



# **English Language Arts**

## **Grade 3**

**2020-2021**

**Aligned with Ohio's Learning Standards  
for English Language Arts (2017)**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Link to the [ELA Framework](#)
- Quarterly Standards/Learning Targets by Strand and Topic



### Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Focus Standards/Learning Targets
- Strands and Topics
- Timeframes
- Essential Understandings
- Strategies and Activities
- Assessment Guidelines



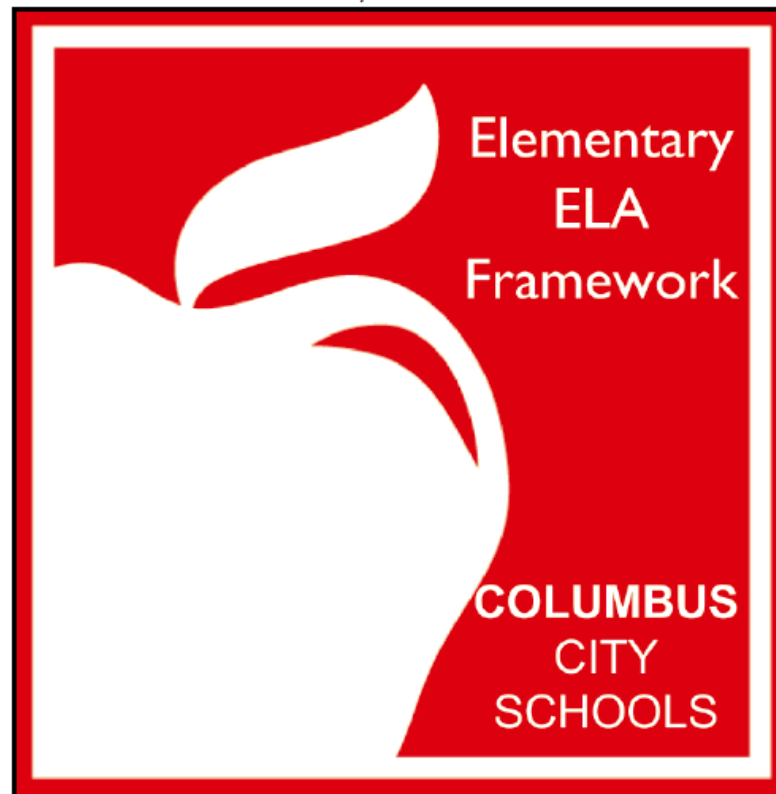
### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides links for standards-based instructional resources, including:

- Unpacked Standards / Clear Learning Targets;
- [ODE Model Curriculum](#)
- Vertical Alignment of Standards

## Elementary ELA Framework

[Link to CCS ELA Framework](#)



## Year-at-a-Glance

### Grading Period I

Grading Period I	Strand	Topic	Topic	Topic	Topic
	<b>Reading</b>	<b>Key Ideas and Details</b> R.L. 3.1, R.L.3.2, R.L.3.3 R.I. 3.1, R.I. 3.2, R.I. 3.3	<b>Craft and Structure</b> R.L. 3.4, R.L.3.5, R.I. 3.4, R.I. 3.5	<b>Integration of Knowledge and Ideas</b> R.L. 3.7, R.L.3.9 R.I. 3.7, R.I. 3.9	<b>Range of Reading and Text Complexity</b> R.L. 3.10 R.I. 3.10
	<b>Writing</b>	<b>Text Types and Purposes</b> W.3.2, W.3.3	<b>Production and Distribution of Writing</b> W.3.4, W.3.5, W.3.6	<b>Research to Build and Present Knowledge</b> W.3.7, W.3.8	<b>Range of Writing</b> W.3.10
	<b>Language</b>	<b>Conventions of Standard English</b> L.3.1, L.3.2	<b>Knowledge of Language</b> L.3.3	<b>Vocabulary Acquisition and Use</b> L.3.4, L.3.5, L.3.6	
	<b>Speaking &amp; Listening</b>	<b>Comprehension and Collaboration</b> SL.3.1, SL.3.2, SL.3.3	<b>Presentation of Knowledge and Ideas</b> SL.3.4, SL.3.5, SL.3.6		
	<b>Foundational Skills</b>				<b>Fluency</b> RF.2.3, RF.3.4

## Year-at-a-Glance

### Grading Period 2

Grading Period 2	Strand	Topic	Topic	Topic	Topic
	<b>Reading</b>	<b>Key Ideas and Details</b> R.L. 3.1, R.L.3.2, R.L.3.3 R.I. 3.1, R.I. 3.2, R.I. 3.3	<b>Craft and Structure</b> R.L. 3.4, R.L.3.5 R.I. 3.4, R.I. 3.5, R.I. 3.6	<b>Integration of Knowledge and Ideas</b> R.L. 3.7, R.L.3.9 R.I. 3.7, R.I. 3.9	<b>Range of Reading and Text Complexity</b> R.L. 3.10 R.I. 3.10
	<b>Writing</b>	<b>Text Types and Purposes</b> W.3.1, W.3.2, W.3.3	<b>Production and Distribution of Writing</b> W.3.4, W.3.5, W.3.6	<b>Research to Build and Present Knowledge</b> W.3.7, W.3.8	<b>Range of Writing</b> W.3.10
	<b>Language</b>	<b>Conventions of Standard English</b> L.3.1, L.3.2	<b>Knowledge of Language</b> L.3.3	<b>Vocabulary Acquisition and Use</b> L.3.4, L.3.5, L.3.6	
	<b>Speaking &amp; Listening</b>	<b>Comprehension and Collaboration</b> SL.3.1, SL.3.2, SL.3.3	<b>Presentation of Knowledge and Ideas</b> SL.3.4, SL.3.5, SL.3.6		
	<b>Foundational Skills</b>				<b>Fluency</b> RF.2.3, RF.3.4

## Year-at-a-Glance

### Grading Period 3

Grading Period 3	Strand	Topic	Topic	Topic	Topic
	<b>Reading</b>	<b>Key Ideas and Details</b> R.L. 3.1, R.L.3.2, R.L.3.3 R.I. 3.1, R.I. 3.2, R.I. 3.3	<b>Craft and Structure</b> R.L. 3.4, R.L.3.5, R.L.3.6 R.I. 3.4, R.I. 3.5, R.I. 3.6	<b>Integration of Knowledge and Ideas</b> R.L. 3.7, R.L.3.9 R.I. 3.7, R.I. 3.9	<b>Range of Reading and Text Complexity</b> R.L. 3.10 R.I. 3.10
	<b>Writing</b>	<b>Text Types and Purposes</b> W.3.1, W.3.2, W.3.3	<b>Production and Distribution of Writing</b> W.3.4, W.3.5, W.3.6	<b>Research to Build and Present Knowledge</b> W.3.7, W.3.8	<b>Range of Writing</b> W.3.10
	<b>Language</b>	<b>Conventions of Standard English</b> L.3.1, L.3.2	<b>Knowledge of Language</b> L.3.3	<b>Vocabulary Acquisition and Use</b> L.3.4, L.3.5, L.3.6	
	<b>Speaking &amp; Listening</b>	<b>Comprehension and Collaboration</b> SL.3.1, SL.3.2, SL.3.3	<b>Presentation of Knowledge and Ideas</b> SL.3.4, SL.3.5, SL.3.6		
	<b>Foundational Skills</b>				<b>Fluency</b> RF.2.3, RF.3.4

## Year-at-a-Glance

### Grading Period 4

Grading Period 4	Strand	Topic	Topic	Topic	Topic
	<b>Reading</b>	<b>Key Ideas and Details</b> R.L. 3.1, R.L.3.2, R.L.3.3 R.I. 3.1, R.I. 3.2, R.I. 3.3	<b>Craft and Structure</b> R.L. 3.4, R.L.3.5, R.L.3.6 R.I. 3.4, R.I. 3.5, R.I. 3.6	<b>Integration of Knowledge and Ideas</b> R.L. 3.7, R.L.3.9 R.I. 3.7, R.I. 3.9	<b>Range of Reading and Text Complexity</b> R.L. 3.10 R.I. 3.10
	<b>Writing</b>	<b>Text Types and Purposes</b> W.3.1, W.3.2, W.3.3	<b>Production and Distribution of Writing</b> W.3.4, W.3.5, W.3.6	<b>Research to Build and Present Knowledge</b> W.3.7, W.3.8	<b>Range of Writing</b> W.3.10
	<b>Language</b>	<b>Conventions of Standard English</b> L.3.1, L.3.2	<b>Knowledge of Language</b> L.3.3	<b>Vocabulary Acquisition and Use</b> L.3.4, L.3.5, L.3.6	
	<b>Speaking &amp; Listening</b>	<b>Comprehension and Collaboration</b> SL.3.1, SL.3.2, SL.3.3	<b>Presentation of Knowledge and Ideas</b> SL.3.4, SL.3.5, SL.3.6		
	<b>Foundational Skills</b>				<b>Fluency</b> RF.2.3, RF.3.4

## Scope and Sequence

**Standards:** The standards are listed for the grading period and linked to the Clear Learning Targets for the corresponding strand.

**Focus Standards:** The standards that will be explicitly taught and assessed; focus standards require greater emphasis and are selected based on literacy research and developmental progressions.

**Supporting Standards:** Additional standards to be taught that align with and support mastery of the focus standards.

**Essential Understandings:** Synthesizes what the students should understand - not just know and do - empowering them to connect concepts and knowledge across contents and grades.

**Strategies/Activities:** “suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.” Further explanation for these strategies can be found on [Ohio’s Model Curriculum](#).

**Assessment Guidance:** Examples of assessments for the standard and lin (e.g. formative and summative assessments, performance tasks, entry and exit tickets, Venn Diagrams/graphic organizers, student journals, checklists).

**\* Indicates priority instructional content for 3rd grade.**

 indicates a clickable link.

**Grading Period I****Reading****Literature**

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.

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.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.6 Describe the difference between points of view in texts, particularly first- and third-person narration.

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., emphasize aspects of a character or setting).

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).

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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**Informational**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Analyze informational text development.

a. Determine the main idea of a text.

b. Retell the key details and explain how they support the main idea.

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.

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.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own perspective from that of the author of a text.

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).

RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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.

### **Writing**

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.

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 to aid comprehension, if needed.
- 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.

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.

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.)

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.)

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.

W.3.7 Conduct short research projects that build knowledge about a topic.

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.

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.

### **Speaking and Listening**

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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 texts under discussion).
- c. Ask questions to check understanding of information, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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 understandable pace.

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.

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 for specific expectations.)

### **Language**

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 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 to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- Capitalize appropriate words in titles.
  - Use commas in addresses.
  - Use commas and quotation marks in dialogue.
  - Form and use possessives.
  - Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
- Choose words and phrases for effect.\*
  - Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**
- Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.**
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 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).**

### **Foundational Skills**

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- Identify and know the meaning of the most common prefixes and derivational suffixes.
  - Decode words with common Latin suffixes.

c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-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.

**9 weeks**

Grading Period I	Focus Standards	Essential Understandings	Strategies/Activities <small>*Adapted from <a href="#">ODE Model Curriculum</a>: explanation for these strategies can be found in Ohio's Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.</small>
	<a href="#">RL.3.1</a>	<ul style="list-style-type: none"> <li>Ask and answer questions (who, what, when, why, where)</li> <li>Locate information/details in text</li> <li>Refer to text for answer</li> <li>Synthesize information about in text in order to answer questions about the text</li> </ul>	<ul style="list-style-type: none"> <li>QAR</li> <li>Think Aloud</li> <li>Comprehension Monitoring</li> <li>Retelling Stories</li> <li>Make a Scene</li> <li>Becoming Characters from a Text</li> <li>Story Maps</li> <li>Character Silhouettes</li> </ul>	<ul style="list-style-type: none"> <li>Exit Slips</li> <li>Foldable Chart</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.2</a>	<ul style="list-style-type: none"> <li>Retell stories in sequential order</li> <li>Distinguish different genre: fables, folktales, myths</li> <li>Determine the central message, lesson, or moral of a story</li> <li>Explain how the central message, lesson, or moral is conveyed through key details</li> </ul>		<ul style="list-style-type: none"> <li>Groups of students read different cultural versions of a traditional folktale or fable.               <ul style="list-style-type: none"> <li>After reading students orally summarize what they read to the group.</li> <li>As a group, work together to identify the central message, moral or lesson present in all the stories using key details from their different stories.</li> <li>Create a graphic organizer where the central message is listed in the center, with spokes coming out for each different story. In those bubbles, students will list the culture of the story through key details.</li> </ul> </li> </ul> <p>Evaluate students on their ability to determine the central message, lesson or moral as well as identify key details.</p>

				<ul style="list-style-type: none"> <li>Students read a fable, folktale or myth.               <ul style="list-style-type: none"> <li>Make notes as to the central message and key details.</li> <li>Discuss their notes with a partner or small group.</li> <li>Create a graphic novel of the story using pictures and word bubbles, demonstrating knowledge of the central message as</li> <li>Bind and made available for other students to read during independent reading.</li> </ul> </li> </ul> <p>Students are evaluated on their ability to show the central message and key details.</p> <ul style="list-style-type: none"> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.3</a>	<ul style="list-style-type: none"> <li>Understand the sequence of events in a story</li> <li>Identify major/minor characters</li> <li>Describe characters by citing their traits, motivations, and emotions</li> <li>Understand and explain how the characters' actions contribute to major and minor events of the story</li> </ul>		<ul style="list-style-type: none"> <li><b>Who am I?:</b> Students read various short stories.               <ul style="list-style-type: none"> <li>They create a "Who am I?" paragraph with clues about the characters traits, motivations and actions in the story.</li> <li>Students first write clues on strips of paper, organize them from general to specific, and write them out in that order and read them aloud.</li> <li>Other students listen and guess</li> </ul> </li> </ul>

			<p>who is described.</p> <ul style="list-style-type: none"> <li>Students read a story in a small group.               <ul style="list-style-type: none"> <li>Each student then creates a poster including a drawing of a character described in the story.</li> <li>Around the picture students add words or phrases that describe the characters feelings, traits, and motivations and how their actions contributed to the sequence of events in the story.</li> <li>Students collaborate with teammates to ensure each poster has similar attributes.</li> <li>Finally, students make a brief presentation as a group, with each child explaining his character.</li> <li>After the presentation, the class can discuss and evaluate the presentations.</li> </ul> </li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RL.3.4</a>	<ul style="list-style-type: none"> <li>Distinguish between words, phrases, and sentences</li> <li>Determine word and phrase meaning through context</li> <li>Distinguish between literal and nonliteral language</li> </ul>	<ul style="list-style-type: none"> <li>Author Studies</li> <li>Compare Folk Literature</li> <li>Music as Text</li> <li>Literal vs. Nonliteral Meanings</li> </ul>	<ul style="list-style-type: none"> <li>Students read an assigned text, focusing on targeted vocabulary words.               <ul style="list-style-type: none"> <li>After reading the text, they create note cards for the targeted words with a personal definition.</li> <li>After the definition, they defend</li> </ul> </li> </ul>

			<p>it by noting what words or phrases in the assigned text lead them to this definition. (Allow for prior knowledge and familiar root word recognition).</p> <p>Students are evaluated on their ability to accurately determine the meaning of the targeted text vocabulary.</p> <ul style="list-style-type: none"> <li>Students read from a text where the teacher has underlined vocabulary words.           <ul style="list-style-type: none"> <li>They re-read and highlight where they feel the information is found to determine the meaning of the word, by strategies such as a literal definition, a synonym, antonym, or a less direct, non-literal approach. When complete, students,</li> <li>in small groups, compare where they found the meaning in the text and agree on what the words mean. The teacher evaluates students on what they highlight as well as their discussion.</li> </ul> </li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.5</a>	<ul style="list-style-type: none"> <li>Understand differences between story,drama, and poem and their</li> </ul>	<ul style="list-style-type: none"> <li>The teacher reads aloud from a grade appropriate novel to the class</li> </ul>

	<p>parts (chapter, scene, stanza)</p> <ul style="list-style-type: none"> <li>• Use vocabulary particular to each genre when speaking or writing</li> <li>• Describe how each part builds upon earlier sections when discussing or writing about story, drama, or poems</li> </ul>		<p>or a small group.</p> <ul style="list-style-type: none"> <li>○ Students create a doodle (pictures and words) of the chapter as they listen.</li> <li>○ They do this for each chapter, referring to the key ideas and how they build on information from earlier chapters.</li> <li>○ At the conclusion of the book, students will write or orally describe how each part (chapter) built on the previous ones to tell the story.</li> </ul> <p>Students are evaluated on their ability to describe how each successive chapter builds on earlier chapters.</p> <ul style="list-style-type: none"> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RL.3.6</a>	<ul style="list-style-type: none"> <li>• Understand point of view</li> <li>• Know what is meant by “first person”</li> <li>• Know what is meant by “third person”</li> <li>• Distinguish between one’s own point of view and another’s</li> </ul>		<ul style="list-style-type: none"> <li>• <b>In Other Words:</b> Students read a story written in first person.             <ul style="list-style-type: none"> <li>○ They create a T chart with the main character’s name on one side and their name on the other.</li> <li>○ On the main character’s side they list three to five significant events in the story and the way the character responded to them.</li> <li>○ On the other side of the chart, they list their reactions to those same events.</li> </ul> </li> </ul>

