.2 Read and comprehend literature with increasing text complexity and proficiency. (I, A)	Both	AR Comprehension Test	Star Reading	
	RI.3.1.1 Identify the characteristics of fictional and nonfictional text (informational text). (I, A)	Both	Quick Response Boards,	MC,	
	RI.3.4.2 Use a dictionary or glossary to define the meaning of my content vocabulary (I, A)	Both	Vocabulary brochure, Four Square Vocabulary	CR, MC	Research Project
	RI.3.7.4 Compose a 5 W's (e.g. who, what, when, where, why, and "how") report to demonstrate understanding of informational text. (I, A)	Both	Quick Response,	The Summary Cube	Written Summary
	RI.3.8.3 Evaluate the sentences that support sequential order text structure. (1*,2,3*,4))	Both	Flow Chart	MC, CR	Timeline

	<input type="checkbox"/> RI.3.8.6 Evaluate the sentences that support compare/contrast text structure. (1*,2,3*,4)	Both	Double Bubble Map	MC, CR	Descriptive Paragraph Writing
	<input type="checkbox"/> RI.3.8.7 Evaluate the sentences that support simple procedure text structure. (1*,2,3*,4)	Both	Flow Chart, Graphic Organizers, Quick Response (Cue Words ex. because)	MC, CR	Explanatory Paragraph Writing
	<input type="checkbox"/> RI.3.8.8 Tell in your own words how ideas are connected in informational text through comparisons, cause and effect, and ordinal sequencing. (1*,2,3*,4)	Both	Graphic Organizers, Quick Response (Cue Words ex. because)	MC, CR	Sample Writing
	<input type="checkbox"/> RI.3.8.4 Evaluate the sentences that support cause/effect text structure. (1*,2,3*,4)	Both	Graphic Organizers, Quick Response (Cue Words ex. because)	MC, CR	Sample Writing
	<input type="checkbox"/> RI.3.8.5 Evaluate the sentences that support descriptive text structure. (1*,2,3*,4)	Both	Bubble Map, Graphic Organizers, Quick Response (Cue Words ex. because)	MC, CR	Sample Writing

	<input type="checkbox"/> <input type="checkbox"/> RI.3.10.2 Read and understand text (informational text) between Lexile scores 420-820. (I, A)	Both	AR Comprehension Test	Star Testing	Reading Fair Board & Presentation
	<input type="checkbox"/> RI.3.10.3 Read closer to the high end of the Lexile ranges 420-820. (I, A)	Both	AR Comprehension Test	Star Testing	Reading Fair Board & Presentation
	RF.3.3.1 Divide words into syllables. (1*,2,3,4)	Both	Quick Response Boards, Exit Tickets,	MC	Saxon Coding
	RF.3.3a.1 Identify and define the meanings of the most common prefixes and the suffixes. (1*,2,3,4)	Both	Quick Response Boards, Exit Tickets	MC	Word Wall/ Collage
	<input type="checkbox"/> RF.3.3b.1 Segment words with common Latin suffixes (able, ible, ation, fy, ify, ment, ty, ity). (1*,2,3,4)	Both	Quick Response Boards, Exit Tickets	MC	Saxon Coding, Word Wall
	RF.3.3b.2 Decode words with common Latin suffixes. (1*,2,3,4)	Both	Oral Response	MC	Saxon Coding, Word Wall

	RF.3.3c.2 Decode multi-syllabic words	Both	Oral Response	MC	Saxon Coding
	RF.3.4.a.1 Read on-level text with purpose and understanding. (I, A)	Both	AR Comprehension Test	Star Testing	Reading Fair Board & Presentation
	RF.3.4.c.1 Refer back to the text to ensure understanding of the reading (skim and scan). (I, A)	Both	Unraavel	MC	Highlighting within Text
	RF.3.4 Fluency- A third grader should read fluently a minimum of 111 wrc (words read per minute in a connected text by the end of the 2nd nine weeks. (I, A)	Both	Sight Word PowerPoint Slideshow	Star Reading	Fluency Test
	RF.3.4 Sight Words- A third grader should read a minimum of 450 sight words at the nine weeks. (I, A)	Both	Sight Word PowerPoint Slideshow	Star Reading	Fluency Test
	W.3.1.a.1 Write introductory sentence about a given topic or text. (1*,2,3,4)	Both	Hamburger Graphic Organizer	MC, CR, Journal Writing	Writing Sample

	W.3.1.a.4 Use a graphic organizer to help create an organizational structure that lists reasons that support my opinion	Both	Hamburger Graphic Organizer	Journal Writing	Opinion Writing Sample
	W.3.1.d.1 Include an ending statement in a paragraph or topic. (1*,2*,3*,4*)	Both	Hamburger Graphic Organizer	Journal Writing	Writing Sample
	<input type="checkbox"/> <input type="checkbox"/> W.3.4.2 Use graphic organizers to organize my thoughts. (I, A)	Both	Graphic Organizers of Teacher's Choice	Completed Product	Graphic Organizer
	W.3.10.1 Write on a topic of choice for enjoyment. (I, A)	Formative	Journaling, Free Writing		
	<input type="checkbox"/> W.3.10.5 Write across all subject areas. (I, A)	Both	Quick Response Boards	CR	Written Pieces
	<input type="checkbox"/> W.3.10.4 Write for different audiences. (I, A)	Both	Journaling, Free Writing, Variety of Purposes		Presentations, Written Pieces

	<input type="checkbox"/> W.3.10.3 Write for a variety of purposes. (I, A)	Both	Journaling, Free Writing, Variety of Purposes		List, Invitation, Persuasive Writing, etc.
	<input type="checkbox"/> W.3.10.2 Write on a regular basis over different amounts of time (daily vs. weekly projects). (I, A)	Both	Journaling, Free Writing, Variety of Purposes		List, Invitation, Persuasive Writing, etc.
	L.3.2.1 Correctly spell sight words and other spelling words. (I, A)	Both	Quick Response,	MC	Spelling Test
	L.3.2.e.1 Add endings to words (suffixes). (I, A)	Both	Quick Response Boards, Exit Tickets	MC	Word Wall/ Collage
	L.3.2.f.1 Use spelling patterns when writing words (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts)	Both	Graphic Organizers (Fact Family House)	Spelling Test	Saxon Coding
SECOND NINE WEEKS					
	RL.3.1.2 Discuss the main characters, setting, plot, and theme. (O, A)	Both	Exit tickets, quick response, graphic organizer	MC, CR, Product	Reading Fair Board, Book bag

