Jones County School District Pacing Guide Third Grade English Language Arts (ELA) First Nine Weeks	Date Introduced	Date Assessed
(I): Introduced (A): Assessed (Formative and/or Summative) (Assessed Statements are in bold.)		
Reading Standards for Literature Standards		
Key Ideas and Details		
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. I Can: **RL.3.1.1 Identify the main characters, setting, plot, and theme in a text. (I, A)** - RL.3.1.2 Discuss the main characters, setting, plot, and theme. (I) - RL.3.1.3 Use the text to create a question. (I) - RL.3.1.4 Use the text to explain how I got an answer to a question. (I)		
RL.3.2. 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. I Can: - RL.3.2.1 Recall what is a fable, folktale, and myth. (I) - RL.3.2.3 Identify the main idea of the story (fables, folktales, and myths from diverse cultures). (I) - RL.3.2.4 Locate and list the supporting details in the story that lead to the main idea of the story (fables, folktales, and myths from diverse cultures). (I) **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)**		
RL.3.3. Describe characters in a story (e.g., their traits, motivations; or feelings) and explain how their actions contribute to the sequence of events. I Can: **RL.3.3.1 Identify the characters in a story. (I, A)** - RL.3.3.2 Define traits, motivations, and feelings. (I) - RL.3.3.3 Provide a description of characters in a story, including their traits, (features, characteristics, etc.) motivations, and feelings. (I) - RL.3.3.4 Explain traits, motivations, and feelings of each character. (I) - RL.3.3.5 List the sequence of events in the order in which they happened. (I)		
Craft and Structure		
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		

I Can: - RL.3.4.1 Identify clues that can be used to determine the meaning of unfamiliar words and phrases. (I) - RL.3.4.2 Examine the story to determine the meaning of unfamiliar words and phrases (context clues). (I) - RL.3.4.4 Use context clues to define unfamiliar vocabulary. (I) **RL.3.4.7 Use a dictionary or glossary to define the meaning of my content vocabulary. (I, A)**		
RL.3.5. 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. I Can: **RL.3.5.1 Understand that stories are divided into chapters. (I, A)**		
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. I Can: - RL.3.6.1 Examine different points of view from the story. (I) - RL.3.6.2 Separate my point of view from that of the narrator or the characters' point of view. (I) - RL.3.6.3 Compare my own point of view to that of the narrator or character.(I)		
Integration of Knowledge and Ideas		
RL.3.7. 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). I Can:		
RL.8. (Not applicable to literature)		
RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). I Can: - RL.3.9.1 Identify the theme, setting, and plot of a story. (I) - RL.3.9.2 Explain how the themes, settings, and plots of stories written by the same author are alike or different. (I) - 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. (I)		
Range of Reading and Level of Text Complexity		
RL.3.10. 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. I Can: **RL.3.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (I, A)** **RL.3.10.2 Read and comprehend literature with increasing text complexity and proficiency. (I, A)** **RL.3.10.3 Read closer to the high end of the Lexile score 420-820.(I, A)**		
Reading Standards for Informational Text Standards		
Key Ideas and Details		

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. I Can: • **RI.3.1.1 Identify the characteristics of fictional and nonfictional text (informational text). (I, A)** • RI.3.1.3 Use the text to explain how I got an answer to a question. (I)		
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. I Can: • RI.3.2.1 Locate and list the supporting details that support the main idea of the text (I). • RI.3.2.2 Identify the main idea of informational text. (I) • RI.3.2.3 Recall the details that support the main idea. (I)		
RI.3.3. 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. I Can: • RI.3.3.1 Put events from informational text in order by time. (I) • RI.3.3.2 Use cue words to identify how cause and effect relate to one another in informational text. (I) • RI.3.3.3 Use clue words to show cause and effect relationships between a series of events in informational text. (I) • RI.3.3.4 Use cue words to identify time order, sequential order, and cause/effect relationships. (I) • RI.3.3.5 Arrange the steps of a process from informational text in correct order. (I) • 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). (I)		
Craft and Structure		
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. I Can: • RI.3.4.1 Examine the text to determine the meaning of unfamiliar words and phrases (context clues). (I) • **RI.3.4.2 Use a dictionary or glossary to define the meaning of my content vocabulary. (I, A)** • 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.). (I)		
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. I Can:		
RI.3.6. Distinguish their own point of view from that of the author of a text. I Can:		
Integration of Knowledge and Ideas		
RI.3.7. 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).		