			<p>Students are evaluated by their ability to present their own point of view on the events of the story.</p> <ul style="list-style-type: none"> <li>● <b>In My View:</b> Students read one of the many alternate stories, such as <i>The True Story of the 3 Little Pigs</i>. Students rewrite the story from their point of view.</li> </ul> <p>Students are evaluated on their ability to distinguish their point of view from that of the original story teller.</p> <ul style="list-style-type: none"> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RL.3.7</a>	<ul style="list-style-type: none"> <li>● Understand character, plot, setting</li> <li>● Recognize how illustrations contribute to a story</li> <li>● Explain how illustrations contribute to what is conveyed in words in the text to create mood and describe character or setting</li> </ul>	<ul style="list-style-type: none"> <li>● Character Frames</li> <li>● Question Stems and Prompts to Teach Illustrations</li> <li>● Timelines</li> <li>● Caldecott Reading Study</li> <li>● Character Mapping</li> <li>● Semantic Feature Analysis</li> <li>● Venn Diagrams</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Sensory Connections:</b> Select texts that convey a certain mood. <ul style="list-style-type: none"> <li>○ Have students create a T-chart. At the top write words on one side and illustrations on the other side.</li> <li>○ From the text, students choose the specific words or phrases in the text that appeal to the senses and write it on the chart.</li> <li>○ Students then look for the ways the illustrator may have depicted those words and put a description on the other side of the chart.</li> </ul> </li> <li>● Weekly and Module assessments</li> </ul>

			from <i>Into Reading</i> .
<a href="#">RL.3.10</a>	<ul style="list-style-type: none"><li>● Recognize genre in literature, including stories, dramas, and poetry</li><li>● Read independently and proficiently at the high end of the 2-3 grade complexity band</li><li>● Comprehend literature read at the high end of the 2- 3 grade complexity band</li></ul>	<ul style="list-style-type: none"><li>● QAR-Question Answer Relationship</li><li>● Independent Reading</li><li>● Literature Circles/Book Clubs</li><li>● Socratic Seminar</li><li>● Paired Reading Tutors</li><li>● Predictions and Connections</li><li>● Reading Conferences</li></ul>	<ul style="list-style-type: none"><li>● 3-2-1: Have students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</li><li>● Running Records</li><li>● Reading Conferences</li><li>● Weekly and Module assessments from <i>Into Reading</i>. Weekly and Module assessments from <i>Into Reading</i>.</li></ul>
<a href="#">RI.3.1</a>	<ul style="list-style-type: none"><li>● Form and ask questions</li><li>● Understand the details in the text</li><li>● Answer questions that demonstrate understanding such as who, what, when, where and why Refer to text for answers</li></ul>	<ul style="list-style-type: none"><li>● Questioning the Text</li><li>● Exploring Cause and Effect</li><li>● Four-Square Graphic Organizer</li><li>● Flip It Around</li><li>● QAR-Question Answer Relationship</li><li>● Anchor Charts</li></ul>	<ul style="list-style-type: none"><li>● <b>Jeopardy Game:</b> Prepare a set of answers at various levels on a section of text or a collection of texts.<ul style="list-style-type: none"><li>○ Students take turns on teams giving the question, with evidence from the text. They must locate the information in the text before answering.</li><li>○ For students who struggle with gathering information, some of the answers or hints might be provided to guide their reading.</li><li>○ Advanced students might be given the more challenging answers or they could create some of the answers for the game.</li></ul></li><li>● <b>Exit Slip.</b> Teachers will ask one or</li></ul>

			<p>two key questions at the conclusion of a reading or research activity. Responses will be based on information from the text.</p> <ul style="list-style-type: none"> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.2</a>	<ul style="list-style-type: none"> <li>• Determine the main idea of informational text</li> <li>• Recount the key details</li> <li>• Explain how the key details support the main idea</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Defend:</b> Groups of students read different passages. <ul style="list-style-type: none"> <li>○ Students work together to create signs for the main idea and the key details of their selection.</li> <li>○ The student holding the main idea sign then presents it to the class and defends their choice.</li> <li>○ Each of the students holding a key detail sign defends how their key detail supports the main idea.</li> </ul> </li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.3</a>	<ul style="list-style-type: none"> <li>• Be able to describe relationship</li> <li>• Identify historical events and scientific ideas</li> <li>• Be able to sequence steps in a procedure</li> <li>• Use the language of time, such as: long ago, in this decade, century, in the future</li> <li>• Use language of cause and effect</li> <li>• Understand a “series of events” and “steps in a procedure”</li> <li>• Describe the impact an early event</li> </ul>		<ul style="list-style-type: none"> <li>• Have students read a historical selection. <ul style="list-style-type: none"> <li>○ Have students list three to five key events on separate note cards, referring to the text.</li> <li>○ A student can then rearrange the cards, exchange with a classmate who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally.</li> </ul> </li> </ul>

		had on something that happened later in the text		<ul style="list-style-type: none"><li>● Have students read the procedures for a science experiment.<ul style="list-style-type: none"><li>○ Have students list the procedures on separate note cards.</li><li>○ A student can then rearrange the cards, exchange with a classmate who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally.</li></ul></li><li>● Weekly and Module assessments from <i>Into Reading</i>.</li></ul>
<a href="#">RI.3.4</a>	<ul style="list-style-type: none"><li>● Understand that words may have multiple meaning</li><li>● Use root words, Latin and Greek suffixes and prefixes, to determine the meaning of academic words used in science, history/social studies</li><li>● Understand that words may be used as figurative language</li><li>● Use antonyms and synonyms as clues to find the meaning of grade level words</li></ul>	<ul style="list-style-type: none"><li>● Context Clues</li><li>● Determining the Meaning of Academic and Content-Specific Words and Phrases</li><li>● Write Sentences Using Nonsense Words</li><li>● Diagramming Text Features</li><li>● Author's Perspective</li></ul>	<ul style="list-style-type: none"><li>● <b>Exit slip.</b> List the two or three key terms from the text.<ul style="list-style-type: none"><li>○ Ask students to explain what each word means and where in the reading can they show this to be true.</li><li>○ Students will justify their answers with evidence.</li></ul></li><li>● <b>Peer assessment.</b> Students exchange their assignments and evaluate each others' work.<ul style="list-style-type: none"><li>○ Have students discuss their conclusions.</li><li>○ Teachers listen for use of valid arguments and accurate understanding of the terms.</li></ul></li><li>● Weekly and Module assessments from <i>Into Reading</i>.</li></ul>	

<a href="#">RI.3.5</a>	<ul style="list-style-type: none"> <li>• Understand basic keyboarding skills</li> <li>• Understand internet usage</li> <li>• Determine relevant information</li> <li>• Understand the importance of keywords</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Sticky Notes:</b> Give students sticky notes. <ul style="list-style-type: none"> <li>○ Have students put the sticky note on the page that contains the text feature.</li> <li>○ On the sticky note students will explain how it would be helpful.</li> </ul> </li> <li>• <b>Search:</b> Given a topic, allow students to work in pairs for a predetermined amount of time to find information using the internet. <ul style="list-style-type: none"> <li>○ Have them create a resource page on the topic, complete with websites and hyperlinks.</li> <li>○ Discuss with the students what they did to create their resource page using the internet.</li> <li>○ Assess their understanding of technology features and search tools using a rubric.</li> </ul> </li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.7</a>	<ul style="list-style-type: none"> <li>• Understand maps and legends</li> <li>• Understand the importance of pictures and how they relate to text</li> <li>• Understand that informational text gives the where, when, why, and how events occur</li> <li>• Understand that key information is found in the graphics that accompany the text</li> <li>• Explain what they learned from the</li> </ul>	<ul style="list-style-type: none"> <li>• 5 W's Chart</li> <li>• Think Aloud</li> <li>• Compare and Contrast</li> <li>• Picture Walk</li> <li>• Graphical Information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Three facts and a fib.</b> Have students study a map. Then from just the information on the map, write three facts about the area on the map and one fib. <ul style="list-style-type: none"> <li>○ Each student then shows his/her map and the four statements with another student.</li> <li>○ It is the task of the other student to figure out which is the fib.</li> </ul> </li> </ul>

		text		<ul style="list-style-type: none"> <li>Analyzing photographs from a time in history, students create a compare and contrast chart, depicting similarities and differences between the past and present. When speaking or writing, each student will defend his/her thinking.</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RI.3.8</a>	<ul style="list-style-type: none"> <li>Identify facts and details the author has cited as evidence to support his points</li> <li>Identify how one sentence is connected to the sentence before and after it</li> <li>Understand how a concept continues from one paragraph to another</li> <li>Understand cause and effect</li> <li>Understand comparisons</li> <li>Understand the importance of sequencing</li> </ul>		<ul style="list-style-type: none"> <li>Students create a chart with cause at the top of one column and effect on the other.               <ul style="list-style-type: none"> <li>As they read an informational text on a subject such as a scientific discovery or an historical event, students will point out cause and effect situations.</li> </ul> </li> <li>Cut apart three to five sentence strips with events from a historical event or steps to make or build an object.               <ul style="list-style-type: none"> <li>Challenge students to arrange the strips in the correct order.</li> <li>After they have selected the sequence, have them explain/defend the sequence.</li> </ul> </li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RI.3.9</a>	<ul style="list-style-type: none"> <li>Identify the points an author is trying to make</li> </ul>		<ul style="list-style-type: none"> <li>Students read two texts about the same event from different points of view.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify the key details presented</li> <li>Use note-taking to help keep track of key details and important points in a text</li> <li>Compare and contrast the points made in two different texts</li> <li>Name key details and points that are the same or different in two texts</li> </ul>		<ul style="list-style-type: none"> <li>Have them use a compare and contrast chart to record five or more details that are the same in both texts and at least five details that are different.</li> <li>Students create a diagram of the key details from two texts on the same topic. <ul style="list-style-type: none"> <li>In the diagram they indicate key ideas in the center, and then along the sides address the details from each text.</li> </ul> </li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.10</a>	<ul style="list-style-type: none"> <li>Know how to use text features to help comprehend informational text</li> <li>Have experience reading grade level science textbook</li> <li>Have experience reading grade level history/social science textbook</li> <li>Read informational texts independently and proficiently</li> <li>Know how to self-monitor for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Informational Text Scavenger Hunt</li> <li>Fact Versus Fiction</li> <li>3-2-1 Strategy</li> <li>Technical Text</li> <li>Paired Texts</li> </ul>	<ul style="list-style-type: none"> <li>3-2-1: Have students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</li> <li>Running Records</li> <li>Reading Conferences</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">W.3.2</a>	<ul style="list-style-type: none"> <li>Know the difference between writing text to inform or explain</li> <li>Know how to write a topic</li> </ul>	<ul style="list-style-type: none"> <li>Opinion-driven Text/Beginning the Writing Process</li> <li>Defining Fact vs. Opinion</li> </ul>	<ul style="list-style-type: none"> <li>Essay Prompt</li> <li>Checklist</li> <li>Rubric</li> </ul>

CHS SCHOOLS		<ul style="list-style-type: none"><li>sentence</li><li>Know how to group related information together</li><li>Understand the importance of including illustrations</li><li>Use fact, definitions and details to develop a topic</li><li>Use linking words and phrases to connect ideas</li><li>Know how to conclude by using a statement or explanation</li></ul>	<ul style="list-style-type: none"><li>Understanding the Difference between Fact and Opinion</li><li>Identifying Opinion Statements</li><li>OREO Method-Opinion Reason Examples Opinion</li><li>Using Linking Words in Opinion Writing</li><li>Debates- Setting Up Opinion Writing</li><li>Interest Brainstorm</li><li>Career Panel &amp; Reflections</li><li>Twin/Triplet Topics</li><li>Informational Text Features</li><li>Varied Presentation</li><li>Split Screen Notes Strategy</li><li>Brainstorm BME (Beginning, Middle, End)</li><li>Sketch to Stretch</li><li>Simple Technique</li><li>Prewriting Graphic Organizers</li><li>Creating Characters Using Trading Cards</li><li>Using Transitional Words and Phrases</li><li>Comic Strip</li><li>Writing Samples</li><li>Mentor Text</li></ul>	<ul style="list-style-type: none"><li>Use Google Docs to provide feedback on students writing.</li><li>Weekly and Module assessments from <i>Into Reading</i>.</li></ul>
	<a href="#">W.3.3</a>	<ul style="list-style-type: none"><li>Know that a narrative tells a story</li><li>Understand who is telling the story</li><li>Know how to move from one event to another</li><li>Use the characters words to help explain what is happening in the story</li><li>Recognize transitional words</li><li>Understand story elements</li><li>Understand dialogue</li></ul>		<ul style="list-style-type: none"><li>Essay Prompt</li><li>Checklist</li><li>Rubric</li><li>Use Google Docs to provide feedback on students writing.</li><li>Weekly and Module assessments from <i>Into Reading</i>.</li></ul>
SL.3.1	<ul style="list-style-type: none"><li>Work with a partner</li><li>Use rules of conversation</li><li>Reorganize the ideas of others</li><li>Build upon ideas</li></ul>	<ul style="list-style-type: none"><li>Poetry Practice</li><li>Jigsaw</li><li>Beach Ball</li><li>Snowball Discussion</li></ul>	<ul style="list-style-type: none"><li><b>Text Rendering:</b> Have students read an informational text independently. Direct them to highlight or write down sentences</li></ul>	

	<ul style="list-style-type: none"> <li>• Ask questions to check understanding</li> <li>• Offer comments or suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Fishbowl</li> <li>• Concentric Circles</li> <li>• Active Listening Practice</li> <li>• Conversation Chips</li> <li>• Convergence Stations</li> </ul>	<p>they find important or interesting. Place students in a small group and allow them to share a sentence from the text. Next, have each student pick and share a phrase from the sentence shared. Finally, have each student pick one word from the sentence they shared. Direct groups to discuss if the words, phrases, and sentences they chose sum up the main idea of the text. 2W</p>
SL.3.2	<ul style="list-style-type: none"> <li>• Recognize the main ideas presented in text</li> <li>• Recognize supporting details</li> <li>• Understand visual, oral, and digital informational formats</li> <li>• Recognize what information is being conveyed through diverse media such as: graphs, videos and digital resources</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Listening:</b> Have students explain their answers and support it with evidence. Determine if there are any misconceptions.</li> <li>• Checklist</li> <li>• Rubric</li> </ul>
SL.3.3	<ul style="list-style-type: none"> <li>• Identify the reasons a speaker gives to support their argument</li> <li>• Know that facts, examples, explanations can be used as support for an opinion</li> <li>• Infer messages that the speaker implies</li> </ul>		<ul style="list-style-type: none"> <li>• Ask clarifying questions to document student thinking</li> <li>• Checklist</li> <li>• Rubric</li> </ul>
SL.3.4	<ul style="list-style-type: none"> <li>• Understand strategies for organizing a presentation such as: brainstorming, using graphic organizers or thinking maps</li> </ul>		<ul style="list-style-type: none"> <li>• Have students create a short video or screen-casts where they retell a story or recount an experience.</li> <li>• Graphic Organizers</li> </ul>

		<ul style="list-style-type: none"> <li>• Understand organization structure for presentation such as chronologically, problem/solution, cause and effect, before and after</li> <li>• Know that stories are organized with a beginning, middle and end</li> <li>• Understand that text or presentations usually have a theme</li> <li>• Know that reports have an introduction, body with supporting details and a conclusion</li> <li>• Understand that good presentation skills include speaking clearly, having good pacing and making eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• Student Self-Evaluation</li> <li>• Book REcordings</li> <li>• Morning Announcements</li> <li>• Brainstorming</li> <li>• Practice and Revision</li> <li>• I See, I Think, I Wonder</li> <li>• Just a Minute</li> <li>• Podcast</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Rubric</li> </ul>
	SL.3.5	<ul style="list-style-type: none"> <li>• Understand how to use audio equipment</li> <li>• Understand voice, pitch and inflection</li> <li>• Create visual displays such as: legends, charts, graphs, and display boards</li> <li>• Select visuals to add to a poem or story being read</li> </ul>		<ul style="list-style-type: none"> <li>• Flipgrid</li> <li>• Screencast or Vidyad</li> <li>• Diorama</li> <li>• File Folders</li> <li>• Posters</li> <li>• Collage</li> <li>• Booklet</li> <li>• Checklist</li> <li>• Rubric</li> </ul>

SL.3.6	<ul style="list-style-type: none"> <li>• Understand different levels of speech styles</li> <li>• Recognize when formal or informal English is appropriate</li> <li>• Understand that informal speech is used when talking to friends</li> <li>• Use academic, content specific vocabulary when presenting formally</li> <li>• Use complete sentences in formal presentations</li> <li>• Know that when constructing a formal response, Standard English grammar and language convention must be used</li> </ul>		<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Essays/Reports</li> <li>• Letter Writing</li> <li>• Exit Ticket</li> <li>• Checklist</li> <li>• Rubric</li> </ul>
L.3.1	<ul style="list-style-type: none"> <li>• Write legibly using cursive or joined italics</li> <li>• Know the rules that govern common grammar Understand subject/verb agreement</li> <li>• Recognize and write simple, compound, and complex sentences</li> <li>• Understand comparative and superlative</li> </ul>	<ul style="list-style-type: none"> <li>• Noun Walk</li> <li>• Do This, Not That</li> <li>• Adverb Charades Team</li> <li>• Assistance with High Frequency Words</li> <li>• Suffix Popsicles</li> <li>• Photography</li> <li>• Adjective Silhouette</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Exit Tickets</li> <li>• Graphic Organizers</li> <li>• Quiz</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