	RL.3.1.3 Use the text to create a question. (O, A)	Both	Think, Pair, Share	CR	
	•RL.3.1.4 Use the text to explain how I got an answer to a question. (O, A)	Both	Highlighting, Site Based Text Evidence (Line/Paragraph #)	ER	
	•RL.3.1.5 Create questions to explain the text. (I, A)	Both	Exit tickets, quick response, graphic organizer	MC, CR, Product	
	•RL.3.2.2 Retell the story in my own words (fables, folktales, and myths from diverse cultures). (I,	Both	Graphic organizers, journals	MC, CR	Written Summary
	RL.3.2.3 Identify the main idea of the story (fables, folktales, and myths from diverse cultures).	Both	Story Map, Exit ticket	MC, CR	Completed product
	RL.3.2.5 Retell and locate details in the text by using my own words. (I, A)	Both	Graphic Organizer	MC, CR, ER	Completed product
	•RL.3.2.7 Tell in my own words the life lesson (moral) we have learned from the story (fables, folktales, and myths from diverse cultures). (O, A)	Both	Journals	CR	Written sample

	•RL.3.3.2 Define traits, motivations, and feelings. (O, A)	Both	Character Map	Product	
	RL.3.3.3 Provide a description of characters in a story, including their traits, (features, characteristics, etc.) motivations, and feelings. (O, A)	Both	Character Map, Journaling	Product	Written Summary
	RL.3.3.4 Explain traits, motivations, and feelings of each character. (O, A)	Both	Think, Pair, Share, Quick Response Board	Oral Response	
	RL.3.4.1 Identify clues that can be used to determine the meaning of unfamiliar words and phrases. (O, A)	Both	Four Square Vocabulary, Context Clues, Charades	Checklists	
	•RL.3.4.2 Examine the story to determine the meaning of unfamiliar words and phrases (context clues). (O, A)	Both	Context Clues, Four Square Vocabulary, Charades	Checklists	
	•RL.3.4.4 Use context clues to define unfamiliar vocabulary. (O, A)	Formative	Dictionary Skills, Four Square Vocabulary, Charades		
	RL.3.6.1 Examine different points of view from the story. (O, A)	Formative	Journaling, Venn Diagram		

RL.3.7.1 Identify the elements of the pictures that set the mood of the story (mood, character, setting). (I, A)	Both	Exit tickets, QR	MC, ER	
RI.3.2.1 Locate and list the supporting details that support the main idea of the text (O, A).	Formative	Highlighting, Site Based Text Evidence		
•RI.3.2.2 Identify the main idea of informational text. (O, A)	Both	Story Map, Exit tickets	MC, CR	
•RI.3.2.3 Recall the details that support the main idea. (O, A)	Both	Think, Pair, Share	Checklist	
•RI.3.4.1 Examine the text to determine the meaning of unfamiliar words and Phrases (context clues). (O, A)	Formative	Word Analysis (prefix, root word, suffix), Charades		
•RI.3.4.3 Define key words and phrases from grade 3 informational text using context clues and/or reference materials (O, A)	Both	Dictionary, Glossary	MC, Dictionary Skill Drill	
•RI.3.7.4 Compose a 5 W's (e.g. who, what, when, where, why, and "how") report to demonstrate understanding of informational text. (O, A)	Both	Graphic Organizer	Rubric	Project

•RI.3.10.1 Read and comprehend text by speaking, listening, and writing. (O, A)	Both	Group Discussion, Teacher Led Inquiry	Checklist	
RI.3.10.2 Read and understand text (informational text) between Lexile scores 420-820. (O, A)	Summative		AR Testing	
•RI.3.10.3 Read closer to the high end of the Lexile ranges 420-820. (O, A)	Summative		Weekly Fluency Check	
RF.3.3.2 Use syllabication rules to decode multi-syllabic words. (O, A)	Both	Saxon Phonics Worksheets	MC, Oral Response	Weekly Saxon Assessment
•RF.3.3b.3 Locate and define the meaning of (Latin) common affixes. (O, A)	Both	Saxon Coding	MC	Weekly Saxon Assessment
•RF.3.3d.1 Read grade-appropriate irregularly spelled words. (O, A)	Both	Sight Word PowerPoint, Word Wall	Star Reading	
•RF.3.4.c.1 Refer back to the text to ensure understanding of the reading (O, A)	Formative	Skim & Scan		

	W.3.1.a.3 State and support my opinion about a topic or text by using reasoning, details, text-based evidence, and/or description. (2*)	Formative	Dry erase boards, Q &A		
	•W.3.1.a.4 Use a graphic organizer to help create an organizational structure that lists reasons that support my opinion. (1*,2*,3*,4*)	Formative	Graphic organizer		
	W.3.1.b.1 Explain and list the reasons for my opinion through development that is largely appropriate for the task and purpose. (2*,3,4)	Both	S-O-S Summary (rough draft)	S-O-S Summary	Completed summary
	•W.3.1.d.1 Include an ending statement in a paragraph or topic. (1*,2*,3*,4*)	Both	Hamburger Graphic Organizer	Port.	Writing sample
	W.3.4.1 Observe my teacher modeling how to write a story. (O, A)	Formative	Checklist, observation		
	•W.3.4.2 Use graphic organizers to organize my thoughts. (O, A)	Both	Variety of graphic organizers	CR	Completed product
	•W.3.4.3 Write to a prompt with support from my teacher. (O, A)	Formative	Journals, free write		

	<p>•W.3.4.4 Improve my writing by planning. (O, A)</p>	Formative	Brainstorming, Q & A session		
	<p>•W.3.4.5 Improve my writing by revising paragraphs for organization and to add details and clarify ideas. (O, A)</p>	Summative		Cloze passages	
	<p>•W.3.4.6 Improve my writing by editing paragraphs using a general rubric (grammar usage, punctuation, and sentence structure). (O, A)</p>	Summative		Cloze passages	
	<p>•W.3.4.7 Edit for mechanics (capitalization, punctuation, spelling, and word usage). (O, A)</p>	Summative		Cloze passages	
	<p>W.3.4.9 Recall the parts of a friendly letter (heading, greeting, body, closing, signature). (I, A)</p>	Formative	Dry erase boards, exit tickets, hand signals		
	<p>•W.3.4.10 Create a friendly letter(thank you note, invitation). (I, A)</p>	Summative		Product	
	<p>•W.3.10.1 Write on a topic of choice for enjoyment. (O, A)</p>	Formative	Journaling, free write		