I Can: • **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)**		
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). I Can: • RI.3.8.3 Evaluate the sentences that support sequential order text structure. (1*,2,3*,4) • RI.3.8.4 Evaluate the sentences that support cause/effect text structure. (1*,2,3*,4) • RI.3.8.5 Evaluate the sentences that support descriptive text structure. (1*,2,3*,4) • RI.3.8.6 Evaluate the sentences that support compare/contrast text structure. (1*,2,3*,4) • RI.3.8.7 Evaluate the sentences that support simple procedure text structure. (1*,2,3*,4) • 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)		
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic. I Can:		
Range of Reading and Level of Text Complexity		
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. I Can: • **RI.3.10.1 Read and comprehend text by speaking, listening, and writing. (I, A)** • **RI.3.10.2 Read and understand text (informational text) between Lexile scores 420-820. (I, A)** • **RI.3.10.3 Read closer to the high end of the Lexile ranges 420-820. (I, A)**		
Reading Foundational Skills Standards		
Phonics and Recognition		
1. (Not applicable)		
2. (Not applicable)		

RF.3.3. 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 multi-syllable words.
   d. Read grade-appropriate irregularly spelled words.
I Can:
• RF.3.3.1 Divide words into syllables. (1*,2,3,4)
• RF.3.3.2 Use syllabication rules to decode multi-syllabic words. (I)
• RF.3.3a.1 Identify and define the meanings of the most common prefixes and the suffixes. (1*,2,3,4)		

• RF.3.3b.1 Segment words with common Latin suffixes (able, ible, ation, fy, ify, ment, ty, ity). (1*,2,3,4) • RF.3.3b.2 Decode words with common Latin suffixes. (1*,2,3,4) • RF.3.3b.3 Locate and define the meaning of (Latin) common affixes. (I) • RF.3.3c.2 Decode multi-syllabic words. • **RF.3.3d.1 Read grade-appropriate irregularly spelled words. (I, A)**		
Fluency		

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   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.
I Can:
• **RF.3.4.a.1 Read on-level text with purpose and understanding. (I, A)**
• RF.3.4.b.1 Read on-level short stories, novels, essays, and poetry fluently and with expression. (I)
• **RF.3.4.c.1 Refer back to the text to ensure understanding of the reading (skim and scan). (I, A)**
• **RF.3.4 Fluency- A third grader should read fluently a minimum of 111 wrc (words read correctly) per minute in a connected text by the end of the 2nd nine weeks. (I, A)**
• **RF.3.4 Sight Words- A third grader should read a minimum of 450 sight words at the end of the 2nd nine weeks. (I, A) See district list.**		

Writing Standards		
Text Types and Purposes		

W.3.1. 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 opinion and reasons.
   d. Provide a concluding statement or section.
I Can:
• 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,)
• W.3.1.a.1 Write introductory sentence about a given topic or text. (1*,2,3,4)
• 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*)
• **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*)**
• W.3.1.a.5 Consistently demonstrate purposeful and controlled organization and include an introduction and conclusion.
• 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)		

• **W.3.1.d.1 Include an ending statement in a paragraph or topic. (1*,2*,3*,4*)**		

W.3.2. 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.
.I Can:
   • W.3.2.a.2 Draw a picture or a diagram to help the reader understand my informative/explanatory paragraph. (I)
   • W.3.2.b.2 Address the prompt and effectively develop the topic in a manner that is largely appropriate to the task and purpose.		