L.3.2	<ul style="list-style-type: none"> <li>• Understand the use of quotation marks to denote that someone is speaking or quoting from the text</li> <li>• Understand the use of commas in dialogue</li> <li>• Identify complete sentences and independent clauses</li> <li>• Understand the use of capital letters at the beginning of a sentence, titles, and proper names</li> <li>• Use spelling patterns, word roots, affixes, syllable construction</li> <li>• Use dictionaries or digital media to look for the correct spelling of a word</li> </ul>		<ul style="list-style-type: none"> <li>• Narrative Story</li> <li>• Report</li> <li>• Letter Writing</li> <li>• Dictionary Dig</li> <li>• Quiz</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
L.3.3	<ul style="list-style-type: none"> <li>• Understand basic punctuation rules</li> <li>• Understand basic capitalization rules</li> <li>• Understand basic grammar rules</li> <li>• Recognize that words have differences or shades of meaning</li> <li>• Know that punctuation like commas, exclamation, and question marks, can be used for effect</li> <li>• Distinguish between situations that call for formal English and those where informal English is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Dead Word Graveyard</li> <li>• Punctuation Dictation</li> <li>• Vigorous Verbs</li> <li>• Change Your Words Hunt</li> <li>• Four Star Sentences</li> <li>• Beginnings and Endings</li> </ul>	<ul style="list-style-type: none"> <li>• Journals or notebook prompts</li> <li>• Narrative Story</li> <li>• Quiz</li> <li>• Exit tickets</li> <li>• Letter Writing</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

L.3.4	<ul style="list-style-type: none"> <li>• Understand context clues help provide clues to word or phrase meaning</li> <li>• Identify the most common Greek and Latin affixes and roots</li> <li>• Know how to use a textbook glossary</li> <li>• Access reference materials to help determine the precise meaning of key words</li> <li>• Use a print or digital dictionary to locate definitions of key words or phrases</li> <li>• Identify alternate word choices using print or digital thesauruses or dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Snowstorm</li> <li>• Why should I Care?</li> <li>• Out of Sorts</li> <li>• Homograph Hitch</li> <li>• Linear Arrangements</li> <li>• Root-A-Word</li> <li>• Frayer Model</li> <li>• Dictionary Hunt</li> <li>• Vocabsury atoll</li> <li>• All For One</li> <li>• Smile Self-Portrait</li> <li>• Semantic Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• Frayer Model</li> <li>• Dictionary Dig</li> <li>• Quiz</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
L.3.5	<ul style="list-style-type: none"> <li>• Understand context clues help provide clues to word or phrase meaning</li> <li>• Identify the most common Greek and Latin affixes and roots</li> <li>• Know how to use a textbook glossary</li> <li>• Access reference materials to help determine the precise meaning of key words</li> <li>• Use a print or digital dictionary to locate definitions of key words or phrases</li> <li>• Identify alternate word choices</li> </ul>		<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Exit Tickets</li> <li>• Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer.</li> <li>• Quiz</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

	using print or digital thesauruses or dictionaries		
<a href="#">RF.3.3</a>	<ul style="list-style-type: none"> <li>Understand that meaningful chunks can be added to words to change their meaning</li> <li>Understand that prefixes are added to the beginning of the word</li> <li>Know the meaning of common prefixes such as <i>re-</i>; <i>un-</i>; <i>dis-</i>; etc.</li> <li>Understand that suffixes are added to the ending of a word</li> <li>Recognize the derivational suffixes, <i>ly-</i>; <i>-ish</i>; <i>-hood</i>; <i>-ful</i>; <i>ness</i>; <i>ment</i>; etc, and how they change the meaning of a word</li> <li>Recognize common Latin suffixes, such as <i>-ment</i>; <i>-ation</i>, <i>-ly</i>, <i>-able/ible</i>; etc.</li> <li>Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multisyllabic words</li> <li>Know and read fluently regularly spelled words</li> </ul>	<ul style="list-style-type: none"> <li>Sort by Affix</li> <li>Syllabication</li> <li>Affix Practice</li> <li>SIP Strategy</li> <li>Spot and Dot Strategy</li> <li>Prefix Practice</li> <li>Silly Word Prefix Sound Off</li> <li>DISSECT Strategy</li> <li>Making New Words</li> </ul>	<ul style="list-style-type: none"> <li>Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer.</li> <li>Chalkboard Splash: Have students respond to a prompt/question on the board at the same time. Discuss similarity and differences of responses and allow students to share evidence for their response.</li> <li>Quiz</li> <li>Exit Ticket</li> </ul>
<a href="#">RF.3.4</a>	<ul style="list-style-type: none"> <li>Set a purpose for reading</li> <li>Use expression when reading</li> <li>Use strategies for self-correction</li> <li>Recognize when they become confused or have lost the meaning of the text</li> <li>Skim the text</li> <li>Re-read for fluency and</li> </ul>	<ul style="list-style-type: none"> <li>Transfer to Text Process</li> <li>Student-Adult Reading</li> <li>Choral Reading</li> <li>Audio-Assisted Reading</li> <li>Partner Reading</li> <li>Readers Theatre</li> <li>Repeated Reading</li> <li>Folding In</li> </ul>	<ul style="list-style-type: none"> <li>Reading Conference</li> <li>Running Record</li> <li>Screencast</li> <li>Flipgrid</li> </ul>

		comprehension <ul style="list-style-type: none"> <li>• Self-monitor for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency Development</li> <li>• Chunking</li> <li>• Poetry for Fluency</li> <li>• Pocket Poems</li> </ul>	
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Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3. \* Indicates priority instructional content for 3rd grade.

Grading Period 1		Module 1 Week 1	Module 1 Week 2	Module 1 Week 3	Module 2 Week 1	Module 2 Week 2	Module 2 Week 3	Module 3 Week 1	Module 3 Week 2	Module 3 Week 3
Reading	Focus Standards	RL.3.1* <b>RL.3.2</b> <b>RL.3.3</b> RL.3.4* <b>RL.3.6</b> RL.3.10* RI.3.10*	<b>RL.3.1*</b> RL.3.2 <b>RL.3.3</b> RL.3.4* RL.3.10* RI.3.10*	<b>RL.3.1*</b> <b>RL.3.2</b> RL.3.3 RL.3.4* <b>RL.3.6</b> <b>RL.3.7</b> RL.3.10*	RL.3.1* RL.3.2 <b>RL.3.3</b> RL.3.4* <b>RL.3.6</b> <b>RL.3.7</b> RL.3.10*	<b>RL.3.5</b> RL.3.10* RI.3.1* RI.3.2 RI.3.3 RI.3.4* <b>RI.3.5</b> RI.3.10*	RL.3.1* RL.3.2 <b>RL.3.3</b> RL.3.4* <b>RL.3.5</b> <b>RL.3.6</b> RL.3.10* RI.3.10*	RI.3.1* <b>RI.3.2</b> <b>RI.3.3</b> RI.3.4* <b>RI.3.5</b> <b>RI.3.7</b> RI.3.10*	RI.3.1* RI.3.2 <b>RI.3.3</b> <b>RI.3.4*</b> <b>RI.3.8</b> RI.3.10* RL.3.10*	<b>RI.3.1*</b> <b>RI.3.2</b> RI.3.3 RI.3.4* RI.3.9 RI.3.10* RL.3.10*
	Supporting Standards	RI.3.1* RI.3.2 RI.3.3 RI.3.4*	RI.3.1* RI.3.2 RI.3.3 RI.3.4*	RI.3.1* RI.3.2 RI.3.3 RI.3.4* RI.3.10*	RI.3.1* RI.3.2 RI.3.3 RI.3.4* RI.3.10*	RL.3.1* RL.3.2 RL.3.3 RL.3.4*	RI.3.1* RI.3.2 RI.3.3 RI.3.4*	RL.3.1* RL.3.2 RL.3.3 RL.3.4* RL.3.10*	RL.3.1* RL.3.2 RL.3.3 RL.3.4*	RL.3.1* RL.3.2 RL.3.3 RL.3.4*
Writing	Focus Standards	<b>W.3.3</b>	<b>W.3.3</b>	<b>W.3.3</b>	<b>W.3.3</b>	<b>W.3.3</b>	<b>W.3.3</b>	<b>W.3.2</b>	<b>W.3.2</b>	<b>W.3.2</b>
	Supporting Standards	W.3.4 W.3.8* W.3.10	W.3.5 W.3.8* W.3.10	W.3.6 W.3.8* W.3.10	W.3.4 W.3.8* W.3.10	W.3.5 W.3.8* W.3.10	W.3.6 W.3.8* W.3.10	W.3.7 W.3.8* W.3.10	W.3.5 W.3.8* W.3.10	W.3.6 W.3.8* W.3.10
Speaking and Listening	Focus Standards	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6
	Supporting Standards									

	Supporting Standards									
<b>Language</b>	Focus Standards	<b>L.3.1</b> <b>L.3.4*</b>	<b>L.3.2</b> <b>L.3.3</b> <b>L.3.4*</b> <b>L.3.5*</b>	<b>L.3.1</b> <b>L.3.2</b> <b>L.3.4*</b>	<b>L.3.1</b> <b>L.3.2</b> <b>L.3.4*</b> <b>L.3.5*</b>	<b>L.3.2</b> <b>L.3.4*</b> <b>L.3.5*</b>	<b>L.3.1</b> <b>L.3.2</b> <b>L.3.4*</b>	<b>L.3.1</b> <b>L.3.4*</b>	<b>L.3.2</b> <b>L.3.4*</b>	<b>L.3.1</b> <b>L.3.4*</b>
	Supporting Standards	L.3.2 L.3.5* L.3.6*	L.3.6*	L.3.5* L.3.6*	L.3.6*	L.3.6*	L.3.1 L.3.5* L.3.6*	L.3.2 L.3.3 L.3.5* L.3.6*	L.3.5* L.3.6*	L.3.5* L.3.6*
<b>Foundational Skills</b>	Focus Standards	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*
	Supporting Standards									

**Grading Period 2****Reading****Literature**

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.

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.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.6 Describe the difference between points of view in texts, particularly first- and third-person narration.

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., emphasize aspects of a character or setting).

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).

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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**Informational**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Analyze informational text development.

a. Determine the main idea of a text.

b. Retell the key details and explain how they support the main idea.

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.

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.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own perspective from that of the author of a text.

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).

RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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.

### **Writing**

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.

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 to aid comprehension, if needed.
- 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.

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.

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.)

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.)

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.

W.3.7 Conduct short research projects that build knowledge about a topic.

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.

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.

## Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- 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.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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 understandable pace.

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.

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 for specific expectations.)

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

- i. Produce simple, compound, and complex sentences.
- 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, 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.
- 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.
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 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).
- 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).

### **Foundational Skills**

- 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 multisyllabic words. d. Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-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.

9 weeks				
Grading Period 2	Focus Standards	Essential Understandings	Strategies/Activities	Assessment Guidance
			*Adapted from <a href="#">ODE Model Curriculum</a> : explanation for these strategies can be found in Ohio's Model Curriculum document linked above.	*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.
	<a href="#">RL.3.1</a>	<ul style="list-style-type: none"> <li>Ask and answer questions (who, what, when, why, where)</li> <li>Locate information/details in text</li> <li>Refer to text for answer</li> <li>Synthesize information about in text in order to answer questions about the text</li> </ul>	<ul style="list-style-type: none"> <li>QAR</li> <li>Think Aloud</li> <li>Comprehension Monitoring</li> <li>Retelling Stories</li> <li>Make a Scene</li> <li>Becoming Characters from a Text</li> <li>Story Maps</li> <li>Character Silhouettes</li> </ul>	<ul style="list-style-type: none"> <li>Exit Slips</li> <li>Foldable Chart</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.2</a>	<ul style="list-style-type: none"> <li>Retell stories in sequential order</li> <li>Distinguish different genre: fables, folktales, myths</li> <li>Determine the central message, lesson, or moral of a story</li> <li>Explain how the central message, lesson, or moral is conveyed through key details</li> </ul>		<ul style="list-style-type: none"> <li>Groups of students read different cultural versions of a traditional folktale or fable.               <ul style="list-style-type: none"> <li>After reading students orally summarize what they read to the group.</li> <li>As a group, work together to identify the central message, moral or lesson present in all the stories using key details from their different stories.</li> <li>Create a graphic organizer where the central message is listed in the center, with spokes coming out for each different story. In those bubbles, students will list the culture of the story through key details.</li> </ul> </li> </ul> <p>Evaluate students on their ability to</p>

				<p>determine the central message, lesson or moral as well as identify key details.</p> <ul style="list-style-type: none"> <li>Students read a fable, folktale or myth. <ul style="list-style-type: none"> <li>Make notes as to the central message and key details.</li> <li>Discuss their notes with a partner or small group.</li> <li>Create a graphic novel of the story using pictures and word bubbles, demonstrating knowledge of the central message as</li> <li>Bind and made available for other students to read during independent reading.</li> </ul> </li> </ul> <p>Students are evaluated on their ability to show the central message and key details.</p> <ul style="list-style-type: none"> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.3</a>	<ul style="list-style-type: none"> <li>Understand the sequence of events in a story</li> <li>Identify major/minor characters</li> <li>Describe characters by citing their traits, motivations, and emotions</li> <li>Understand and explain how the characters' actions contribute to major and minor events of the story</li> </ul>		<ul style="list-style-type: none"> <li><b>Who am I?:</b> Students read various short stories. <ul style="list-style-type: none"> <li>They create a "Who am I?" paragraph with clues about the characters traits, motivations and actions in the story.</li> <li>Students first write clues on strips of paper, organize them from general to specific, and</li> </ul> </li> </ul>

				<p>write them out in that order and read them aloud.</p> <ul style="list-style-type: none"> <li>Other students listen and guess who is described.</li> </ul> <ul style="list-style-type: none"> <li>Students read a story in a small group.           <ul style="list-style-type: none"> <li>Each student then creates a poster including a drawing of a character described in the story.</li> <li>Around the picture students add words or phrases that describe the characters feelings, traits, and motivations and how their actions contributed to the sequence of events in the story.</li> <li>Students collaborate with teammates to ensure each poster has similar attributes.</li> <li>Finally, students make a brief presentation as a group, with each child explaining his character.</li> <li>After the presentation, the class can discuss and evaluate the presentations.</li> </ul> </li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.4</a>	<ul style="list-style-type: none"> <li>Distinguish between words, phrases, and sentences</li> <li>Determine word and phrase meaning through context</li> <li>Distinguish between literal and</li> </ul>	<ul style="list-style-type: none"> <li>Author Studies</li> <li>Compare Folk Literature</li> <li>Music as Text</li> <li>Literal vs. Nonliteral Meanings</li> </ul>	<ul style="list-style-type: none"> <li>Students read an assigned text, focusing on targeted vocabulary words.           <ul style="list-style-type: none"> <li>After reading the text, they create note cards for the</li> </ul> </li> </ul>

		nonliteral language		<p>targeted words with a personal definition.</p> <ul style="list-style-type: none"> <li>○ After the definition, they defend it by noting what words or phrases in the assigned text lead them to this definition. (Allow for prior knowledge and familiar root word recognition).</li> </ul> <p>Students are evaluated on their ability to accurately determine the meaning of the targeted text vocabulary.</p> <ul style="list-style-type: none"> <li>● Students read from a text where the teacher has underlined vocabulary words.           <ul style="list-style-type: none"> <li>○ They re-read and highlight where they feel the information is found to determine the meaning of the word, by strategies such as a literal definition, a synonym, antonym, or a less direct, non-literal approach. When complete, students,</li> <li>○ in small groups, compare where they found the meaning in the text and agree on what the words mean. The teacher evaluates students on what they highlight as well as their discussion.</li> </ul> </li> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
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<a href="#">RL.3.5</a>	<ul style="list-style-type: none"> <li>• Understand differences between story,drama, and poem and their parts (chapter, scene, stanza)</li> <li>• Use vocabulary particular to each genre when speaking or writing</li> <li>• Describe how each part builds upon earlier sections when discussing or writing about story, drama, or poems</li> </ul>		<ul style="list-style-type: none"> <li>• The teacher reads aloud from a grade appropriate novel to the class or a small group.               <ul style="list-style-type: none"> <li>○ Students create a doodle (pictures and words) of the chapter as they listen.</li> <li>○ They do this for each chapter, referring to the key ideas and how they build on information from earlier chapters.</li> <li>○ At the conclusion of the book, students will write or orally describe how each part (chapter) built on the previous ones to tell the story.</li> </ul> <p>Students are evaluated on their ability to describe how each successive chapter builds on earlier chapters.</p> </li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RL.3.9</a>	<ul style="list-style-type: none"> <li>• Able to compare and contrast</li> <li>• Understand theme, setting, and plot</li> <li>• Recognize author</li> <li>• Recognize how a character remains the same and changes in different stories or books by the same author</li> <li>• Compare and contrast the themes, settings and plots</li> </ul>	<ul style="list-style-type: none"> <li>• Character Frames</li> <li>• Question Stems and Prompts to Teach Illustrations</li> <li>• Timelines</li> <li>• Caldecott Reading Study</li> <li>• Character Mapping</li> <li>• Semantic Feature Analysis</li> <li>• Venn Diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Author Study:</b> Students read two or more books in a series by the same author.               <ul style="list-style-type: none"> <li>○ Next they make a poster diagramming the themes, settings, and plots of the multiple texts.</li> <li>○ They will show how the multiple books compare and contrast using the same characters.</li> </ul> </li> <li>• <b>Becoming a Character:</b> Students read two or more books in a series.</li> </ul>