•W.3.10.2 Write on a regular basis over different amounts of time (daily vs. weekly projects).	Both	Journals, free write	ER	Friendly letter, narrative, opinion
•W.3.10.3 Write for a variety of purposes. (O, A)	Both	Journals, free write	ER	Opinion, persuasive, informational, narrative samples
•W.3.10.4 Write for different audiences. (O, A)	Both	Journals, free write	ER	Opinion, persuasive, informational, narrative samples
•W.3.10.5 Write across all subject areas. (O, A)	Both	Journals, free write	ER	Opinion, persuasive, informational, narrative samples
L.3.1.a.1 Explain what a noun is and how it is used in a sentence. (O, A)	Both	Dry erase boards, checklist, exit tickets, hand signals	MC, CR	Unit assessment
•L.3.1.a.3 Explain what a verb is and how it is used in a sentence. (O, A)	Both	Dry erase boards, checklist, exit tickets, hand signals	MC, CR	Unit assessment
•L.3.1.b.1 Create and use regular plural nouns. (O, A)	Both	Dry erase boards, checklist, exit tickets, hand signals	MC, CR	Unit assessment

	•L.3.1.b.2 Create and use irregular nouns. (O, A)	Both	Dry erase boards, checklist, exit tickets, hand signals	MC, CR	Unit assessment
	•L.3.1.c.1 Tell what an abstract noun is. (O, A)	Both	Dry erase boards, checklist, exit tickets, hand signals	MC, CR	Unit assessment
	•L.3.1.c.2 Use an abstract noun. (O, A)	Both	Dry erase boards, checklist, exit tickets, hand signals	MC, CR	Unit assessment
	•L.3.1.d.1 Create and use regular verbs. (O, A)	Both	Dry erase boards, checklist, exit tickets, hand signals	MC, CR	Unit assessment
	•L.3.1.d.2 Create and use irregular verbs. (O, A)	Both	Dry erase boards, checklist, exit tickets, hand signals	MC, CR	Unit assessment
	•L.3.1.e.1 Use verbs in the present tense. (O, A) •	Both	Dry erase boards, checklist, exit tickets, hand signals	MC, CR	Unit assessment
	L.3.1.e.2 Use verbs in the past tense. (O, A)	Both	Dry erase boards, checklist, exit tickets, hand signals	MC, CR	Unit assessment

•L.3.1.e.3 Use verbs in the future tense. (O, A)	Both	Dry erase boards, checklist, exit tickets, hand signals	MC, CR	Unit assessment
•L.3.1.f.1 Identify the subject of a sentence. (O, A)	Both	Question & Answer Flow (Shirley Method)	MC, Oral Response	Unit assessment
•L.3.1.f.2 Identify the predicate of a sentence. (O, A)	Both	Question & Answer Flow (Shirley Method)	MC, Oral Response	Unit assessment
•L.3.1.f.3 Verify that the subject and the predicate agree. (O, A)	Both	Task Cards, Exit Tickets	MC, Oral Response	Unit assessment
•L.3.1.h.2 Use words that join things together. (2*) •	Both	Task cards, exit tickets, dry erase boards		Unit assessment
L.3.1.i.1 Create simple sentences. (O, A)	Both	Free Writing, Journaling	Oral Response	Written Product
•L.3.2.1 Correctly spell sight words and other spelling words. (O, A)	Both	Sight Word PowerPoint	Weekly Assessment	

	<ul style="list-style-type: none"> •L.3.2.b.1 Use commas in addresses. (O, A) 	Both	Exit Ticket, Friendly Letter Editing	MC	
	<ul style="list-style-type: none"> L.3.2.e.1 Add endings to words (suffixes). (O, A) 	Both	Saxon phonics, dry erase boards	Saxon weekly assess.	Word web
	<ul style="list-style-type: none"> •L.3.2.f.1 Use spelling patterns when writing words (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts). (O, A) 	Both	Saxon phonics, dry erase boards	Saxon weekly assess.	Completed word web
	<ul style="list-style-type: none"> •L.3.2.g.1 Use materials including the dictionary to check and fix my spelling. (O, A) 	Formative	Dictionary, Glossary, Word Wall		
	<ul style="list-style-type: none"> •L.3.4.a.1 Use context clues to figure out the meaning of a word or phrase. (O, A) 	Formative	Word Analysis (prefix, root word, suffix), Charades		
	<ul style="list-style-type: none"> •L.3.4.b.1 Uncover the meaning of a new word when a known suffix or prefix is added to a known word. (O, A) 	Formative	Word Analysis (prefix, root word, suffix), Charades		
	<ul style="list-style-type: none"> •L.3.4.c.1 Uncover the meaning of a new word based on its known root word(O, A) 	Formative	Word Analysis (prefix, root word, suffix), Charades		

	•L.3.4.d.1 Use a glossary or dictionary in print and digital to find the exact meaning of a key word or phrase. (O, A)	Formative	Glossary, Dictionary, Computer		
	•L.3.5.b.1 Show real-life connections between words and the way they are used (e.g., describe people who are friendly or helpful). (I, A)	Summative		Web map	
	•L.3.5.c.1 Tell in my own words the simple differences in the meaning of related words that describe frame of mind (mood) or how sure I am of something. (I, A)	Summative		Web map	
	3rd 9weeks	F/S Both	Formative	Summative	Test Item Example
	RL.3.2.1 Recall what is a fable, folktale, and myth. (O,A)	Both	Quick Response Board, Exit ticket, story map	Journal	Book Talk/ Book bag
	RL.3.2.2 Retell the story in my own words(fables, folktales, and myths from diverse cultures). (O,A).	Both	Observation, Exit Ticket, Story map, Book Bag	Journal, Book Talk	Book bag
	RL.3.2.4 Locate and list the supporting detailsin the story that lead to the main idea of the story (fables, folktales, and myths from diverse cultures). (O,A)	Both	Exit Ticket, Journal, Graphic Organizers	MC, CR, Graphic Organizer	Graphic Organizer on Written Response