W.3.3. 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 order.
   d. Provide a sense of closure.
I Can:
   • W.3.3.a.1 Select a real or imaginary experience or event to narrate. (3*,4)
   • W.3.3.b.3 Address the prompt and show effective development of the narrative elements.
   • W.3.3.b.4 Develop my narrative in a manner largely appropriate to the task and purpose.
   • W.3.3.c.2 Use descriptive words and time order (temporal) words to express ideas with clarity.		

Production and Distribution of Writing		

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
I Can:
   • **W.3.4.1 Observe my teacher modeling how to write a story. (I, A)**
   • **W.3.4.2 Use graphic organizers to organize my thoughts. (I, A)**
   • W.3.4.3 Write to a prompt with support from my teacher. (I)
   • W.3.4.4 Improve my writing by planning. (I)
   • W.3.4.5 Improve my writing by revising paragraphs for organization and to add details and clarify ideas. (I)
   • W.3.4.6 Improve my writing by editing paragraphs using a general rubric (grammar usage, punctuation, and sentence structure). (I)
   • W.3.4.7 Edit for mechanics (capitalization, punctuation, spelling, and word usage). (I)
   • W.3.4.8 Address a prompt and show effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description with development that is largely appropriate to the task and purpose.		

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 3 on pages 28 and 29. I Can: • W.3.5.1 Improve my writing by planning. (I) • W.3.5.2 Improve my writing by revising paragraphs for organization to add details and clarify ideas. (I) • W.3.5.3 Improve my writing by editing paragraphs using a general rubric (grammar usage, punctuation, and sentence structure). (I) • W.3.5.4 Edit for mechanics (capitalization, punctuation, spelling, and word usage). (I)		
W.3.6. 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. I Can: • W.3.6.1 Use keyboarding skills with my teachers help. (I) • W.3.6.2 Use technology to create a finished product of my writing (power point, brochure, handout, document). (I) • W.3.6.3 Use technology to produce a group/class project. (I) • W.3.6.4 Use technology to create a finished product of my writing (display boards, dioramas, etc.). (I)		
Research to Build and Present Knowledge		
W.3.7. Conduct short research projects that build knowledge about a topic. I Can:		
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. I Can:		
9. (Begins in grade 4)		
Range of Writing		
W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. I Can: • **W.3.10.1 Write on a topic of choice for enjoyment. (I, A)** • **W.3.10.2 Write on a regular basis over different amounts of time (daily vs. weekly projects). (I, A)** • **W.3.10.3 Write for a variety of purposes. (I, A)** • **W.3.10.4 Write for different audiences. (I, A)** • **W.3.10.5 Write across all subject areas. (I, A)**		
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, on		

grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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 text under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. I Can: • **SL.3.1.1 Work in different size groups (one-on-one, small group, etc.). (I, A)** • **SL.3.1.2 Participate in a group discussion. (I, A)** • **SL.3.1.a.1 Come to the group discussion prepared. (I, A)** • **SL.3.1.a.2 Read and study the material needed for the discussion. (I, A)** • **SL.3.1.a.3 Use the information I read plus information I already know to talk about the topic. (I, A)** • **SL.3.1.b.1 Follow the group rules (common courtesy rules, turn taking, etc.). (I, A)** • **SL.3.1.b.2 Show my understanding by explaining it in my own words after the discussion. (I, A)** • **SL.3.1.c.1 Stay on topic. (I, A)** • **SL.3.1.c.2 Make comments that relate to the comments of others. (I, A)** • **SL.3.1.c.3 Ask questions to check my understanding of the information given. (I, A)**		
SL.3.2. 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. I Can: • SL.3.2.1 Tell in my own words the main idea of the story. (I) • SL.3.2.2 Tell in my own words details that support the main idea. (I) • SL.3.2.3 Explain the main ideas from oral, visual, and multi-media presentations. (I) • SL.3.2.4 Explain the supporting details of oral, visual, and multi- media presentations. (I)		
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. I Can: • SL.3.3.1 Ask and answer questions about information someone tells me (speaker). (I) • SL.3.3.2 Restate my question and answer in clearer terms. (I) • SL.3.3.3 Give more detailed information about my questions and answers. (I)		
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understanding pace. I Can: • SL.3.4.3 Recall an experience with facts and details speaking clearly at an understandable speed. (I)		
SL.3.5. 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. I Can: • SL.3.5.1 Record myself reading stories or poems fluently at an understandable speed. (I) • SL.3.5.2 Add pictures or other visual items to point out certain facts or details.(I)		
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 on pages 28 and 29 for specific expectations.) I Can: • SL.3.6.1 Speak in complete sentences with correct subject-verb agreement. (I) • SL.3.6.2 Speak in complete sentences using a different parts of speech correctly (nouns, pronouns, verbs, adjectives, adverbs, etc.) (I) • SL.3.6.3 Use descriptive language when necessary to add detail to the conversation. (I)		
Language Standards		
Conventions of Standard English		

L.3.1. 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 nouns.
    c. Use abstract nouns (e.g. childhood)
    d. Form and use regular and irregularverbs.
    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.
I Can:
• L.3.1.a.1 Explain what a noun is and how it is used in a sentence. (I)
• L.3.1.a.3 Explain what a verb is and how it is used in a sentence. (I)
• L.3.1.b.1 Create and use regular plural nouns. (I)
• L.3.1.b.2 Create and use irregular nouns. (I)
• L.3.1.c.1 Tell what an abstract noun is. (I)
• L.3.1.c.2 Use an abstract noun. (I)
• L.3.1.d.1 Create and use regular verbs. (I)
• L.3.1.d.2 Create and use irregular verbs. (I)
• L.3.1.e.1 Use verbs in the present tense. (I)
• L.3.1.e.2 Use verbs in the past tense. (I)
• L.3.1.e.3 Use verbs in the future tense. (I)		

• L.3.1.f.1 Identify the subject of a sentence. (I) • L.3.1.f.2 Identify the predicate of a sentence. (I) • L.3.1.f.3 Verify that the subject and the predicate agree. (I) • L.3.1.h.2 Use words that join things together. (2*) • L.3.1.i.1 Create simple sentences. (I)		

L.3.2. 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, 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.
I Can:
• **L.3.2.1 Correctly spell sight words and other spelling words. (I, A)**
• L.3.2.b.1 Use commas in addresses. (I)
• L.3.2.c.1 Use commas and quotation marks in dialogue. (I)
• L.3.2.d.1 Create and use words that show ownership (possessives). (I)
• **L.3.2.e.1 Add endings to words (suffixes). (I, A)**
• **L.3.2.f.1 Use spelling patterns when writing words (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts). (I, A)**
• L.3.2.g.1 Use materials including the dictionary to check and fix my spelling. (I)		

Knowledge of Language		

L.3.3. 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.
I Can:
• L.3.3.b Identify differences between how words are spoken and how words are written. (I)		

Vocabulary Acquisition and Use		

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.
   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 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. I Can: • L.3.4.a.1 Use context clues to figure out the meaning of a word or phrase. (I) • L.3.4.b.1 Uncover the meaning of a new word when a known suffix or prefix is added to a known word. (I) • L.3.4.c.1 Uncover the meaning of a new word based on its known root word. (I) • 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. (I)		
L.3.5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life 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*). I Can:		
L.3.6. 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*). I Can: • L.3.6.1 Gain and apply correctly grade-appropriate words and phrases necessary for speaking with others. (I) • L.3.6.2 Gain and apply correctly grade-appropriate words needed for regular school vocabulary. (I) • L.3.6.3 Gain and apply correctly grade-appropriate words and phrases necessary for use across subject areas. This includes words that direct your attention to relative positions in time and space (prepositions).(I)		