			<ul style="list-style-type: none"> <li>○ Create a dialog as the main character, where they tell the two stories as that character, referring to themes, settings, and plots.</li> <li>○ Address any personal changes in the chosen character or other characters' personalities as the books progress.</li> <li>○ Present this dialog to the class and perhaps to other classes to encourage them to read the series.</li> </ul> <p>Students are evaluated on their ability to compare and contrast the themes, settings, and plots of the books.</p> <ul style="list-style-type: none"> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RL.3.10</a>	<ul style="list-style-type: none"> <li>● Recognize genre in literature, including stories, dramas, and poetry</li> <li>● Read independently and proficiently at the high end of the 2-3 grade complexity band</li> <li>● Comprehend literature read at the high end of the 2- 3 grade complexity band</li> </ul>	<ul style="list-style-type: none"> <li>● QAR-Question Answer Relationship</li> <li>● Independent Reading</li> <li>● Literature Circles/Book Clubs</li> <li>● Socratic Seminar</li> <li>● Paired Reading Tutors</li> <li>● Predictions and Connections</li> <li>● Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>● 3-2-1: Have students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</li> <li>● Running Records</li> <li>● Reading Conferences</li> <li>● Weekly and Module assessments from <i>Into Reading</i>. Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

<a href="#">RI.3.1</a>	<ul style="list-style-type: none"> <li>• Form and ask questions</li> <li>• Understand the details in the text</li> <li>• Answer questions that demonstrate understanding such as who, what, when, where and why</li> <li>• Refer to text for answers</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning the Text</li> <li>• Exploring Cause and Effect</li> <li>• Four-Square Graphic Organizer</li> <li>• Flip It Around</li> <li>• QAR-Question Answer Relationship</li> <li>• Anchor Charts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jeopardy Game:</b> Prepare a set of answers at various levels on a section of text or a collection of texts. <ul style="list-style-type: none"> <li>○ Students take turns on teams giving the question, with evidence from the text. They must locate the information in the text before answering.</li> <li>○ For students who struggle with gathering information, some of the answers or hints might be provided to guide their reading.</li> <li>○ Advanced students might be given the more challenging answers or they could create some of the answers for the game.</li> </ul> </li> <li>• <b>Exit Slip.</b> Teachers will ask one or two key questions at the conclusion of a reading or research activity. Responses will be based on information from the text.</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.2</a>	<ul style="list-style-type: none"> <li>• Determine the main idea of informational text</li> <li>• Recount the key details</li> <li>• Explain how the key details support the main idea</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Defend:</b> Groups of students read different passages. <ul style="list-style-type: none"> <li>○ Students work together to create signs for the main idea and the key details of their selection.</li> <li>○ The student holding the main idea sign then presents it to the class and defends their choice.</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>○ Each of the students holding a key detail sign defends how their key detail supports the main idea.</li> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RI.3.3</a>	<ul style="list-style-type: none"> <li>● Be able to describe relationship</li> <li>● Identify historical events and scientific ideas</li> <li>● Be able to sequence steps in a procedure</li> <li>● Use the language of time, such as: long ago, in this decade, century, in the future</li> <li>● Use language of cause and effect</li> <li>● Understand a “series of events” and “steps in a procedure”</li> <li>● Describe the impact an early event had on something that happened later in the text</li> </ul>		<ul style="list-style-type: none"> <li>● Have students read a historical selection.               <ul style="list-style-type: none"> <li>○ Have students list three to five key events on separate note cards, referring to the text.</li> <li>○ A student can then rearrange the cards, exchange with a classmate who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally.</li> </ul> </li> <li>● Have students read the procedures for a science experiment.               <ul style="list-style-type: none"> <li>○ Have students list the procedures on separate note cards.</li> <li>○ A student can then rearrange the cards, exchange with a classmate who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally.</li> </ul> </li> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

<a href="#">RI.3.4</a>	<ul style="list-style-type: none"> <li>• Understand that words may have multiple meaning</li> <li>• Use root words, Latin and Greek suffixes and prefixes, to determine the meaning of academic words used in science, history/social studies</li> <li>• Understand that words may be used as figurative language</li> <li>• Use antonyms and synonyms as clues to find the meaning of grade level words</li> </ul>	<ul style="list-style-type: none"> <li>• Context Clues</li> <li>• Determining the Meaning of Academic and Content-Specific Words and Phrases</li> <li>• Write Sentences Using Nonsense Words</li> <li>• Diagramming Text Features</li> <li>• Author's Perspective</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exit slip.</b> List the two or three key terms from the text.             <ul style="list-style-type: none"> <li>○ Ask students to explain what each word means and where in the reading can they show this to be true.</li> <li>○ Students will justify their answers with evidence.</li> </ul> </li> <li>• <b>Peer assessment.</b> Students exchange their assignments and evaluate each others' work.             <ul style="list-style-type: none"> <li>○ Have students discuss their conclusions.</li> <li>○ Teachers listen for use of valid arguments and accurate understanding of the terms.</li> </ul> </li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.5</a>	<ul style="list-style-type: none"> <li>• Understand basic keyboarding skills</li> <li>• Understand internet usage</li> <li>• Determine relevant information</li> <li>• Understand the importance of keywords</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Sticky Notes:</b> Give students sticky notes.             <ul style="list-style-type: none"> <li>○ Have students put the sticky note on the page that contains the text feature.</li> <li>○ On the sticky note students will explain how it would be helpful.</li> </ul> </li> <li>• <b>Search:</b> Given a topic, allow students to work in pairs for a predetermined amount of time to find information using the internet.             <ul style="list-style-type: none"> <li>○ Have them create a resource page on the topic, complete with websites and hyperlinks.</li> <li>○ Discuss with the students what</li> </ul> </li> </ul>

				<p>they did to create their resource page using the internet.</p> <ul style="list-style-type: none"> <li>○ Assess their understanding of technology features and search tools using a rubric.</li> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RI.3.6</a>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of the author's intent Determine information from the text</li> <li>● Look for language or ideas expressing what the author believes about the information he/she is presenting</li> <li>● Understand who is speaking</li> <li>● Express their own thoughts about the information they have read</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Four corners.</b> Have students read an article about a controversial topic. Propose a statement that is related to the topic.             <ul style="list-style-type: none"> <li>○ Mark the 4 corners of the room, Strongly Agree, Somewhat Agree, Somewhat Disagree or Strongly Disagree. Have students go to the corner they feel aligns with their point of view.</li> <li>○ Students will discuss with the others in their group, and then present a brief argument defending their position to the class.</li> <li>○ Students can then go to their desks and write a brief defense of their positions.</li> </ul> </li> <li>● In a small group, plan and perform a historical story from the perspective of a different character, perhaps the villain or an important object.             <ul style="list-style-type: none"> <li>○ Make sure students know decisions regarding events and behavior must accurately reflect information from the story.</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.7</a>	<ul style="list-style-type: none"> <li>Understand maps and legends</li> <li>Understand the importance of pictures and how they relate to text</li> <li>Understand that informational text gives the where, when, why, and how events occur</li> <li>Understand that key information is found in the graphics that accompany the text</li> <li>Explain what they learned from the text</li> </ul>	<ul style="list-style-type: none"> <li>5 W's Chart</li> <li>Think Aloud</li> <li>Compare and Contrast</li> <li>Picture Walk</li> <li>Graphical Information</li> </ul>	<ul style="list-style-type: none"> <li><b>Three facts and a fib.</b> Have students study a map. Then from just the information on the map, write three facts about the area on the map and one fib.               <ul style="list-style-type: none"> <li>Each student then shows his/her map and the four statements with another student.</li> <li>It is the task of the other student to figure out which is the fib.</li> </ul> </li> <li>Analyzing photographs from a time in history, students create a compare and contrast chart, depicting similarities and differences between the past and present. When speaking or writing, each student will defend his/her thinking.</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.8</a>	<ul style="list-style-type: none"> <li>Identify facts and details the author has cited as evidence to support his points</li> <li>Identify how one sentence is connected to the sentence before and after it</li> <li>Understand how a concept continues from one paragraph to another</li> <li>Understand cause and effect</li> </ul>		<ul style="list-style-type: none"> <li>Students create a chart with cause at the top of one column and effect on the other.               <ul style="list-style-type: none"> <li>As they read an informational text on a subject such as a scientific discovery or an historical event, students will point out cause and effect situations.</li> </ul> </li> <li>Cut apart three to five sentence</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand comparisons</li> <li>• Understand the importance of sequencing</li> </ul>		<p>strips with events from a historical event or steps to make or build an object.</p> <ul style="list-style-type: none"> <li>○ Challenge students to arrange the strips in the correct order.</li> <li>○ After they have selected the sequence, have them explain/defend the sequence.</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.9</a>	<ul style="list-style-type: none"> <li>• Identify the points an author is trying to make</li> <li>• Identify the key details presented</li> <li>• Use note-taking to help keep track of key details and important points in a text</li> <li>• Compare and contrast the points made in two different texts</li> <li>• Name key details and points that are the same or different in two texts</li> </ul>		<ul style="list-style-type: none"> <li>• Students read two texts about the same event from different points of view. <ul style="list-style-type: none"> <li>○ Have them use a compare and contrast chart to record five or more details that are the same in both texts and at least five details that are different.</li> </ul> </li> <li>• Students create a diagram of the key details from two texts on the same topic. <ul style="list-style-type: none"> <li>○ In the diagram they indicate key ideas in the center, and then along the sides address the details from each text.</li> </ul> </li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.10</a>	<ul style="list-style-type: none"> <li>• Know how to use text features to help comprehend informational text</li> <li>• Have experience reading grade level science textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Informational Text Scavenger Hunt</li> <li>• Fact Versus Fiction</li> <li>• 3-2-1 Strategy</li> <li>• Technical Text</li> <li>• Paired Texts</li> </ul>	<ul style="list-style-type: none"> <li>• 3-2-1: Have students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have</li> </ul>

	<ul style="list-style-type: none"> <li>Have experience reading grade level history/social science textbooks</li> <li>Read informational texts independently and pro</li> <li>Know how to self-monitor for understanding</li> </ul>		<p>mastered.</p> <ul style="list-style-type: none"> <li>Running Records</li> <li>Reading Conferences</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">W.3.1</a>	<ul style="list-style-type: none"> <li>Choose a topic</li> <li>State and opinion about the topic</li> <li>Know common organizational structures such as a chronological order and problem/solution</li> <li>Know what linking words are and how to use them when moving from one reason to another</li> <li>Know that conclusions should restate or sum up the writing</li> </ul>	<ul style="list-style-type: none"> <li>Opinion-driven Text/Beginning the Writing Process</li> <li>Defining Fact vs. Opinion</li> <li>Understanding the Difference between Fact and Opinion</li> <li>Identifying Opinion Statements</li> <li>OREO Method-Opinion Reason Examples Opinion</li> <li>Using Linking Words in Opinion Writing</li> <li>Debates- Setting Up Opinion Writing</li> <li>Interest Brainstorm</li> <li>Career Panel &amp; Reflections</li> <li>Twin/Triplet Topics</li> <li>Informational Text Features</li> <li>Varied Presentation</li> <li>Split Screen Notes Strategy</li> <li>Brainstorm BME (Beginning, Middle, End)</li> <li>Sketch to Stretch</li> <li>Simple Technique</li> <li>Prewriting Graphic Organizers</li> <li>Creating Characters Using Trading</li> </ul>	<ul style="list-style-type: none"> <li>Essay Prompt</li> <li>Checklist</li> <li>Rubric</li> <li>Use Google Docs to provide feedback on students writing.</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">W.3.2</a>	<ul style="list-style-type: none"> <li>Know the difference between writing text to inform or explain</li> <li>Know how to write a topic sentence</li> <li>Know how to group related information together</li> <li>Understand the importance of including illustrations</li> <li>Use fact, definitions and details to develop a topic</li> <li>Use linking words and phrases to connect ideas</li> <li>Know how to conclude by using a</li> </ul>		<ul style="list-style-type: none"> <li>Essay Prompt</li> <li>Checklist</li> <li>Rubric</li> <li>Use Google Docs to provide feedback on students writing.</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

	statement or explanation	Cards	
<a href="#">W.3.3</a>	<ul style="list-style-type: none"><li>Know that a narrative tells a story</li><li>Understand who is telling the story</li><li>Know how to move from one event to another</li><li>Use the characters words to help explain what is happening in the story</li><li>Recognize transitional words</li><li>Understand story elements</li><li>Understand dialogue</li></ul>	<ul style="list-style-type: none"><li>Using Transitional Words and Phrases</li><li>Comic Strip</li><li>Writing Samples</li><li>Mentor Text</li></ul>	<ul style="list-style-type: none"><li>Essay Prompt</li><li>Checklist</li><li>Rubric</li><li>Use Google Docs to provide feedback on students writing.</li><li>Weekly and Module assessments from <i>Into Reading</i>.</li></ul>
SL.3.1	<ul style="list-style-type: none"><li>Work with a partner</li><li>Use rules of conversation</li><li>Reorganize the ideas of others</li><li>Build upon ideas</li><li>Ask questions to check understanding</li><li>Offer comments or suggestions</li></ul>	<ul style="list-style-type: none"><li>Poetry Practice</li><li>Jigsaw</li><li>Beach Ball</li><li>Snowball Discussion</li><li>Fishbowl</li><li>Concentric Clrcles</li><li>Active Listening Practice</li><li>Conversation Chips</li><li>Conver-Stations</li></ul>	<ul style="list-style-type: none"><li><b>Text Rendering:</b> Have students read an informational text independently. Direct them to highlight or write down sentences they find important or interesting. Place students in a small group and allow them to share a sentence from the text. Next, have each student pick and share a phrase from the sentence shared. Finally, have each student pick one word from the sentence they shared. Direct groups to discuss if the words, phrases, and sentences they chose sum up the main idea of the text.</li></ul>
SL.3.2	<ul style="list-style-type: none"><li>Recognize the main ideas presented in text</li><li>Recognize supporting details</li></ul>		<ul style="list-style-type: none"><li><b>Listening:</b> Have students explain their answers and support it with evidence. Determine if there are</li></ul>

		<ul style="list-style-type: none"> <li>• Understand visual, oral, and digital informational formats</li> <li>• Recognize what information is being conveyed through diverse media such as: graphs, videos and digital resources</li> </ul>		any misconceptions. <ul style="list-style-type: none"> <li>• Checklist</li> <li>• Rubric</li> </ul>
	SL.3.3	<ul style="list-style-type: none"> <li>• Identify the reasons a speaker gives to support their argument</li> <li>• Know that facts, examples, explanations can be used as support for an opinion</li> <li>• Infer messages that the speaker implies</li> </ul>		<ul style="list-style-type: none"> <li>• Ask clarifying questions to document student thinking</li> <li>• Checklist</li> <li>• Rubric</li> </ul>
	SL.3.4	<ul style="list-style-type: none"> <li>• Understand strategies for organizing a presentation such as: brainstorming, using graphic organizers or thinking maps</li> <li>• Understand organization structure for presentation such as chronologically, problem/solution, cause and effect, before and after</li> <li>• Know that stories are organized with a beginning, middle and end</li> <li>• Understand that text or presentations usually have a theme</li> <li>• Know that reports have an introduction, body with supporting details and a conclusion</li> <li>• Understand that good presentation skills include speaking clearly, having good pacing and making eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• Reader's Theater</li> <li>• Becoming a Newscaster</li> <li>• Hollywood Hello</li> <li>• Fluency Readings</li> <li>• Student Self-Evaluation</li> <li>• Book REcordings</li> <li>• Morning Announcements</li> <li>• Brainstorming</li> <li>• Practice and Revision</li> <li>• I See, I Think, I Wonder</li> <li>• Just a Minute</li> <li>• Podcast</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a short video or screen-casts where they retell a story or recount an experience.</li> <li>• Graphic Organizers</li> <li>• Checklist</li> <li>• Rubric</li> </ul>