RL.3.2.5 Retell and locate details in the text by using my own words. (O,A)	Both	Book Talk, Interview	Book Talk, Journal, Cite Text Based Evidence	Journal
RL.3.2.6 Uncover the details by how they are used in the text. (O,A)	Both	Graphic Organizer,	Graphic Organizer, MC	Create a graphic organizer
RL.3.3.2 Define traits, motivations, and feelings. (O,A)	Both	Character Diagram	MC, CR,	Character diagram
RL.3.3.3 Provide a description of characters in a story, including their traits, (features, characteristics, etc.) motivations, and feelings. (O,A)	Both	Character Diagram	MC, CR, Journal	Character diagram
RL.3.3.4 Explain traits, motivations, and feelings of each character . (O,A)	Both	Character Diagram	MC, CR, Journal	Character diagram
RL.3.3.5 List the sequence of events in the order in which they happened. (O,A)	Both	Flow Chart, Journal	MC, Flow Chart, CR	Flow Chart
RL.3.3.6 Describe the reasons the characters' traits, motivations, or feelings affect the order of events in the story (cause and effect). (O,A)	Both	Graphic Organizer, Character map, exit ticket	MC, Journal, Flow Chart, Character Chart	Flow Chart, Journal

RL.3.4.3 Separate words and phrases that mean exactly what they say from those that have more than one meaning (similes, metaphors, personification, figurative language). (I, A)	Both	Charts, Illustrations	Illustrations	Create illustration to show the literal and figurative meanings
RL.3.5.2 Understand that poems are divided into stanzas. (O,A)	Both	Label the parts of a poem	Compose a poem	Writing
RL.3.5.3 Understand that dramas are divided into scenes. (O,A)	Both	Exit Ticket	Compose a drama	Writing
RL.3.5.4 Define a chapter, a stanza, and a scene. (O,A)	Formative	Exit Ticket		
RL.3.6.1 Examine different points of view from the story. (O,A)	Both	Analyze text as group, discussion	Writing from different points of view	Writing prompt
RL.3.6.4 Differentiate between simple fact and opinion statements. (I,A)	Both	Sort	MC, CR	Fact/Opinion Sort
RL.3.7.2 Explain a relationship between the pictures and words in a story. (O,A)	Both	Discussion, Teacher observation	Journal, MC, CR	Journal

RL.3.9.1 Identify the theme, setting, and plot of a story. (O,A)	Both	Story chart, Graphic Organizer	MC, CR	Book Fair Board
RL.3.9.2 Explain how the themes, settings, and plots of stories written by the same author are alike or different.(O,A)	Both	Venn Diagram, Class discussion	Venn Diagram, CR, Journal	Venn Diagram
R.L.3.9.3 Explain how the themes, setting, and plot of stories written by the same author about the same or similar characters are alike/different. (O,A)	Both	Venn Diagram, Class discussion	Venn Diagram, CR, Journal	Book Talk, Book Board
RI.3.2.4 Explain how the details support the main idea. (O,A)	Both	Journal, Graphic Organizer	Journal, Graphic Organizer	Graphic Organizer, Journal
RI.3.3.1 Put events from informational text in order by time. (O,A)	Both	Flow Chart	Flow Chart, Journal	Create a timeline
RI.3.3.2 Use cue words to identify how cause and effect relate to one another in informational text. (O,A)	Both	Graphic Organizers	Graphic Organizers, MC, CR	Writing
RI.3.3.3 Use clue words to show cause and effect relationships between a series of events in informational text. (O,A)	Both	Graphic Organizers	Graphic Organizers, MC, CR	Graphic Organizer

RI.3.3.4 Use cue words to identify time order, sequential order, and cause/effect relationships. (O,A)	Both	Graphic Organizers	Graphic Organizers, MC, CR	Graphic Organizers
RI.3.3.5 Arrange the steps of a process from informational text in correct order. (O,A)	Both	Flow Chart, Quick response boards, Exit ticket	Flow Chart, MC, CR	Journal, Flow Chart
RI.3.3.6 List the steps in order to complete a task from given informational text. (O,A)	Both	Flow Chart, Quick response boards, Exit Ticket	Flow Chart, MC, CR	Flow Chart
RI.3.3.8 Use time order words to show a relationship between a series of events in informational text (historical events, scientific ideas or concepts, or steps in technical (procedures). (O,A)	Both	Flow Chart	Flow Chart, Journal	Journal
RI.3.7.1 Identify maps and photographs in informational text. (O,A)	Both	Quick response boards, Exit Ticket, Group discussion	MC, CR	
RI.3.7.2 Describe how the maps and photographs enhance the informational text. (O,A)	Both	Class discussion,	Journal, Open-ended questions	Journal
RI.3.7.3 Explain the connection between text features and text to demonstrate comprehension. (O,A)	Both	Class discussion, teacher observation, exit ticket	Journal, MC, CR	Journal

RI.3.7.5 Infer the meanings of maps and photographs in informational text. (O,A)	Both	Class discussion, teacher observation, exit ticket	Journal, MC, CR	
RI.3.8.2 Recognize key words in a text that distinguishes text structures. (O,A)	Both	Observation, Exit ticket, Graphic organizers	Graphic Organizers, MC, CR	Graphic Organizer
RI.3.8.3 Evaluate the sentences that support sequential order text structure. (1*,2,3*,4)	Both	Discussion, Flow Chart	Flow chart, graphic organizer	Flow Chart
RI.3.8.4 Evaluate the sentences that support cause/effect text structure. (1*,2,3*,4)	Both	Discussion, Flow Chart	Flow chart, graphic organizer	Flow Chart
RI.3.8.5 Evaluate the sentences that support descriptive text structure. (1*,2,3*,4)	Both	Bubble Map,	Journal, Bubble Map, MC, CR	Bubble Map
RI.3.8.6 Evaluate the sentences that support compare/contrast text structure. (1*,2,3*,4)	Both	Venn Diagrams	Venn Diagrams, MC, CR	Venn Diagram
RI.3.8.7 Evaluate the sentences that support simple procedure text structure. (1*,2,3*,4)	Both	Flow chart, exit ticket	Flow Chart, MC, CR	