Assessed Statements:

- **RL.3.1.1 Identify the main characters, setting, plot, and theme in a text. (I, A)**

- **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)**

- **RL.3.3.1 Identify the characters in a story. (I, A)**

- **RL.3.4.7 Use a dictionary or glossary to define the meaning of my content vocabulary. (I, A)**

- **RL.3.5.1 Understand that stories are divided into chapters. (I, A)**

- **RL.3.10.1 Comprehend texts by responding to, talking, and thinking about what I read. (I, A)**

- **RL.3.10.2 Read and comprehend literature with increasing text complexity and proficiency. (I, A)**
- **RL.3.10.3 Read closer to the high end of the Lexile score 420-820.(I, A)**

- **RI.3.1.1 Identify the characteristics of fictional and nonfictional text (informational text). (I, A)**

- **RI.3.4.2 Use a dictionary or glossary to define the meaning of my content vocabulary. (I, A)**

- **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)**

- **RI.3.10.1 Read and comprehend text by speaking, listening, and writing. (I, A)**
- **RI.3.10.2 Read and understand text (informational text) between Lexile scores 420-820. (I, A)**
- **RI.3.10.3 Read closer to the high end of the Lexile ranges 420-820. (I, A)**

- **RF.3.3d.1 Read grade-appropriate irregularly spelled words. (I, A)**

- **RF.3.4.a.1 Read on-level text with purpose and understanding. (I, A)**
- **RF.3.4.c.1 Refer back to the text to ensure understanding of the reading (skim and scan). (I, A)**
- **RF.3.4 Fluency- A third grader should read fluently a minimum of 111 wrc (words read correctly) per minute in a connected text by the end of the 2nd nine weeks. (I, A)**
- **RF.3.4 Sight Words- A third grader should read a minimum of 450 sight words at the end of the 2nd nine weeks. (I, A) See district list.**

- **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*)**
- **W.3.1.d.1 Include an ending statement in a paragraph or topic. (1*,2*,3*,4*)**

- **W.3.4.1 Observe my teacher modeling how to write a story. (I, A)**
- **W.3.4.2 Use graphic organizers to organize my thoughts. (I, A)**

- **W.3.10.1 Write on a topic of choice for enjoyment. (I, A)**
- **W.3.10.2 Write on a regular basis over different amounts of time (daily vs. weekly projects). (I, A)**
- **W.3.10.3 Write for a variety of purposes. (I, A)**
- **W.3.10.4 Write for different audiences. (I, A)**
- **W.3.10.5 Write across all subject areas. (I, A)**

- **SL.3.1.1 Work in different size groups (one-on-one, small group, etc.). (I, A)**
- **SL.3.1.2 Participate in a group discussion. (I, A)**

- **SL.3.1.a.1 Come to the group discussion prepared. (I, A)**
- **SL.3.1.a.2 Read and study the material needed for the discussion. (I, A)**
- **SL.3.1.a.3 Use the information I read plus information I already know to talk about the topic. (I, A)**
- **SL.3.1.b.1 Follow the group rules (common courtesy rules, turn taking, etc.). (I, A)**
- **SL.3.1.b.2 Show my understanding by explaining it in my own words after the discussion. (I, A)**
- **SL.3.1.c.1 Stay on topic. (I, A)**
- **SL.3.1.c.2 Make comments that relate to the comments of others. (I, A)**
- **SL.3.1.c.3 Ask questions to check my understanding of the information given. (I, A)**

- **L.3.2.1 Correctly spell sight words and other spelling words. (I, A)**
- **L.3.2.e.1 Add endings to words (suffixes). (I, A)**
- **L.3.2.f.1 Use spelling patterns when writing words (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts). (I, A)**