	SL.3.5	<ul style="list-style-type: none"><li>• Understand how to use audio equipment</li><li>• Understand voice, pitch and inflection</li><li>• Create visual displays such as: legends, charts, graphs, and display boards</li><li>• Select visuals to add to a poem or story being read</li></ul>		<ul style="list-style-type: none"><li>• Flipgrid</li><li>• Screencast or Vidyad</li><li>• Diorama</li><li>• File Folders</li><li>• Posters</li><li>• Collage</li><li>• Booklet</li><li>• Checklist</li><li>• Rubric</li></ul>
	SL.3.6	<ul style="list-style-type: none"><li>• Understand different levels of speech styles</li><li>• Recognize when formal or informal English is appropriate</li><li>• Understand that informal speech is used when talking to friends</li><li>• Use academic, content specific vocabulary when presenting formally</li><li>• Use complete sentences in formal presentations</li><li>• Know that when constructing a formal response, Standard English grammar and language convention must be used</li></ul>		<ul style="list-style-type: none"><li>• Presentations</li><li>• Essays/Reports</li><li>• Letter Writing</li><li>• Exit Ticket</li><li>• Checklist</li><li>• Rubric</li></ul>
L.3.1	<ul style="list-style-type: none"><li>• Write legibly using cursive or joined italics</li></ul>	<ul style="list-style-type: none"><li>• Noun Walk</li><li>• Do This, Not That</li></ul>	<ul style="list-style-type: none"><li>• Journals</li><li>• Exit Tickets</li></ul>	

		<ul style="list-style-type: none"> <li>• Know the rules that govern common grammar Understand subject/verb agreement</li> <li>• Recognize and write simple, compound, and complex sentences</li> <li>• Understand comparative and superlative</li> </ul>	<ul style="list-style-type: none"> <li>• Adverb Charades Team</li> <li>• Assistance with High Frequency Words</li> <li>• Suffix Popsicles</li> <li>• Photography</li> <li>• Adjective Silhouette</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Quiz</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	L.3.2	<ul style="list-style-type: none"> <li>• Understand the use of quotation marks to denote that someone is speaking or quoting from the text</li> <li>• Understand the use of commas in dialogue</li> <li>• Identify complete sentences and independent clauses</li> <li>• Understand the use of capital letters at the beginning of a sentence, titles, and proper names</li> <li>• Use spelling patterns, word roots, affixes, syllable construction</li> <li>• Use dictionaries or digital media to look for the correct spelling of a word</li> </ul>		<ul style="list-style-type: none"> <li>• Narrative Story</li> <li>• Report</li> <li>• Letter Writing</li> <li>• Dictionary Dig</li> <li>• Quiz</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	L.3.3	<ul style="list-style-type: none"> <li>• Understand basic punctuation rules</li> <li>• Understand basic capitalization rules</li> <li>• Understand basic grammar rules</li> <li>• Recognize that words have differences or shades of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Dead Word Graveyard</li> <li>• Punctuation Dictation</li> <li>• Vigorous Verbs</li> <li>• Change Your Words Hunt</li> <li>• Four Star Sentences</li> <li>• Beginnings and Endings</li> </ul>	<ul style="list-style-type: none"> <li>• Journals or notebook prompts</li> <li>• Narrative Story</li> <li>• Quiz</li> <li>• Exit tickets</li> <li>• Letter Writing</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that punctuation like commas, exclamation, and question marks, can be used for effect</li> <li>• Distinguish between situations that call for formal English and those where informal English is appropriate</li> </ul>		
L.3.4	<ul style="list-style-type: none"> <li>• Understand context clues help provide clues to word or phrase meaning</li> <li>• Identify the most common Greek and Latin affixes and roots</li> <li>• Know how to use a textbook glossary</li> <li>• Access reference materials to help determine the precise meaning of key words</li> <li>• Use a print or digital dictionary to locate definitions of key words or phrases</li> <li>• Identify alternate word choices using print or digital thesauruses or dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Snowstorm</li> <li>• Why should I Care?</li> <li>• Out of Sorts</li> <li>• Homograph Hitch</li> <li>• Linear Arrangements</li> <li>• Root-A-Word</li> <li>• Frayer Model</li> <li>• Dictionary Hunt</li> <li>• Vocsbulsry atoll</li> <li>• All For One</li> <li>• Smile Self-Portrait</li> <li>• Semantic Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• Frayer Model</li> <li>• Dictionary Dig</li> <li>• Quiz</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
L.3.5	<ul style="list-style-type: none"> <li>• Understand context clues help provide clues to word or phrase meaning</li> <li>• Identify the most common Greek</li> </ul>		<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Exit Tickets</li> <li>• Mini-whiteboards: Have students share their response to questions as</li> </ul>

	<ul style="list-style-type: none"> <li>and Latin affixes and roots</li> <li>• Know how to use a textbook glossary</li> <li>• Access reference materials to help determine the precise meaning of key words</li> <li>• Use a print or digital dictionary to locate definitions of key words or phrases</li> <li>• Identify alternate word choices using print or digital thesauruses or dictionaries</li> </ul>		<p>the teacher records or makes note of their answer.</p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RF.3.3</a>	<ul style="list-style-type: none"> <li>• Understand that meaningful chunks can be added to words to change their meaning</li> <li>• Understand that prefixes are added to the beginning of the word</li> <li>• Know the meaning of common prefixes such as <i>re-</i>; <i>un-</i>; <i>dis-</i>; etc.</li> <li>• Understand that suffixes are added to the ending of a word</li> <li>• Recognize the derivational suffixes, <i>ly-</i>; <i>-ish</i>; <i>-hood</i>; <i>-ful</i>; <i>ness</i>; <i>ment</i>; etc, and how they change the meaning of a word</li> <li>• Recognize common Latin suffixes, such as <i>-ment</i>; <i>-ation</i>, <i>-ly</i>, <i>-able/ible</i>; etc.</li> <li>• Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multisyllabic words</li> <li>• Know and read fluently regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Sort by Affix</li> <li>• Syllabication</li> <li>• Affix Practice</li> <li>• SIP Strategy</li> <li>• Spot and Dot Strategy</li> <li>• Prefix Practice</li> <li>• Silly Word Prefix Sound Off</li> <li>• DISSECT Strategy</li> <li>• Making New Words</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer.</li> <li>• Chalkboard Splash: Have students respond to a prompt/question on the board at the same time. Discuss similarity and differences of responses and allow students to share evidence for their response.</li> <li>• Quizzes</li> <li>• Exit Ticket</li> </ul>

		spelled words		
	<a href="#">RF.3.4</a>	<ul style="list-style-type: none"> <li>• Set a purpose for reading</li> <li>• Use expression when reading</li> <li>• Use strategies for self-correction</li> <li>• Recognize when they become confused or have lost the meaning of the text</li> <li>• Skim the text</li> <li>• Re-read for fluency and comprehension</li> <li>• Self-monitor for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer to Text Process</li> <li>• Student-Adult Reading</li> <li>• Choral Reading</li> <li>• Audio-Assisted Reading</li> <li>• Partner Reading</li> <li>• Readers Theatre</li> <li>• Repeated Reading</li> <li>• Folding In</li> <li>• Fluency Development</li> <li>• Chunking</li> <li>• Poetry for Fluency</li> <li>• Pocket Poems</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conference</li> <li>• Running Record</li> <li>• Screencast</li> <li>• Flipgrid</li> </ul>

Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3. \* Indicates priority instructional content for 3rd grade.

Grading Period 2		Module 4 Week 1	Module 4 Week 2	Module 4 Week 3	Module 5 Week 1	Module 5 Week 2	Module 5 Week 3	Module 6 Week 1	Module 6 Week 2	Module 6 Week 3
Reading	Focus Standards	RL.3.1* RL.3.2 RL.3.3 <b>RL.3.4*</b> <b>RL.3.5</b> RL.3.10* RI.3.8 RI.3.10*	RL.3.1* <b>RL.3.2</b> RL.3.4* <b>RL.3.5</b> RL.3.10* RI.3.1* RI.3.4* RI.3.10*	<b>RL.3.1*</b> <b>RL.3.2</b> <b>RL.3.3</b> RL.3.4* <b>RL.3.5</b> RL.3.10* RI.3.1* RI.3.10*	<b>RL.3.1*</b> <b>RL.3.2</b> <b>RL.3.3</b> RL.3.4* RL.3.5 RL.3.10* RI.3.7 RI.3.10*	<b>RL.3.1*</b> RL.3.2 <b>RL.3.3</b> RL.3.4* RL.3.5 RL.3.9 RL.3.10* RI.3.10*	RL.3.9 RL.3.10* RI.3.1* RI.3.2 <b>RI.3.3</b> RI.3.4* <b>RI.3.6</b> RI.3.10*	<b>RI.3.1*</b> RI.3.2 RI.3.4* RI.3.5 <b>RI.3.7</b> <b>RI.3.8</b> RI.3.9 RI.3.10*	RL.3.1* RL.3.4* RI.3.1* <b>RI.3.2</b> RI.3.4* <b>RI.3.5</b> <b>RI.3.7</b> RI.3.9	RI.3.1* <b>RI.3.2</b> <b>RI.3.3</b> <b>RI.3.4*</b> RI.3.5 <b>RI.3.7</b> <b>RI.3.8</b> RI.3.9
	Supporting Standards	RI.3.1* RI.3.2 RI.3.4*	RL.3.3 RI.3.2 RI.3.3	RI.3.2 RI.3.3 RI.3.4*	RI.3.1* RI.3.2 RI.3.4*	RI.3.1* RI.3.3 RI.3.4*	RL.3.1* RI.3.2 RL.3.4*	RL.3.1* RL.3.4* RL.3.10*	RL.3.10* RI.3.10*	RL.3.1* RL.3.4* RI.3.10*
Writing	Focus Standards	W.3.3	W.3.3	<b>W.3.3</b>	W.3.1	W.3.1	<b>W.3.1</b>	W.3.2	W.3.2	<b>W.3.2</b>
	Supporting Standards	W.3.5 W.3.7 W.3.8*	W.3.4 W.3.8* W.3.10	W.3.6 W.3.8* W.3.10	W.3.5 W.3.7 W.3.8*	W.3.8* W.3.10	W.3.8* W.3.10	W.3.5 W.3.7 W.3.8*	W.3.8* W.3.10	W.3.6 W.3.7 W.3.8*
Speaking and Listening	Focus Standards	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6
	Supporting									

	Standards									
<b>Language</b>	Focus Standards	<b>L.3.1</b> <b>L.3.4*</b> <b>L.3.5*</b>	<b>L.3.2</b> <b>L.3.4*</b> <b>L.3.5*</b>	<b>L.3.2</b> <b>L.3.4*</b>	<b>L.3.1</b> <b>L.3.4*</b>	<b>L.3.1</b> L.3.2 <b>L.3.4*</b>	<b>L.3.1</b> <b>L.3.3</b> <b>L.3.4*</b> <b>L.3.5*</b>	<b>L.3.1</b> L.3.2 L.3.3 <b>L.3.4*</b>	<b>L.3.1</b> <b>L.3.3</b> <b>L.3.4*</b>	<b>L.3.1</b> L.3.2 <b>L.3.4*</b>
	Supporting Standards	L.3.2 L.3.6*	L.3.1 L.3.6*	L.3.5* L.3.6*	L.3.5* L.3.6*	L.3.5* L.3.6*	L.3.2 L.3.6*	L.3.5* L.3.6*	L.3.5* L.3.6*	L.3.5* L.3.6*
<b>Foundational Skills</b>	Focus Standards	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	<b>RF.3.3*</b> RF.3.4*
	Supporting Standards									

**Grading Period 3****Reading****Literature**

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.

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.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.6 Describe the difference between points of view in texts, particularly first- and third-person narration.

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., emphasize aspects of a character or setting).

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).

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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**Informational**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Analyze informational text development.

a. Determine the main idea of a text.

b. Retell the key details and explain how they support the main idea.

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.

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.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own perspective from that of the author of a text.

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).

RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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.

### **Writing**

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.

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 to aid comprehension, if needed.
- 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.

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.

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.)

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.)

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.

W.3.7 Conduct short research projects that build knowledge about a topic.

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.

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.

### **Speaking and Listening**

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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 texts under discussion).
- c. Ask questions to check understanding of information, stay, on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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 understandable pace.

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.

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 for specific expectations.)

### **Language**

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 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 to be modified.
- h. Use coordinating and subordinating conjunctions.

- i. Produce simple, compound, and complex sentences.
- 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, 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.
- 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.
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 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).
- 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).

### **Foundational Skills**

- 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 multisyllabic words. d. Read grade-appropriate irregularly spelled words.
- RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
- b. Read grade-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.

9 weeks				
Grading Period 3	Focus Standards	Essential Understandings	Strategies/Activities <small>*Adapted from <a href="#">ODE Model Curriculum</a>; explanation for these strategies can be found in Ohio's Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.</small>
	<a href="#">RL.3.1</a>	<ul style="list-style-type: none"> <li>Ask and answer questions (who, what, when, why, where)</li> <li>Locate information/details in text</li> <li>Refer to text for answer</li> <li>Synthesize information about in text in order to answer questions about the text</li> </ul>	<ul style="list-style-type: none"> <li>QAR</li> <li>Think Aloud</li> <li>Comprehension Monitoring</li> <li>Retelling Stories</li> <li>Make a Scene</li> <li>Becoming Characters from a Text</li> <li>Story Maps</li> <li>Character Silhouettes</li> </ul>	<ul style="list-style-type: none"> <li>Exit Slips</li> <li>Foldable Chart</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.3</a>	<ul style="list-style-type: none"> <li>Understand the sequence of events in a story</li> <li>Identify major/minor characters</li> <li>Describe characters by citing their traits, motivations, and emotions</li> <li>Understand and explain how the characters' actions contribute to major and minor events of the story</li> </ul>		<ul style="list-style-type: none"> <li><b>Who am I?:</b> Students read various short stories.               <ul style="list-style-type: none"> <li>They create a "Who am I?" paragraph with clues about the characters traits, motivations and actions in the story.</li> <li>Students first write clues on strips of paper, organize them from general to specific, and write them out in that order and read them aloud.</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>○ Other students listen and guess who is described.</li> <li>● Students read a story in a small group. <ul style="list-style-type: none"> <li>○ Each student then creates a poster including a drawing of a character described in the story.</li> <li>○ Around the picture students add words or phrases that describe the characters feelings, traits, and motivations and how their actions contributed to the sequence of events in the story.</li> <li>○ Students collaborate with teammates to ensure each poster has similar attributes.</li> <li>○ Finally, students make a brief presentation as a group, with each child explaining his character.</li> <li>○ After the presentation, the class can discuss and evaluate the presentations.</li> </ul> </li> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.4</a>	<ul style="list-style-type: none"> <li>● Distinguish between words, phrases, and sentences</li> <li>● Determine word and phrase meaning through context</li> <li>● Distinguish between literal and nonliteral language</li> </ul>	<ul style="list-style-type: none"> <li>● Author Studies</li> <li>● Compare Folk Literature</li> <li>● Music as Text</li> <li>● Literal vs. Nonliteral Meanings</li> </ul>	<ul style="list-style-type: none"> <li>● Students read an assigned text, focusing on targeted vocabulary words. <ul style="list-style-type: none"> <li>○ After reading the text, they create note cards for the targeted words with a personal definition.</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>○ After the definition, they defend it by noting what words or phrases in the assigned text lead them to this definition. (Allow for prior knowledge and familiar root word recognition).</li> </ul> <p>Students are evaluated on their ability to accurately determine the meaning of the targeted text vocabulary.</p> <ul style="list-style-type: none"> <li>● Students read from a text where the teacher has underlined vocabulary words.               <ul style="list-style-type: none"> <li>○ They re-read and highlight where they feel the information is found to determine the meaning of the word, by strategies such as a literal definition, a synonym, antonym, or a less direct, non-literal approach. When complete, students,</li> <li>○ in small groups, compare where they found the meaning in the text and agree on what the words mean. The teacher evaluates students on what they highlight as well as their discussion.</li> </ul> </li> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RL.3.5</a>		<ul style="list-style-type: none"> <li>● Understand differences between</li> </ul>		<ul style="list-style-type: none"> <li>● The teacher reads aloud from a</li> </ul>

	<p>story,drama, and poem and their parts (chapter, scene, stanza)</p> <ul style="list-style-type: none"> <li>• Use vocabulary particular to each genre when speaking or writing</li> <li>• Describe how each part builds upon earlier sections when discussing or writing about story, drama, or poems</li> </ul>		<p>grade appropriate novel to the class or a small group.</p> <ul style="list-style-type: none"> <li>○ Students create a doodle (pictures and words) of the chapter as they listen.</li> <li>○ They do this for each chapter, referring to the key ideas and how they build on information from earlier chapters.</li> <li>○ At the conclusion of the book, students will write or orally describe how each part (chapter) built on the previous ones to tell the story.</li> </ul> <p>Students are evaluated on their ability to describe how each successive chapter builds on earlier chapters.</p> <ul style="list-style-type: none"> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RL.3.6</a>	<ul style="list-style-type: none"> <li>• Understand point of view</li> <li>• Know what is meant by “first person”</li> <li>• Know what is meant by “third person”</li> <li>• Distinguish between one’s own point of view and another’s</li> </ul>		<ul style="list-style-type: none"> <li>• <b>In Other Words:</b> Students read a story written in first person.             <ul style="list-style-type: none"> <li>○ They create a T chart with the main character’s name on one side and their name on the other.</li> <li>○ On the main character’s side they list three to five significant events in the story and the way the character responded to them.</li> <li>○ On the other side of the chart, they list their reactions to those</li> </ul> </li> </ul>