RI.3.8.8 Tell in your own words how ideas are connected in informational text through comparisons, cause and effect, and ordinal sequencing. (1*,2,3*,4)	Both	Class discussion	Journal	Journal
RI.3.9.1 Compare and contrast the main idea and details presented in two informational texts. (O,A)	Both	Venn Diagram	Venn Diagram, MC, CR, Journal	Writing Prompt
RI.3.9.2 Explain how the most important points in two different texts, on the same topic, are alike and different. (O,A)	Both	Venn Diagram, Class discussion	Venn Diagram, MC, CR, Journal	Writing Prompt
W.3.1.1 Write an opinion piece that supports a point of view on topics or texts by addressing the prompt and/or effectively developing the topic. (2,3*,4,)	Summative		Journal, Writing response	Writing with Prompt and Rubric
W.3.1.a.2 Separate facts from opinions. (I,A)	Both	Sentence sort	Research, Writing response, MC, CR	Research Project
W.3.1.a.4 Use a graphic organizer to help create an organizational structure that lists reasons that support my opinion. (1*,2*,3*,4*)	Both	Teacher observation	Graphic organizer	
W.3.1.c .1 Use linking words and phrases to connect opinion and reasons (because, therefore, since, for example). (I,A)	Both	Teacher observation, exit ticket	Journal	Journal

W.3.1.d.1 Include an ending statement in a paragraph or topic. (1*,2*,3*,4*)	Both	Writing samples, windshield check, quick response	Writing prompt	Writing piece
W.3.3.a.1 Select a real or imaginary experience or event to narrate. (3*,4)	Summative		Writing prompt	Writing Prompt, Narrative
W.3.4.1 Observe my teacher modeling how to write a story. (O,A)	Formative	Classroom discussion		
W.3.4.2 Use graphic organizers to organize my thoughts. (O,A)	Both	Teacher observation	Graphic Organizers, MC	Writing project (use the writing process)
W.3.4.3 Write to a prompt with support from my teacher. (O,A)	Formative	Discussion, Observation		
W.3.4.9 Recall the parts of a friendly letter (heading, greeting, body, closing, signature). (O,A)	Both	Exit Ticket, Letter jingle, Quick response boards	MC, Compose a letter	Compose a friendly letter
W.3.4.10 Create a friendly letter (thank you note, invitation). (O,A)	Summative		Compose a letter	Compose a letter

L.3.1.a.2 Explain what a pronoun is and how it is used in a sentence. (O,A)	Both	Exit ticket, Quick response board, Daily Grammar Practice (Editing)	MC, CR, Writing prompt	MC
L.3.1.a.3 Explain what a verb is and how it is used in a sentence. (O,A)	Both	Exit ticket, Quick response board	MC, CR, Writing prompt, Edit sentences	MC
L.3.1.a.4 Explain what an adjective is and how it is used in a sentence. (O,A)	Both	Exit ticket, Quick response board, Daily Grammar Practice (Editing)	MC, CR, Writing prompt	Descriptive writing
L.3.1.a.5 Explain what an adverb is and how it is used in a sentence. (O,A)	Both	Exit ticket, Quick response board, Daily Grammar Practice (Editing)	MC, CR, Writing prompt	MC
L.3.1.d.1 Create and use regular verbs. (O,A)	Both	Exit ticket, Quick response board	MC, CR, Writing prompt, Edit sentences	Paragraph editing
L.3.1.d.2 Create and use irregular verbs. (O,A)	Both	Exit ticket, Quick response board	MC, CR, Writing prompt	Paragraph editing
L.3.1.e.1 Use verbs in the present tense. (O,A)	Both	Exit ticket, Quick response board	MC, CR, Writing prompt, Edit sentences	Verb chart

L.3.1.e.2 Use verbs in the past tense. (O,A)	Both	Exit ticket, Quick response board	MC, CR, Writing prompt, Edit sentences	Verb chart
L.3.1.e.3 Use verbs in the future tense. (O,A)	Both	Exit ticket, Quick response board	MC, CR, Writing prompt, Edit sentences	Verb chart
L.3.1.f.3 Verify that the subject and the predicate agree. (O,A)	Both	Exit ticket, Quick response board, Daily Grammar practice	MC, CR, Writing prompt	Paragraph edit
L.3.1.f.4 Use pronouns that match the noun that they represent. (O,A)	Both	Exit ticket, Quick response board	MC, CR, Writing prompt, Editing	Paragraph edit
L.3.1.g.1 Create and use adjectives and adverbs that compare (comparative and superlative). (O,A)	Both	Exit ticket, Quick response board	MC, CR, Writing prompt, Editing	Writing piece
L.3.1.g.2 Choose between an adjective and an adverb depending on if I'm describing a noun or a verb.(O,A)	Both	Exit ticket, Quick response board, Daily Grammar practice	MC, CR, Writing prompt	Paragraph edit
L.3.1.h.1 Identify words that join things together. (O,A)	Both	Exit ticket, Quick response board, Daily Grammar practice	MC, CR, Writing prompt	Sentence composition

L.3.1.i.2 Create compound sentences. (O,A)	Both	Daily Grammar Practice	MC, Sentence Composition	Sentence composition
L.3.1.i.3 Create complex sentences. (O,A)	Both	Daily Grammar Practice, Quick response board	MC, Sentence composition	Sentence composition
L.3.2.1 Correctly spell sight words and other spelling words. (O,A)	Both	Saxon Phonics Practice	Saxon Phonics Weekly assessments	Saxon Phonics
L.3.2.b.1 Use commas in addresses. (O,A)	Both	Quick response boards, Daily Edits	Edit personal writing, MC, CR	Compose a letter
L.3.2.c.1 Use commas and quotation marks in dialogue. (O,A)	Both	Quick response boards, Daily Edits	Edit writing, Writing prompt	Compose a story using a rubric
L.3.2.d.1 Create and use words that show ownership (possessives). (O,A)	Both	Daily Grammar Practice, Quick response board	MC, Sentence composition, Edit sentences	Sentence edit and composition
L.3.2.e.1 Add endings to words (suffixes). (O,A)	Both	Saxon Phonics Practice	Saxon Phonics Weekly assessments	Saxon Phonics