			<p>same events.</p> <p>Students are evaluated by their ability to present their own point of view on the events of the story.</p> <ul style="list-style-type: none"> <li>● <b>In My View:</b> Students read one of the many alternate stories, such as <i>The True Story of the 3 Little Pigs</i>. Students rewrite the story from their point of view.</li> </ul> <p>Students are evaluated on their ability to distinguish their point of view from that of the original story teller.</p> <ul style="list-style-type: none"> <li>● <b>Weekly and Module assessments</b> from <i>Into Reading</i>.</li> </ul>
<a href="#">RL.3.7</a>	<ul style="list-style-type: none"> <li>● Understand character, plot, setting</li> <li>● Recognize how illustrations contribute to a story</li> <li>● Explain how illustrations contribute to what is conveyed in words in the text to create mood and describe character or setting</li> </ul>	<ul style="list-style-type: none"> <li>● Character Frames</li> <li>● Question Stems and Prompts to Teach Illustrations</li> <li>● Timelines</li> <li>● Caldecott Reading Study</li> <li>● Character Mapping</li> <li>● Semantic Feature Analysis</li> <li>● Venn Diagrams</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Sensory Connections:</b> Select texts that convey a certain mood. <ul style="list-style-type: none"> <li>○ Have students create a T-chart. At the top write words on one side and illustrations on the other side.</li> <li>○ From the text, students choose the specific words or phrases in the text that appeal to the senses and write it on the chart.</li> <li>○ Students then look for the ways the illustrator may have depicted those words and put a description on the other side of the chart.</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.9</a>	<ul style="list-style-type: none"> <li>Able to compare and contrast</li> <li>Understand theme, setting, and plot</li> <li>Recognize author</li> <li>Recognize how a character remains the same and changes in different stories or books by the same author</li> <li>Compare and contrast the themes, settings and plots</li> </ul>		<ul style="list-style-type: none"> <li><b>Author Study:</b> Students read two or more books in a series by the same author.               <ul style="list-style-type: none"> <li>Next they make a poster diagramming the themes, settings, and plots of the multiple texts.</li> <li>They will show how the multiple books compare and contrast using the same characters.</li> </ul> </li> <li><b>Becoming a Character:</b> Students read two or more books in a series.               <ul style="list-style-type: none"> <li>Create a dialog as the main character, where they tell the two stories as that character, referring to themes, settings, and plots.</li> <li>Address any personal changes in the chosen character or other characters' personalities as the books progress.</li> <li>Present this dialog to the class and perhaps to other classes to encourage them to read the series.</li> </ul> </li> </ul> <p>Students are evaluated on their ability to compare and contrast the themes, settings, and plots of the books.</p>

			<ul style="list-style-type: none"> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RL.3.10</a>	<ul style="list-style-type: none"> <li>Recognize genre in literature, including stories, dramas, and poetry</li> <li>Read independently and proficiently at the high end of the 2-3 grade complexity band</li> <li>Comprehend literature read at the high end of the 2- 3 grade complexity band</li> </ul>	<ul style="list-style-type: none"> <li>QAR-Question Answer Relationship</li> <li>Independent Reading</li> <li>Literature Circles/Book Clubs</li> <li>Socratic Seminar</li> <li>Paired Reading Tutors</li> <li>Predictions and Connections</li> <li>Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>3-2-1: Have students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</li> <li>Running Records</li> <li>Reading Conferences</li> <li>Weekly and Module assessments from <i>Into Reading</i>. Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.1</a>	<ul style="list-style-type: none"> <li>Form and ask questions</li> <li>Understand the details in the text</li> <li>Answer questions that demonstrate understanding such as who, what, when, where and why Refer to text for answers</li> </ul>	<ul style="list-style-type: none"> <li>Questioning the Text</li> <li>Exploring Cause and Effect</li> <li>Four-Square Graphic Organizer</li> <li>Flip It Around</li> <li>QAR-Question Answer Relationship</li> <li>Anchor Charts</li> </ul>	<ul style="list-style-type: none"> <li><b>Jeopardy Game:</b> Prepare a set of answers at various levels on a section of text or a collection of texts. <ul style="list-style-type: none"> <li>Students take turns on teams giving the question, with evidence from the text. They must locate the information in the text before answering.</li> <li>For students who struggle with gathering information, some of the answers or hints might be provided to guide their reading.</li> <li>Advanced students might be given the more challenging answers or they could create some of the answers for the game.</li> </ul> </li> <li><b>Exit Slip.</b> Teachers will ask one or</li> </ul>

			<p>two key questions at the conclusion of a reading or research activity. Responses will be based on information from the text.</p> <ul style="list-style-type: none"> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.2</a>	<ul style="list-style-type: none"> <li>● Determine the main idea of informational text</li> <li>● Recount the key details</li> <li>● Explain how the key details support the main idea</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Defend:</b> Groups of students read different passages.               <ul style="list-style-type: none"> <li>○ Students work together to create signs for the main idea and the key details of their selection.</li> <li>○ The student holding the main idea sign then presents it to the class and defends their choice.</li> <li>○ Each of the students holding a key detail sign defends how their key detail supports the main idea.</li> </ul> </li> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.3</a>	<ul style="list-style-type: none"> <li>● Be able to describe relationship</li> <li>● Identify historical events and scientific ideas</li> <li>● Be able to sequence steps in a procedure</li> <li>● Use the language of time, such as: long ago, in this decade, century, in the future</li> <li>● Use language of cause and effect</li> <li>● Understand a “series of events” and “steps in a procedure”</li> <li>● Describe the impact an early event</li> </ul>		<ul style="list-style-type: none"> <li>● Have students read a historical selection.               <ul style="list-style-type: none"> <li>○ Have students list three to five key events on separate note cards, referring to the text.</li> <li>○ A student can then rearrange the cards, exchange with a classmate who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally.</li> </ul> </li> </ul>

		had on something that happened later in the text		<ul style="list-style-type: none"><li>● Have students read the procedures for a science experiment.<ul style="list-style-type: none"><li>○ Have students list the procedures on separate note cards.</li><li>○ A student can then rearrange the cards, exchange with a classmate who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally.</li></ul></li><li>● Weekly and Module assessments from <i>Into Reading</i>.</li></ul>
<a href="#">RI.3.4</a>	<ul style="list-style-type: none"><li>● Understand that words may have multiple meaning</li><li>● Use root words, Latin and Greek suffixes and prefixes, to determine the meaning of academic words used in science, history/social studies</li><li>● Understand that words may be used as figurative language</li><li>● Use antonyms and synonyms as clues to find the meaning of grade level words</li></ul>	<ul style="list-style-type: none"><li>● Context Clues</li><li>● Determining the Meaning of Academic and Content-Specific Words and Phrases</li><li>● Write Sentences Using Nonsense Words</li><li>● Diagramming Text Features</li><li>● Author's Perspective</li></ul>	<ul style="list-style-type: none"><li>● <b>Exit slip.</b> List the two or three key terms from the text.<ul style="list-style-type: none"><li>○ Ask students to explain what each word means and where in the reading can they show this to be true.</li><li>○ Students will justify their answers with evidence.</li></ul></li><li>● <b>Peer assessment.</b> Students exchange their assignments and evaluate each others' work.<ul style="list-style-type: none"><li>○ Have students discuss their conclusions.</li><li>○ Teachers listen for use of valid arguments and accurate understanding of the terms.</li></ul></li><li>● Weekly and Module assessments from <i>Into Reading</i>.</li></ul>	

<a href="#">RI.3.5</a>	<ul style="list-style-type: none"> <li>• Understand basic keyboarding skills</li> <li>• Understand internet usage</li> <li>• Determine relevant information</li> <li>• Understand the importance of keywords</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Sticky Notes:</b> Give students sticky notes. <ul style="list-style-type: none"> <li>○ Have students put the sticky note on the page that contains the text feature.</li> <li>○ On the sticky note students will explain how it would be helpful.</li> </ul> </li> <li>• <b>Search:</b> Given a topic, allow students to work in pairs for a predetermined amount of time to find information using the internet. <ul style="list-style-type: none"> <li>○ Have them create a resource page on the topic, complete with websites and hyperlinks.</li> <li>○ Discuss with the students what they did to create their resource page using the internet.</li> <li>○ Assess their understanding of technology features and search tools using a rubric.</li> </ul> </li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.6</a>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the author's intent Determine information from the text</li> <li>• Look for language or ideas expressing what the author believes about the information he/she is presenting</li> <li>• Understand who is speaking</li> <li>• Express their own thoughts about the information they have read</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Four corners.</b> Have students read an article about a controversial topic. Propose a statement that is related to the topic. <ul style="list-style-type: none"> <li>○ Mark the 4 corners of the room, Strongly Agree, Somewhat Agree, Somewhat Disagree or Strongly Disagree. Have students go to the corner they feel aligns with their point of view.</li> <li>○ Students will discuss with the</li> </ul> </li> </ul>

			<p>others in their group, and then present a brief argument defending their position to the class.</p> <ul style="list-style-type: none"> <li>○ Students can then go to their desks and write a brief defense of their positions.</li> <li>● In a small group, plan and perform a historical story from the perspective of a different character, perhaps the villain or an important object.           <ul style="list-style-type: none"> <li>○ Make sure students know decisions regarding events and behavior must accurately reflect information from the story.</li> </ul> </li> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.7</a>	<ul style="list-style-type: none"> <li>● Understand maps and legends</li> <li>● Understand the importance of pictures and how they relate to text</li> <li>● Understand that informational text gives the where, when, why, and how events occur</li> <li>● Understand that key information is found in the graphics that accompany the text</li> <li>● Explain what they learned from the text</li> </ul>	<ul style="list-style-type: none"> <li>● 5 W's Chart</li> <li>● Think Aloud</li> <li>● Compare and Contrast</li> <li>● Picture Walk</li> <li>● Graphical Information</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Three facts and a fib.</b> Have students study a map. Then from just the information on the map, write three facts about the area on the map and one fib.           <ul style="list-style-type: none"> <li>○ Each student then shows his/her map and the four statements with another student.</li> <li>○ It is the task of the other student to figure out which is the fib.</li> </ul> </li> <li>● Analyzing photographs from a time in history, students create a compare and contrast chart, depicting similarities and differences between the past and</li> </ul>

			<p>present. When speaking or writing, each student will defend his/her thinking.</p> <ul style="list-style-type: none"> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.8</a>	<ul style="list-style-type: none"> <li>• Identify facts and details the author has cited as evidence to support his points</li> <li>• Identify how one sentence is connected to the sentence before and after it</li> <li>• Understand how a concept continues from one paragraph to another</li> <li>• Understand cause and effect</li> <li>• Understand comparisons</li> <li>• Understand the importance of sequencing</li> </ul>		<ul style="list-style-type: none"> <li>• Students create a chart with cause at the top of one column and effect on the other. <ul style="list-style-type: none"> <li>○ As they read an informational text on a subject such as a scientific discovery or an historical event, students will point out cause and effect situations.</li> </ul> </li> <li>• Cut apart three to five sentence strips with events from a historical event or steps to make or build an object. <ul style="list-style-type: none"> <li>○ Challenge students to arrange the strips in the correct order.</li> <li>○ After they have selected the sequence, have them explain/defend the sequence.</li> </ul> </li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.9</a>	<ul style="list-style-type: none"> <li>• Identify the points an author is trying to make</li> <li>• Identify the key details presented</li> <li>• Use note-taking to help keep track of key details and important points in a text</li> </ul>		<ul style="list-style-type: none"> <li>• Students read two texts about the same event from different points of view. <ul style="list-style-type: none"> <li>○ Have them use a compare and contrast chart to record five or more details that are the same in both texts and at least five details that are different.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Compare and contrast the points made in two different texts</li> <li>• Name key details and points that are the same or different in two texts</li> </ul>		<ul style="list-style-type: none"> <li>• Students create a diagram of the key details from two texts on the same topic. <ul style="list-style-type: none"> <li>○ In the diagram they indicate key ideas in the center, and then along the sides address the details from each text.</li> </ul> </li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.10</a>	<ul style="list-style-type: none"> <li>• Know how to use text features to help comprehend informational text</li> <li>• Have experience reading grade level science textbook</li> <li>• Have experience reading grade level history/social science textbook</li> <li>• Read informational texts independently and proficiently</li> <li>• Know how to self-monitor for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Informational Text Scavenger Hunt</li> <li>• Fact Versus Fiction</li> <li>• 3-2-1 Strategy</li> <li>• Technical Text</li> <li>• Paired Texts</li> </ul>	<ul style="list-style-type: none"> <li>• 3-2-1: Have students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</li> <li>• Running Records</li> <li>• Reading Conferences</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">W.3.1</a>	<ul style="list-style-type: none"> <li>• Choose a topic</li> <li>• State and opinion about the topic</li> <li>• Know common organizational structures such as a chronological order and problem/solution</li> <li>• Know what linking words are and how to use them when moving from one reason to another</li> <li>• Know that conclusions should</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion-driven Text/Beginning the Writing Process</li> <li>• Defining Fact vs. Opinion</li> <li>• Understanding the Difference between Fact and Opinion</li> <li>• Identifying Opinion Statements</li> <li>• OREO Method-Opinion Reason Examples Opinion</li> <li>• Using Linking Words in Opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Prompts</li> <li>• Checklist</li> <li>• Rubrics</li> <li>• Use Google Docs to provide feedback on students writing.</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

		restate or sum up the writing	<b>Writing</b> <ul style="list-style-type: none"><li>Debates- Setting Up Opinion Writing</li><li>Interest Brainstorm</li><li>Career Panel &amp; Reflections</li><li>Twin/Triplet Topics</li><li>Informational Text Features</li><li>Varied Presentation</li><li>Split Screen Notes Strategy</li><li>Brainstorm BME (Beginning, Middle, End)</li><li>Sketch to Stretch</li><li>Simple Technique</li><li>Prewriting Graphic Organizers</li><li>Creating Characters Using Trading Cards</li><li>Using Transitional Words and Phrases</li><li>Comic Strip</li><li>Writing Samples</li><li>Mentor Text</li></ul>	
<a href="#">W.3.2</a>	<ul style="list-style-type: none"><li>Know the difference between writing text to inform or explain</li><li>Know how to write a topic sentence</li><li>Know how to group related information together</li><li>Understand the importance of including illustrations</li><li>Use fact, definitions and details to develop a topic</li><li>Use linking words and phrases to connect ideas</li><li>Know how to conclude by using a statement or explanation</li></ul>	<ul style="list-style-type: none"><li>Essay Prompts</li><li>Checklist</li><li>Rubrics</li><li>Use Google Docs to provide feedback on students writing.</li><li>Weekly and Module assessments from <i>Into Reading</i>.</li></ul>		
<a href="#">W.3.3</a>	<ul style="list-style-type: none"><li>Know that a narrative tells a story</li><li>Understand who is telling the story</li><li>Know how to move from one event to another</li><li>Use the characters words to help explain what is happening in the story</li><li>Recognize transitional words</li><li>Understand story elements</li><li>Understand dialogue</li></ul>	<ul style="list-style-type: none"><li>Essay Prompts</li><li>Checklist</li><li>Rubrics</li><li>Use Google Docs to provide feedback on students writing.</li><li>Weekly and Module assessments from <i>Into Reading</i>.</li></ul>		
<a href="#">SL.3.1</a>	<ul style="list-style-type: none"><li>Work with a partner</li><li>Use rules of conversation</li><li>Reorganize the ideas of others</li><li>Build upon ideas</li><li>Ask questions to check</li></ul>	<ul style="list-style-type: none"><li>Poetry Practice</li><li>Jigsaw</li><li>Beach Ball</li><li>Snowball Discussion</li><li>Fishbowl</li></ul>	<ul style="list-style-type: none"><li><b>Text Rendering:</b> Have students read an informational text independently. Direct them to highlight or write down sentences they find important or interesting.</li></ul>	

	understanding <ul style="list-style-type: none"> <li>• Offer comments or suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Concentric Circles</li> <li>• Active Listening Practice</li> <li>• Conversation Chips</li> <li>• Conver-Stations</li> </ul>	Place students in a small group and allow them to share a sentence from the text. Next, have each student pick and share a phrase from the sentence shared. Finally, have each student pick one word from the sentence they shared. Direct groups to discuss if the words, phrases, and sentences they chose sum up the main idea of the text. 2W
SL.3.2	<ul style="list-style-type: none"> <li>• Recognize the main ideas presented in text</li> <li>• Recognize supporting details</li> <li>• Understand visual, oral, and digital informational formats</li> <li>• Recognize what information is being conveyed through diverse media such as: graphs, videos and digital resources</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Listening:</b> Have students explain their answers and support it with evidence. Determine if there are any misconceptions.</li> <li>• Checklist</li> <li>• Rubrics</li> </ul>
SL.3.3	<ul style="list-style-type: none"> <li>• Identify the reasons a speaker gives to support their argument</li> <li>• Know that facts, examples, explanations can be used as support for an opinion</li> <li>• Infer messages that the speaker implies</li> </ul>		<ul style="list-style-type: none"> <li>• Ask clarifying questions to document student thinking</li> <li>• Checklist</li> <li>• Rubrics</li> </ul>
SL.3.4	<ul style="list-style-type: none"> <li>• Understand strategies for organizing a presentation such as: brainstorming, using graphic organizers or thinking maps</li> <li>• Understand organization structure</li> </ul>	<ul style="list-style-type: none"> <li>• Reader's Theater</li> <li>• Becoming a Newscaster</li> <li>• Hollywood Hello</li> <li>• Fluency Readings</li> <li>• Student Self-Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a short video or screen-casts where they retell a story or recount an experience.</li> <li>• Graphic Organizers</li> <li>• Checklist</li> </ul>

		for presentation such as chronologically, problem/solution, cause and effect, before and after <ul style="list-style-type: none"> <li>• Know that stories are organized with a beginning, middle and end</li> <li>• Understand that text or presentations usually have a theme</li> <li>• Know that reports have an introduction, body with supporting details and a conclusion</li> <li>• Understand that good presentation skills include speaking clearly, having good pacing and making eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• Book REcordings</li> <li>• Morning Announcements</li> <li>• Brainstorming</li> <li>• Practice and Revision</li> <li>• I See, I Think, I Wonder</li> <li>• Just a Minute</li> <li>• Podcast</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> </ul>
	SL.3.5	<ul style="list-style-type: none"> <li>• Understand how to use audio equipment</li> <li>• Understand voice, pitch and inflection</li> <li>• Create visual displays such as: legends, charts, graphs, and display boards</li> <li>• Select visuals to add to a poem or story being read</li> </ul>		<ul style="list-style-type: none"> <li>• Flipgrid</li> <li>• Screencast or Vidyad</li> <li>• Diorama</li> <li>• File Folders</li> <li>• Posters</li> <li>• Collage</li> <li>• Booklet</li> <li>• Checklist</li> <li>• Rubrics</li> </ul>