	L.3.2.f.1 Use spelling patterns when writing words (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts). (O,A)	Both	Saxon Phonics Practice	Saxon Phonics Weekly assessments	Saxon Phonics
	L.3.2.g.1 Use materials including the dictionary to check and fix my spelling. (O,A)	Both	Saxon Phonics Practice	Saxon Phonics Weekly assessments	Saxon Phonics
	4th 9 weeks				
	RL.3.1.1 Identify the main characters, setting, plot, and theme in a text. (O,A)	Both	Cubing, dry erase boards, exit tickets	MC, CR	
	RL.3.1.2 Discuss the main characters, setting, plot, and theme. (O,A)	Both	Whip Around, Cubing, Think-Pair-Share	Oral ER	
	RL.3.1.3 Use the text to create a question. (O,A)	Both	Journal Entry, One Sentence Summary	CR	
	RL.3.1.4 Use the text to explain how I got an answer to a question. (O,A)	Both	Think-Pair-Share, Say Something	ER	

RL.3.1.5 Create questions to explain the text. (O,A)	Both	Think-Pair-Share, Journal Entry, One Sentence Summary	CR	
RL.3.2.1 Recall what is a fable, folktale, and myth. (O,A)	Both	Inner Outer Circle, Learning Logs	MC, CR, Portfolio	
RL.3.2.2 Retell the story in my own words (fables, folktales, and myths from diverse cultures). (O,A)	Both	Journals, Exit Tickets	CR	
RL.3.2.5 Retell and locate details in the text by using my own words. (O,A)	Both	Journals, Exit Tickets, Graffiti Walls	CR	
RL.3.2.6 Uncover the details by how they are used in the text. (O,A)	Both	Multiple Choice, Highlighting	MC, CR	
RL.3.3.5 List the sequence of events in the order in which they happened. (O,A)	Both	Writing Frames, Flow Chart	CR	
RL.3.3.6 Describe the reasons the characters' traits, motivations, or feelings affect the order of events in the story (cause and effect). (O,A)	Both	Writing Frames, Exit Tickets	ER	

RL.3.4.1 Identify clues that can be used to determine the meaning of unfamiliar words and phrases. (O,A)	Both	Highlight Interesting Words, Frayer Model, Concept Definition Mapping	CR	
RL.3.4.2 Examine the story to determine the meaning of unfamiliar words and phrases (context clues). (O,A)	Formative	Highlight Interesting Words, Frayer Model, Concept Definition Mapping		
RL.3.4.3 Separate words and phrases that mean exactly what they say from those that have more than one meaning (similes, metaphors, personification, figurative language). (O,A)	Both	Dry Erase Boards to Identify Figurative Language	MC, ER	
RL.3.4.4 Use context clues to define unfamiliar vocabulary. (O,A)	Both	Admit Cards, Highlight Clues, Capsule Vocabulary	MC, CR	
RL.3.4.5 Define similes, metaphors, and personification. (O,A)	Both	Dry Erase Boards, Learning Logs, Exit Tickets, Index Card Summaries/ Questions	MC, CR, Portfolio	
RL.3.4.6 Locate and explain similes, metaphors, and personification. (O,A)	Both	Highlight, Observation	CR	
RL.3.5.5 Explain how each chapter, scene, or stanza moves from the beginning to the end of the selection. (O,A)	Both	Graphic Organizer (Flow Map)	ER	

	RL.3.5.6 Provide references to parts of stories, dramas, and poems when writing about a text by referring to the specific chapter, scene, or stanza. (O,A) .	Both	Highlight, Journal Entry	ER	
	RL.3.5.7 Explain how each chapter, scene, or stanza FLOWS from beginning to the end of the selection. (O,A)	Both	Flow Map	ER	
	RL.3.6.2 Separate my point of view from that of the narrator or the characters' point of view. (O,A)	Both	Graphic Organizer	ER	
	RL.3.6.3 Compare my own point of view to that of the narrator or character.(O,A)	Both	Graphic Organizer	ER	
	RL.3.9.2 Explain how the themes, settings, and plots of stories written by the same author are alike or different. (O,A)	Both	Probing Questions, Numbered Heads Together	ER	
	R.L.3.9.3 Explain how the themes, setting, and plot of stories written by the same author about the same or similar characters are alike/different. (O,A)	Both	Probing Questions, Numbered Heads Together	ER	
	RL.3.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (O,A)	Both	Questioning, Discussion	CR, ER	

	RL.3.10.2 Read and comprehend literature with increasing text complexity and proficiency. (O,A)	Both	Multiple Choice, Four Minute Comprehension	MC, CR, ER	
	RL.3.10.3 Read closer to the high end of the Lexile score 420-820.(O,A)	Formative	Read Alouds (timed & untimed)		
	RI.3.1.2 Explain cause and effect relationships within informational text. (O,A)	Both	Writing Frames, Journals	CR, ER	
	RI.3.1.3 Use the text to explain how I got an answer to a question. (O,A)	Both	Journals, One Minute Essay	CR	
	RI.3.1.4 Create questions to explain the text. (O,A)	Both	Journal Entry, One Sentence Summary	CR	
	RI.3.3.1 Put events from informational text in order by time. (O,A)	Both	Writing Frames, Flow Chart	CR	
	RI.3.3.2 Use cue words to identify how cause and effect relate to one another in informational text. (O,A)	Both	One Minute Essay, Numbered Heads Together	MC, CR	

RI.3.3.3 Use clue words to show cause and effect relationships between a series of events in informational text. (O,A)	Both	Highlight, Short Response	MC, CR, ER	
RI.3.3.4 Use cue words to identify time order, sequential order, and cause/effect relationships. (O,A)	Both	Multiple Choice, Constructive Quiz	MC, CR, ER	
RI.3.3.5 Arrange the steps of a process from informational text in correct order. (O,A)	Both	Writing Frames, Process Notes, Flow Chart	MC, CR	
RI.3.3.7 Tell in my own words how one event affects the outcome of another event in an informational text (historical events, scientific ideas or concepts, or steps in technical procedures). (O,A)	Both	Exit Tickets, One Minute Essay	ER	
RI.3.3.8 Use time order words to show a relationship between a series of events in informational text (historical events, scientific ideas or concepts, or steps in technical (procedures). (O,A)	Both	Journal Entry	ER	
RI.3.4.1 Examine the text to determine the meaning of unfamiliar words and phrases (context clues). (O,A)	Both	Highlight, Sentence Synthesis	MC, CR	
RI.3.4.3 Define key words and phrases from grade 3 informational text using context clues and/or reference materials (e.g. dictionary, glossary, etc.). (O,A)	Both	Multiple Choice, Vocabulary Rubric, Vocabulary Word Map	MC, CR	