SL.3.6	<ul style="list-style-type: none"> <li>• Understand different levels of speech styles</li> <li>• Recognize when formal or informal English is appropriate</li> <li>• Understand that informal speech is used when talking to friends</li> <li>• Use academic, content specific vocabulary when presenting formally</li> <li>• Use complete sentences in formal presentations</li> <li>• Know that when constructing a formal response, Standard English grammar and language convention must be used</li> </ul>		<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Essays/Reports</li> <li>• Letter Writing</li> <li>• Exit Tickets</li> <li>• Checklist</li> <li>• Rubrics</li> </ul>
L.3.1	<ul style="list-style-type: none"> <li>• Write legibly using cursive or joined italics</li> <li>• Know the rules that govern common grammar Understand subject/verb agreement</li> <li>• Recognize and write simple, compound, and complex sentences</li> <li>• Understand comparative and superlative</li> </ul>	<ul style="list-style-type: none"> <li>• Noun Walk</li> <li>• Do This, Not That</li> <li>• Adverb Charades Team</li> <li>• Assistance with High Frequency Words</li> <li>• Suffix Popsicles</li> <li>• Photography</li> <li>• Adjective Silhouette</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Exit Tickets</li> <li>• Graphic Organizers</li> <li>• Quizzes</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

L.3.2	<ul style="list-style-type: none"> <li>• Understand the use of quotation marks to denote that someone is speaking or quoting from the text</li> <li>• Understand the use of commas in dialogue</li> <li>• Identify complete sentences and independent clauses</li> <li>• Understand the use of capital letters at the beginning of a sentence, titles, and proper names</li> <li>• Use spelling patterns, word roots, affixes, syllable construction</li> <li>• Use dictionaries or digital media to look for the correct spelling of a word</li> </ul>		<ul style="list-style-type: none"> <li>• Narrative Story</li> <li>• Reports</li> <li>• Letter Writing</li> <li>• Dictionary Dig</li> <li>• Quizzes</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
L.3.3	<ul style="list-style-type: none"> <li>• Understand basic punctuation rules</li> <li>• Understand basic capitalization rules</li> <li>• Understand basic grammar rules</li> <li>• Recognize that words have differences or shades of meaning</li> <li>• Know that punctuation like commas, exclamation, and question marks, can be used for effect</li> <li>• Distinguish between situations that call for formal English and those where informal English is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Dead Word Graveyard</li> <li>• Punctuation Dictation</li> <li>• Vigorous Verbs</li> <li>• Change Your Words Hunt</li> <li>• Four Star Sentences</li> <li>• Beginnings and Endings</li> </ul>	<ul style="list-style-type: none"> <li>• Journals or notebook prompts</li> <li>• Narrative Story</li> <li>• Quiz</li> <li>• Exit tickets</li> <li>• Letter Writing</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

L.3.4	<ul style="list-style-type: none"> <li>• Understand context clues help provide clues to word or phrase meaning</li> <li>• Identify the most common Greek and Latin affixes and roots</li> <li>• Know how to use a textbook glossary</li> <li>• Access reference materials to help determine the precise meaning of key words</li> <li>• Use a print or digital dictionary to locate definitions of key words or phrases</li> <li>• Identify alternate word choices using print or digital thesauruses or dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Snowstorm</li> <li>• Why should I Care?</li> <li>• Out of Sorts</li> <li>• Homograph Hitch</li> <li>• Linear Arrangements</li> <li>• Root-A-Word</li> <li>• Frayer Model</li> <li>• Dictionary Hunt</li> <li>• Vocabsury atoll</li> <li>• All For One</li> <li>• Smile Self-Portrait</li> <li>• Semantic Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Frayer Model</li> <li>• Dictionary Dig</li> <li>• Quizzes</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
L.3.5	<ul style="list-style-type: none"> <li>• Understand context clues help provide clues to word or phrase meaning</li> <li>• Identify the most common Greek and Latin affixes and roots</li> <li>• Know how to use a textbook glossary</li> <li>• Access reference materials to help determine the precise meaning of key words</li> <li>• Use a print or digital dictionary to locate definitions of key words or phrases</li> <li>• Identify alternate word choices using print or digital thesauruses or</li> </ul>		<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Exit Tickets</li> <li>• Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer.</li> <li>• Quizzes</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

	dictionaries		
L.3.6	<ul style="list-style-type: none"> <li>• Understand that words have shades of meaning</li> <li>• Acquire and use words that are basic to understanding a concept</li> <li>• Determine which word best describes an action, emotion, or state of being</li> <li>• Develop an amount of grade level academic words and phrases</li> </ul>		<ul style="list-style-type: none"> <li>• Journal or notebook prompts</li> <li>• Essays</li> <li>• Exit Tickets</li> <li>• Quizzes</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RF.3.3</a>	<ul style="list-style-type: none"> <li>• Understand that meaningful chunks can be added to words to change their meaning</li> <li>• Understand that prefixes are added to the beginning of the word</li> <li>• Know the meaning of common prefixes such as <i>re-</i>; <i>un-</i>; <i>dis-</i>; etc.</li> <li>• Understand that suffixes are added to the ending of a word</li> <li>• Recognize the derivational suffixes, <i>ly-</i>; <i>-ish</i>; <i>-hood</i>; <i>-ful</i>; <i>ness</i>; <i>ment</i>; etc, and how they change the meaning of a word</li> <li>• Recognize common Latin suffixes, such as <i>-ment</i>; <i>-ation</i>, <i>-ly</i>, <i>-able/ible</i>; etc.</li> <li>• Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multisyllabic words</li> <li>• Know and read fluently regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Sort by Affix</li> <li>• Syllabication</li> <li>• Affix Practice</li> <li>• SIP Strategy</li> <li>• Spot and Dot Strategy</li> <li>• Prefix Practice</li> <li>• Silly Word Prefix Sound Off</li> <li>• DISSECT Strategy</li> <li>• Making New Words</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer.</li> <li>• Chalkboard Splash: Have students respond to a prompt/question on the board at the same time. Discuss similarity and differences of responses and allow students to share evidence for their response.</li> <li>• Quizzes</li> <li>• Exit Tickets</li> </ul>

		spelled words		
	<a href="#">RF.3.4</a>	<ul style="list-style-type: none"> <li>• Set a purpose for reading</li> <li>• Use expression when reading</li> <li>• Use strategies for self-correction</li> <li>• Recognize when they become confused or have lost the meaning of the text</li> <li>• Skim the text</li> <li>• Re-read for fluency and comprehension</li> <li>• Self-monitor for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer to Text Process</li> <li>• Student-Adult Reading</li> <li>• Choral Reading</li> <li>• Audio-Assisted Reading</li> <li>• Partner Reading</li> <li>• Readers Theatre</li> <li>• Repeated Reading</li> <li>• Folding In</li> <li>• Fluency Development</li> <li>• Chunking</li> <li>• Poetry for Fluency</li> <li>• Pocket Poems</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Running Records</li> <li>• Screencast</li> <li>• Flipgrid</li> </ul>

Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3. \* Indicates priority instructional content for 3rd grade.

Grading Period 3		Module 7 Week 1	Module 7 Week 2	Module 7 Week 3	Module 8 Week 1	Module 8 Week 2	Module 8 Week 3	Module 9 Week 1	Module 9 Week 2	Module 9 Week 3
<b>Reading</b>	Focus Standards	RL.3.10* <b>RI.3.1*</b> RI.3.2 RI.3.3 RI.3.4* <b>RI.3.6</b> <b>RI.3.8</b> RI.3.10*	RI.3.1* RI.3.3 RI.3.4* RI.3.5 <b>RI.3.6</b> <b>RI.3.7</b> <b>RI.3.8</b> RI.3.9	<b>RL.3.1*</b> <b>RL.3.3</b> <b>RL.3.4*</b> RL.3.5 RL.3.6 <b>RL.3.7</b> RL.3.9 RL.3.10* RI.3.10	RL.3.10* RI.3.1* <b>RI.3.2</b> RI.3.4* RI.3.5 <b>RI.3.7</b> <b>RI.3.8</b> RI.3.10*	RL.3.1* <b>RL.3.3</b> RL.3.4* <b>RL.3.5</b> RL.3.6 RL.3.10* RI.3.1* RI.3.10*	RI.3.1* RI.3.2 <b>RI.3.3</b> RI.3.4* RI.3.5 <b>RI.3.6</b> <b>RI.3.7</b> <b>RI.3.8</b>	RI.3.1* <b>RI.3.2</b> <b>RI.3.3</b> RI.3.4* RI.3.5 <b>RI.3.5</b> RI.3.7 <b>RI.3.8</b> RI.3.10*	RL.3.10* RI.3.1* RI.3.2 RI.3.3 RI.3.4* <b>RI.3.5</b> RI.3.9 RI.3.10*	RI.3.1* <b>RI.3.2</b> <b>RI.3.3</b> <b>RI.3.4*</b> <b>RI.3.5</b> <b>RI.3.6</b> RI.3.9 RI.3.10*
	Supporting Standards	RL.3.1* RL.3.2 RL.3.3 RL.3.4*	RL.3.1* RL.3.4* RL.3.10* RI.3.10*	RI.3.1* RI.3.2 RI.3.3 RI.3.4*	RL.3.1* RL.3.2 RL.3.3 RL.3.4*	RL.3.2 RI.3.2 RI.3.3 RI.3.4*	RL.3.1* RL.3.4* RL.3.10* RI.3.9 RI.3.10*	RL.3.1* RL.3.2 RL.3.3 RL.3.4* RL.3.10*	RL.3.1* RL.3.2 RL.3.3 RL.3.4*	RL.3.1* RL.3.4* RL.3.10*
<b>Writing</b>	Focus Standards	W.3.1	W.3.1	<b>W.3.1</b>	W.3.2	W.3.2	<b>W.3.2</b>	W.3.3	W.3.3	<b>W.3.3</b>
	Supporting Standards	W.3.5 W.3.7 W.3.8*	W.3.4 W.3.7 W.3.8* W.3.10	W.3.6 W.3.7 W.3.8*	W.3.7 W.3.8*	W.3.4 W.3.8*	W.3.6 W.3.8*	W.3.5 W.3.7 W.3.8*	W.3.4 W.3.8* W.3.10	W.3.6 W.3.8*
<b>Speaking and Listening</b>	Focus Standards	SL.3.1* SL.3.2 SL.3.3	SL.3.1* SL.3.2 SL.3.3	SL.3.1* SL.3.2 SL.3.3	SL.3.1* SL.3.2 SL.3.3	SL.3.1* SL.3.2 SL.3.3	SL.3.1* SL.3.2 SL.3.3	SL.3.1* SL.3.2 SL.3.3	SL.3.1* SL.3.2 SL.3.3	SL.3.1* SL.3.2 SL.3.3

		SL.3.4 SL.3.5 SL.3.6	SL.3.4 SL.3.5 SL.3.6	SL.3.4 SL.3.5 SL.3.6	SL.3.4 SL.3.5 SL.3.6	SL.3.4 SL.3.5 SL.3.6	SL.3.4 SL.3.5 SL.3.6	SL.3.4 SL.3.5 SL.3.6	SL.3.4 SL.3.5 SL.3.6	SL.3.4 SL.3.5 SL.3.6
	Supporting Standards									
<b>Language</b>	Focus Standards	<b>L.3.1</b> <b>L.3.4*</b> <b>L.3.6*</b>	<b>L.3.1</b> <b>L.3.4*</b> <b>L.3.6*</b>	<b>L.3.1</b> <b>L.3.3</b>	<b>L.3.1</b> <b>L.3.4*</b>	<b>L.3.1</b> <b>L.3.2</b> <b>L.3.3</b> <b>L.3.4*</b>	<b>L.3.1</b> <b>L.3.4*</b>	<b>L.3.2</b> <b>L.3.4*</b>	<b>L.3.2</b> <b>L.3.3</b> <b>L.3.4*</b> <b>L.3.5*</b>	<b>L.3.2</b> <b>L.3.3</b> <b>L.3.4*</b> <b>L.3.6*</b>
	Supporting Standards	L.3.2 L.3.5*	L.3.5*	L.3.4* L.3.5* L.3.6*	L.3.2 L.3.5* L.3.6*	L.3.5* L.3.6*	L.3.5* L.3.6*	L.3.5* L.3.6*	L.3.6*	L.3.5*
<b>Foundational Skills</b>	Focus Standards	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*
	Supporting Standards									

**Grading Period 4****Reading****Literature**

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.

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.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.6 Describe the difference between points of view in texts, particularly first- and third-person narration.

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., emphasize aspects of a character or setting).

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).

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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**Informational**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Analyze informational text development.

a. Determine the main idea of a text.

b. Retell the key details and explain how they support the main idea.

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.

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.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own perspective from that of the author of a text.

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).

RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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.

### **Writing**

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.

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 to aid comprehension, if needed.
- 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.

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.

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.)

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.)

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.

W.3.7 Conduct short research projects that build knowledge about a topic.

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.

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.

### **Speaking and Listening**

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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 texts under discussion).
- c. Ask questions to check understanding of information, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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 understandable pace.

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.

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 for specific expectations.)

### **Language**

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 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 to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
  - Use commas in addresses.
  - Use commas and quotation marks in dialogue.
  - Form and use possessives.
  - Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.\*
  - Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 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).