	RI.3.5.1 Identify search box, address bar, key words, sidebars, and hyperlinks on a web page. (O,A)	Both	Observation on Computer	MC	
	RI.3.5.2 Use text features such as titles, headings, captions, illustrations, graphs, charts, diagrams, etc. to locate important information about a given topic. (O,A)	Both	Multiple Choice	MC	
	RI.3.5.3 Use text features (e.g. headings, captions, charts, and diagrams) as well as search tools (e.g. key words and hyperlinks) to locate relevant information. (O,A)	Both	Multiple Choice	MC	
	RI.3.6.1 Separate my point of view from that of the author in informational text. (O,A)	Both	Graphic Organizers	ER	
	RI.3.6.2 Compare my own point of view to that of the author of an informational page. (O,A)	Both	Graphic Organizers	ER	
	RI.3.7.1 Identify maps and photographs in informational text. (O,A)	Both	Multiple Choice, Observation	MC	

RI.3.7.2 Describe how the maps and photographs enhance the informational text. (O,A)	Both	Short Response, Marginalia	ER	
RI.3.7.3 Explain the connection between text features and text to demonstrate comprehension. (O,A)	Both	Exit Tickets, Marginalia	ER	
RI.3.7.5 Infer the meanings of maps and photographs in informational text. (O,A)	Both	Marginalia	MC	
RI.3.8.1 Identify which text structure is being used in informational text (e.g. sequential order, description, simple procedure, and simple cause/effect, etc.). (O,A)	Both	Multiple Choice, Dry Erase Boards	MC. CR	
RI.3.10.2 Read and understand text (informational text) between Lexile scores 420-820. (O,A)	Both	Multiple Choice to Ensure Comprehension	MC, CR, ER	
RI.3.10.3 Read closer to the high end of the Lexile ranges 420-820. (O,A)	Formative	Read Alouds, Paired Reading, Choral Reading		
RF.3.3.2 Use syllabication rules to decode multi-syllabic words. (O,A)	Formative	Saxon Phonics, Word Building Tiles		

RF.3.3d.1 Read grade-appropriate irregularly spelled words. (O,A)	Formative	Read Alouds		
RF.3.4.a.1 Read on-level text with purpose and understanding. (O,A)	Formative	Choral Reading, Paired Reading, Cold Reads		
RF.3.4.c.1 Refer back to the text to ensure understanding of the reading (skim and scan). (O,A)	Both	Highlight	MC, CR	
RF.3.4 Fluency- A third grader should read fluently a minimum of 127 wrc (words read correctly) per minute in a connected text by the end of the 4th nine weeks. (O,A)	Formative	Cold Reads, Choral Reading, Paired Reading		
RF.3.4 Sight Words- A third grader should read a minimum of 750 sight words at the end of the 4th nine weeks. (O,A) See district list.	Formative	Saxon Phonics, Fry Sight Words & Phrases		
W.3.1.a.4 Use a graphic organizer to help create an organizational structure that lists reasons that support my opinion. (1*,2*,3*,4*)	Both	Graphic Organizers, Visual Assessment	ER, Product	
W.3.1.d.1 Include an ending statement in a paragraph or topic. (1*,2*,3*,4*)	Both	Journals, Checklist, Self/Peer Assessment	MC, ER	

	W.3.2.a.1 Write an introductory paragraph about a topic in order to inform or explain. (O,A)	Both	Graphic Organizers, Self/Peer Assessment	ER, Portfolio	
	W.3.2.a.2 Draw a picture or a diagram to help the reader understand my informative/explanatory paragraph. (O,A)	Both	Visual Assessment	Product	
	W.3.2.b.1 Develop my writing about the topic with relevant facts, definitions, and details and by using reasoning, text-based evidence, and/or description. (O,A)	Both	Checklist	ER, Product	
	W.3.2.c .1 Use linking words and phrases to connect ideas within my writing and to express ideas with clarity. (O,A)	Both	Checklist	ER, Product	
	W.3.2.d.1 Include an ending statement in a paragraph. (O,A)	Both	Self/Peer Assessment, Checklist	MC, ER	
	W.3.2.d.2 Include an effectively developed conclusion in my informative/explanatory text. (O,A)	Both	Peer Conference	ER, Portfolio	
	W.3.3.a.2 Establish a situation and introduce a narrator and/or characters to develop my narrative. (O,A)	Both	Checklist	Product	

	W.3.3.a.3 Organize an event sequence in the order that it happens. (O,A)	Both	Flow Map	MC, ER	
	W.3.3.b.1 Write dialogue between my characters to show their response to situations. (O,A)	Both	Readers' Theater	Product	
	W.3.3.b.2 Describe actions, thoughts, and feelings to enhance experiences and events within my writing—vivid language.(O,A)	Both	Graphic Organizers	ER, Product	
	W.3.3.c.1 Use time order words to show the order of events in my story. (O,A)	Both	Flow Map	ER	
	W.3.3.d.1 Develop an effective conclusion for my narrative. (O,A)	Both	Checklist, Peer Conference	ER, Portfolio	
	W.3.4.1 Observe my teacher modeling how to write a story. (O,A)	Formative	Observation		
	W.3.4.2 Use graphic organizers to organize my thoughts. (O,A)	Both	Graphic Organizers, Visual Assessments	Product	

	W.3.4.3 Write to a prompt with support from my teacher. (O,A)	Both	Journals, Teacher Conference	Product, Portfolio	
	W.3.4.4 Improve my writing by planning. (O,A)	Formative	Graphic Organizers, Checklist		
	W.3.4.5 Improve my writing by revising paragraphs for organization and to add details and clarify ideas. (O,A)	Both	Self/Peer Assessment	ER, Product	
	W.3.4.6 Improve my writing by editing paragraphs using a general rubric (grammar usage, punctuation, and sentence structure). (O,A)	Both	Self/Peer Assessment, Checklist	ER, Product	
	W.3.4.7 Edit for mechanics (capitalization, punctuation, spelling, and word usage). (O,A)	Both	Drops in a Bucket, Daily Paragraph Editing, Checklist	ER, Product	
	W.3.5.1 Improve my writing by planning. (O,A)	Formative	Graphic Organizers, Thinking Maps		
	W.3.5.2 Improve my writing by revising paragraphs for organization to add details and clarify ideas. (O,A)	Both	Writer's Notebook	ER, Product	

	W.3.5.3 Improve my writing by editing paragraphs using a general rubric (grammar usage, punctuation, and sentence structure). (O,A)	Both	Self/Peer Assessment, Checklist, Rubric	ER, Product	
	W.3.5.4 Edit for mechanics (capitalization, punctuation, spelling, and word usage). (O,A)	Both	Checklist	ER, Product	
	W.3.6.1 Use keyboarding skills with my teachers help. (O,A)	Formative	Observation		
	W.3.6.2 Use technology to create a finished product of my writing (power point, brochure, handout, document). (O,A)	Both	Checklist, Observation	Product	
	W.3.6.3 Use technology to produce a group/class project. (O,A)	Both	Observation	Product	
	W.3.6.4 Use technology to create a finished product of my writing (display boards, dioramas, etc.). (O,A)	Both	Observation, Checklist	Product	
	W.3.7.1 Experiment with researching a topic so that I can learn more about that topic. (O,A)	Both	Note-Taking	ER, Product	

	W.3.7.2 Design a research project that helps me learn about a topic. (O,A)	Both	Cooperative Groups	Product	
	W.3.8.1 Access prior knowledge based on personal experience. (O,A)	Formative	KWL Chart		
	W.3.8.2 Select information from print, computer, or video sources. (O,A)	Formative	Observation, Note-Taking		
	W.3.8.3 Take short notes and I can sort facts in given categories. (O,A)	Both	Note-Taking, Graphic Organizers	MC	
	W.3.8.4 Take short notes and organize them into given categories. (O,A)	Both	Note-Taking, Graphic Organizers	MC	
	W.3.10.1 Write on a topic of choice for enjoyment. (O,A)	Both	Journals	Product, Portfolio	
	W.3.10.2 Write on a regular basis over different amounts of time (daily vs. weekly projects). (O,A)	Both	Journals	Portfolio	

	W.3.10.3 Write for a variety of purposes. (O,A)	Both	Journals	ER, Portfolio	
	W.3.10.4 Write for different audiences. (O,A)	Both	Journals	ER, Portfolio	
	W.3.10.5 Write across all subject areas. (O,A)	Both	Checklist, Learning Logs	ER, Portfolio	
	L.3.1.a.2 Explain what a pronoun is and how it is used in a sentence . (O,A)	Both	Talking Circles, Interviewing, Response Journals	CR	
	L.3.1.a.4 Explain what an adjective is and how it is used in a sentence. (O,A)	Both	Talking Circles, Interviewing, Response Journals, Quick Write	CR	
	L.3.1.a.5 Explain what an adverb is and how it is used in a sentence. (O,A)	Both	Talking Circles, Interviewing, Response Journals, Quick Write	CR	
	L.3.1.f.1 Identify the subject of a sentence. (O,A)	Both	Dry Erase Boards, Exit Tickets, Multiple Choice, Journals, Slap It	MC, CR	

	L.3.1.f.2 Identify the predicate of a sentence. (O,A)	Both	Dry Erase Boards, Exit Tickets, Multiple Choice, Journals, Slap It	MC, CR	
	L.3.1.f.4 Use pronouns that match the noun that they represent. (O,A)	Both	Journals, Multiple Choice, Exit Tickets	MC, CR	
	L.3.1.g.1 Create and use adjectives and adverbs that compare (comparative and superlative). (O,A)	Both	Journals, Multiple Choice, Exit Tickets	MC, CR	
	L.3.1.g.2 Choose between an adjective and an adverb depending on if I'm describing a noun or a verb. (O,A)	Both	Multiple Choice, Exit Tickets	MC	
	L.3.1.h.1 Identify words that join things together. (O,A)	Both	Graphic Organizers, Journals, Slap It	MC	
	L.3.1.i.2 Create compound sentences. (O,A)	Both	Journals, Dry Erase Boards, Exit Tickets	CR	
	L.3.1.i.3 Create complex sentences. (O,A)	Both	Journals, Dry Erase Boards, Exit Tickets	CR	

	L.3.2.1 Correctly spell sight words and other spelling words. (O,A)	Both	Journals, Four Corners, Multiple Choice	CR	
	L.3.2.a.1 Capitalize words in titles. (O,A)	Both	Dry Erase Boards, Exit Tickets, Multiple Choice	MC	
	L.3.2.c.1 Use commas and quotation marks in dialogue. (O,A)	Both	Dry Erase Boards, Exit Tickets, Multiple Choice, Readers' Theater	MC, Product	
	L.3.2.d.1 Create and use words that show ownership (possessives). (O,A)	Both	Journals, Dry Erase Boards, Exit Tickets	MC, CR	
	L.3.2.e.1 Add endings to words (suffixes). (O,A)	Both	Word Building Tiles	MC	
	L.3.2.f.1 Use spelling patterns when writing words (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts). (O,A)	Both	Saxon Phonics	MC, CR	
	L.3.2.g.1 Use materials including the dictionary to check and fix my spelling. (O,A)	Formative	Observation		

	L.3.3.a Pick specific words and phrases using vivid language to enhance my writing.(O,A)	Both	ABC Summaries	CR, ER	
	L.3.3.b Identify differences between how words are spoken and how words are written. (O,A)	Formative	Letter Tiles, Magnetic Letters		
	L.3.4.a.1 Use context clues to figure out the meaning of a word or phrase. (O,A)	Both	Sentence Synthesis	MC	
	L.3.4.b.1 Uncover the meaning of a new word when a known suffix or prefix is added to a known word. (O,A)	Both	Saxon Phonics	MC	
	L.3.4.c.1 Uncover the meaning of a new word based on its known root word(O,A)	Both	Saxon Phonics, Word Building Tiles,	MC	
	L.3.4.d.1 Use a glossary or dictionary in print and digital to find the exact meaning of a key word or phrase. (O,A)	Formative	Observation		