### **Foundational Skills**

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
  - Decode words with common Latin suffixes.
  - Decode multisyllabic words.
  - Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

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

9 weeks				
Grading Period 4	Focus Standards	Essential Understandings	Strategies/Activities	Assessment Guidance
			*Adapted from <a href="#">ODE Model Curriculum</a> : explanation for these strategies can be found in Ohio's Model Curriculum document linked above.	*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.
	<a href="#">RL.3.1</a>	<ul style="list-style-type: none"> <li>Ask and answer questions (who, what, when, why, where)</li> <li>Locate information/details in text</li> <li>Refer to text for answer</li> <li>Synthesize information about in text in order to answer questions about the text</li> </ul>	<ul style="list-style-type: none"> <li>QAR</li> <li>Think Aloud</li> <li>Comprehension Monitoring</li> <li>Retelling Stories</li> <li>Make a Scene</li> <li>Becoming Characters from a Text</li> <li>Story Maps</li> <li>Character Silhouettes</li> </ul>	<ul style="list-style-type: none"> <li><b>Give Me Five:</b> Have students trace their hands and write 5W questions given by the teacher about the text. Students answer the questions.</li> <li>Exit Tickets</li> <li>Foldable Charts</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.2</a>	<ul style="list-style-type: none"> <li>Retell stories in sequential order</li> <li>Distinguish different genre: fables, folktales, myths</li> <li>Determine the central message, lesson, or moral of a story</li> <li>Explain how the central message, lesson, or moral is conveyed through key details</li> </ul>		<ul style="list-style-type: none"> <li>Groups of students read different cultural versions of a traditional folktale or fable.               <ul style="list-style-type: none"> <li>After reading students orally summarize what they read to the group.</li> <li>As a group, work together to identify the central message, moral or lesson present in all the stories using key details from their different stories.</li> <li>Create a graphic organizer where the central message is listed in the center, with spokes coming</li> </ul> </li> </ul>

			<p>out for each different story. In those bubbles, students will list the culture of the story through key details.</p> <p>Evaluate students on their ability to determine the central message, lesson or moral as well as identify key details.</p> <ul style="list-style-type: none"> <li>Students read a fable, folktale or myth.           <ul style="list-style-type: none"> <li>Make notes as to the central message and key details.</li> <li>Discuss their notes with a partner or small group.</li> <li>Create a graphic novel of the story using pictures and word bubbles, demonstrating knowledge of the central message as</li> <li>Bind and made available for other students to read during independent reading.</li> </ul> </li> </ul> <p>Students are evaluated on their ability to show the central message and key details.</p> <ul style="list-style-type: none"> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.3</a>	<ul style="list-style-type: none"> <li>Understand the sequence of events in a story</li> <li>Identify major/minor characters</li> </ul>	<ul style="list-style-type: none"> <li><b>Who am I?:</b> Students read various short stories.           <ul style="list-style-type: none"> <li>They create a “Who am I?”</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Describe characters by citing their traits, motivations, and emotions</li> <li>• Understand and explain how the characters' actions contribute to major and minor events of the story</li> </ul>		<p>paragraph with clues about the characters traits, motivations and actions in the story.</p> <ul style="list-style-type: none"> <li>○ Students first write clues on strips of paper, organize them from general to specific, and write them out in that order and read them aloud.</li> <li>○ Other students listen and guess who is described.</li> </ul> <ul style="list-style-type: none"> <li>• Students read a story in a small group.             <ul style="list-style-type: none"> <li>○ Each student then creates a poster including a drawing of a character described in the story.</li> <li>○ Around the picture students add words or phrases that describe the characters feelings, traits, and motivations and how their actions contributed to the sequence of events in the story.</li> <li>○ Students collaborate with teammates to ensure each poster has similar attributes.</li> <li>○ Finally, students make a brief presentation as a group, with each child explaining his character.</li> <li>○ After the presentation, the class can discuss and evaluate the presentations.</li> </ul> </li> <li>• Weekly and Module assessments</li> </ul>
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				from <i>Into Reading</i> .
		<ul style="list-style-type: none"> <li>• Distinguish between words, phrases, and sentences</li> <li>• Determine word and phrase meaning through context</li> <li>• Distinguish between literal and nonliteral language</li> </ul>	<ul style="list-style-type: none"> <li>• Author Studies</li> <li>• Compare Folk Literature</li> <li>• Music as Text</li> <li>• Literal vs. Nonliteral Meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Students read an assigned text, focusing on targeted vocabulary words.               <ul style="list-style-type: none"> <li>○ After reading the text, they create note cards for the targeted words with a personal definition.</li> <li>○ After the definition, they defend it by noting what words or phrases in the assigned text lead them to this definition. (Allow for prior knowledge and familiar root word recognition).</li> </ul> <p>Students are evaluated on their ability to accurately determine the meaning of the targeted text vocabulary.</p> </li> <li>• Students read from a text where the teacher has underlined vocabulary words.               <ul style="list-style-type: none"> <li>○ They re-read and highlight where they feel the information is found to determine the meaning of the word, by strategies such as a literal definition, a synonym, antonym, or a less direct, non-literal approach. When complete, students,</li> <li>○ in small groups, compare where they found the meaning in the</li> </ul> </li> </ul>

[RL.3.4](#)

				<p>text and agree on what the words mean. The teacher evaluates students on what they highlight as well as their discussion.</p> <ul style="list-style-type: none"> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RL.3.5</a>	<ul style="list-style-type: none"> <li>● Understand differences between story,drama, and poem and their parts (chapter, scene, stanza)</li> <li>● Use vocabulary particular to each genre when speaking or writing</li> <li>● Describe how each part builds upon earlier sections when discussing or writing about story, drama, or poems</li> </ul>		<ul style="list-style-type: none"> <li>● The teacher reads aloud from a grade appropriate novel to the class or a small group.               <ul style="list-style-type: none"> <li>○ Students create a doodle (pictures and words) of the chapter as they listen.</li> <li>○ They do this for each chapter, referring to the key ideas and how they build on information from earlier chapters.</li> <li>○ At the conclusion of the book, students will write or orally describe how each part (chapter) built on the previous ones to tell the story.</li> </ul> <p>Students are evaluated on their ability to describe how each successive chapter builds on earlier chapters.</p> </li> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

<a href="#">RL.3.6</a>	<ul style="list-style-type: none"> <li>• Understand point of view</li> <li>• Know what is meant by “first person”</li> <li>• Know what is meant by “third person”</li> <li>• Distinguish between one’s own point of view and another’s</li> </ul>		<ul style="list-style-type: none"> <li>• <b>In Other Words:</b> Students read a story written in first person. <ul style="list-style-type: none"> <li>○ They create a T chart with the main character’s name on one side and their name on the other.</li> <li>○ On the main character’s side they list three to five significant events in the story and the way the character responded to them.</li> <li>○ On the other side of the chart, they list their reactions to those same events.</li> </ul> <p>Students are evaluated by their ability to present their own point of view on the events of the story.</p> </li> <li>• <b>In My View:</b> Students read one of the many alternate stories, such as <i>The True Story of the 3 Little Pigs</i>. Students rewrite the story from their point of view. <p>Students are evaluated on their ability to distinguish their point of view from that of the original story teller.</p> </li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RL.3.10</a>	<ul style="list-style-type: none"> <li>• Recognize genre in literature, including stories, dramas, and poetry</li> </ul>	<ul style="list-style-type: none"> <li>• QAR-Question Answer Relationship</li> <li>• Independent Reading</li> </ul>	<ul style="list-style-type: none"> <li>• 3-2-1: Have students write three key terms from what they have just learned, two ideas they would like</li> </ul>

	<ul style="list-style-type: none"> <li>• Read independently and proficiently at the high end of the 2-3 grade complexity band</li> <li>• Comprehend literature read at the high end of the 2- 3 grade complexity band</li> </ul>	<ul style="list-style-type: none"> <li>• Literature Circles/Book Clubs</li> <li>• Socratic Seminar</li> <li>• Paired Reading Tutors</li> <li>• Predictions and Connections</li> <li>• Reading Conferences</li> </ul>	<p>to learn more about, and one concept or skill they think they have mastered.</p> <ul style="list-style-type: none"> <li>• Running Records</li> <li>• Reading Conferences</li> <li>• Weekly and Module assessments from <i>Into Reading</i>. Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.1</a>	<ul style="list-style-type: none"> <li>• Form and ask questions</li> <li>• Understand the details in the text</li> <li>• Answer questions that demonstrate understanding such as who, what, when, where and why</li> <li>• Refer to text for answers</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning the Text</li> <li>• Exploring Cause and Effect</li> <li>• Four-Square Graphic Organizer</li> <li>• Flip It Around</li> <li>• QAR-Question Answer Relationship</li> <li>• Anchor Charts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jeopardy Game:</b> Prepare a set of answers at various levels on a section of text or a collection of texts. <ul style="list-style-type: none"> <li>○ Students take turns on teams giving the question, with evidence from the text. They must locate the information in the text before answering.</li> <li>○ For students who struggle with gathering information, some of the answers or hints might be provided to guide their reading.</li> <li>○ Advanced students might be given the more challenging answers or they could create some of the answers for the game.</li> </ul> </li> <li>• <b>Exit Slip.</b> Teachers will ask one or two key questions at the conclusion of a reading or research activity. Responses will be based on information from the text.</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

<a href="#">RI.3.2</a>	<ul style="list-style-type: none"> <li>• Determine the main idea of informational text</li> <li>• Recount the key details</li> <li>• Explain how the key details support the main idea</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Defend:</b> Groups of students read different passages. <ul style="list-style-type: none"> <li>○ Students work together to create signs for the main idea and the key details of their selection.</li> <li>○ The student holding the main idea sign then presents it to the class and defends their choice.</li> <li>○ Each of the students holding a key detail sign defends how their key detail supports the main idea.</li> </ul> </li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.3</a>	<ul style="list-style-type: none"> <li>• Be able to describe relationship</li> <li>• Identify historical events and scientific ideas</li> <li>• Be able to sequence steps in a procedure</li> <li>• Use the language of time, such as: long ago, in this decade, century, in the future</li> <li>• Use language of cause and effect</li> <li>• Understand a “series of events” and “steps in a procedure”</li> <li>• Describe the impact an early event had on something that happened later in the text</li> </ul>		<ul style="list-style-type: none"> <li>• Have students read a historical selection. <ul style="list-style-type: none"> <li>○ Have students list three to five key events on separate note cards, referring to the text.</li> <li>○ A student can then rearrange the cards, exchange with a classmate who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally.</li> </ul> </li> <li>• Have students read the procedures for a science experiment. <ul style="list-style-type: none"> <li>○ Have students list the procedures on separate note cards.</li> <li>○ A student can then rearrange the cards, exchange with a classmate</li> </ul> </li> </ul>

			<p>who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally.</p> <ul style="list-style-type: none"> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.4</a>	<ul style="list-style-type: none"> <li>Understand that words may have multiple meaning</li> <li>Use root words, Latin and Greek suffixes and prefixes, to determine the meaning of academic words used in science, history/social studies</li> <li>Understand that words may be used as figurative language</li> <li>Use antonyms and synonyms as clues to find the meaning of grade level words</li> </ul>	<ul style="list-style-type: none"> <li>Context Clues</li> <li>Determining the Meaning of Academic and Content-Specific Words and Phrases</li> <li>Write Sentences Using Nonsense Words</li> <li>Diagramming Text Features</li> <li>Author's Perspective</li> </ul>	<ul style="list-style-type: none"> <li><b>Exit slip.</b> List the two or three key terms from the text. <ul style="list-style-type: none"> <li>Ask students to explain what each word means and where in the reading can they show this to be true.</li> <li>Students will justify their answers with evidence.</li> </ul> </li> <li><b>Peer assessment.</b> Students exchange their assignments and evaluate each others' work. <ul style="list-style-type: none"> <li>Have students discuss their conclusions.</li> <li>Teachers listen for use of valid arguments and accurate understanding of the terms.</li> </ul> </li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.5</a>	<ul style="list-style-type: none"> <li>Understand basic keyboarding skills</li> <li>Understand internet usage</li> <li>Determine relevant information</li> <li>Understand the importance of keywords</li> </ul>		<ul style="list-style-type: none"> <li><b>Sticky Notes:</b> Give students sticky notes. <ul style="list-style-type: none"> <li>Have students put the sticky note on the page that contains the text feature.</li> <li>On the sticky note students will explain how it would be helpful.</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>● <b>Search:</b> Given a topic, allow students to work in pairs for a predetermined amount of time to find information using the internet.               <ul style="list-style-type: none"> <li>○ Have them create a resource page on the topic, complete with websites and hyperlinks.</li> <li>○ Discuss with the students what they did to create their resource page using the internet.</li> <li>○ Assess their understanding of technology features and search tools using a rubric.</li> </ul> </li> <li>● Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
	<a href="#">RI.3.6</a>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of the author's intent Determine information from the text</li> <li>● Look for language or ideas expressing what the author believes about the information he/she is presenting</li> <li>● Understand who is speaking</li> <li>● Express their own thoughts about the information they have read</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Four corners.</b> Have students read an article about a controversial topic. Propose a statement that is related to the topic.               <ul style="list-style-type: none"> <li>○ Mark the 4 corners of the room, Strongly Agree, Somewhat Agree, Somewhat Disagree or Strongly Disagree. Have students go to the corner they feel aligns with their point of view.</li> <li>○ Students will discuss with the others in their group, and then present a brief argument defending their position to the class.</li> <li>○ Students can then go to their desks and write a brief defense of their positions.</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>In a small group, plan and perform a historical story from the perspective of a different character, perhaps the villain or an important object.               <ul style="list-style-type: none"> <li>Make sure students know decisions regarding events and behavior must accurately reflect information from the story.</li> </ul> </li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.7</a>	<ul style="list-style-type: none"> <li>Understand maps and legends</li> <li>Understand the importance of pictures and how they relate to text</li> <li>Understand that informational text gives the where, when, why, and how events occur</li> <li>Understand that key information is found in the graphics that accompany the text</li> <li>Explain what they learned from the text</li> </ul>	<ul style="list-style-type: none"> <li>5 W's Chart</li> <li>Think Aloud</li> <li>Compare and Contrast</li> <li>Picture Walk</li> <li>Graphical Information</li> </ul>	<ul style="list-style-type: none"> <li><b>Three facts and a fib.</b> Have students study a map. Then from just the information on the map, write three facts about the area on the map and one fib.               <ul style="list-style-type: none"> <li>Each student then shows his/her map and the four statements with another student.</li> <li>It is the task of the other student to figure out which is the fib.</li> </ul> </li> <li>Analyzing photographs from a time in history, students create a compare and contrast chart, depicting similarities and differences between the past and present. When speaking or writing, each student will defend his/her thinking.</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">RI.3.8</a>	<ul style="list-style-type: none"> <li>Identify facts and details the author</li> </ul>		<ul style="list-style-type: none"> <li>Students create a chart with cause</li> </ul>

	<p>has cited as evidence to support his points</p> <ul style="list-style-type: none"><li>● Identify how one sentence is connected to the sentence before and after it</li><li>● Understand how a concept continues from one paragraph to another</li><li>● Understand cause and effect</li><li>● Understand comparisons</li><li>● Understand the importance of sequencing</li></ul>		<p>at the top of one column and effect on the other.</p> <ul style="list-style-type: none"><li>○ As they read an informational text on a subject such as a scientific discovery or an historical event, students will point out cause and effect situations.</li><li>● Cut apart three to five sentence strips with events from a historical event or steps to make or build an object.<ul style="list-style-type: none"><li>○ Challenge students to arrange the strips in the correct order.</li><li>○ After they have selected the sequence, have them explain/defend the sequence.</li></ul></li><li>● Weekly and Module assessments from <i>Into Reading</i>.</li></ul>
<a href="#">RI.3.10</a>	<ul style="list-style-type: none"><li>● Know how to use text features to help comprehend informational text</li><li>● Have experience reading grade level science textbook</li><li>● Have experience reading grade level history/social science textbook</li><li>● Read informational texts independently and proficiently</li><li>● Know how to self-monitor for understanding</li></ul>	<ul style="list-style-type: none"><li>● Informational Text Scavenger Hunt</li><li>● Fact Versus Fiction</li><li>● 3-2-1 Strategy</li><li>● Technical Text</li><li>● Paired Texts</li></ul>	<ul style="list-style-type: none"><li>● 3-2-1: Have students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</li><li>● Running Records</li><li>● Reading Conferences</li><li>● Weekly and Module assessments from <i>Into Reading</i>.</li></ul>

<a href="#">W.3.1</a>	<ul style="list-style-type: none"> <li>Choose a topic</li> <li>State and opinion about the topic</li> <li>Know common organizational structures such as a chronological order and problem/solution</li> <li>Know what linking words are and how to use them when moving from one reason to another</li> <li>Know that conclusions should restate or sum up the writing</li> </ul>	<ul style="list-style-type: none"> <li>Opinion-driven Text/Beginning the Writing Process</li> <li>Defining Fact vs. Opinion</li> <li>Understanding the Difference between Fact and Opinion</li> <li>Identifying Opinion Statements</li> <li>OREO Method-Opinion Reason Examples Opinion</li> <li>Using Linking Words in Opinion Writing</li> </ul>	<ul style="list-style-type: none"> <li>Essay Prompts</li> <li>Checklists</li> <li>Rubrics</li> <li>Use Google Docs to provide feedback on students writing.</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">W.3.2</a>	<ul style="list-style-type: none"> <li>Know the difference between writing text to inform or explain</li> <li>Know how to write a topic sentence</li> <li>Know how to group related information together</li> <li>Understand the importance of including illustrations</li> <li>Use fact, definitions and details to develop a topic</li> <li>Use linking words and phrases to connect ideas</li> <li>Know how to conclude by using a statement or explanation</li> </ul>	<ul style="list-style-type: none"> <li>Debates- Setting Up Opinion Writing</li> <li>Interest Brainstorm</li> <li>Career Panel &amp; Reflections</li> <li>Twin/Triplet Topics</li> <li>Informational Text Features</li> <li>Varied Presentation</li> <li>Split Screen Notes Strategy</li> <li>Brainstorm BME (Beginning, Middle, End)</li> <li>Sketch to Stretch</li> <li>Simple Technique</li> <li>Prewriting Graphic Organizers</li> <li>Creating Characters Using Trading Cards</li> </ul>	<ul style="list-style-type: none"> <li>Essay Prompts</li> <li>Checklists</li> <li>Rubrics</li> <li>Use Google Docs to provide feedback on students writing.</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
<a href="#">W.3.3</a>	<ul style="list-style-type: none"> <li>Know that a narrative tells a story</li> <li>Understand who is telling the story</li> <li>Know how to move from one event to another</li> <li>Use the characters words to help explain what is happening in the story</li> <li>Recognize transitional words</li> <li>Understand story elements</li> </ul>	<ul style="list-style-type: none"> <li>Using Transitional Words and Phrases</li> <li>Comic Strip</li> <li>Writing Samples</li> <li>Mentor Text</li> </ul>	<ul style="list-style-type: none"> <li>Essay Prompts</li> <li>Checklists</li> <li>Rubrics</li> <li>Use Google Docs to provide feedback on students writing.</li> <li>Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand dialogue</li> </ul>		
SL.3.1	<ul style="list-style-type: none"> <li>Work with a partner</li> <li>Use rules of conversation</li> <li>Reorganize the ideas of others</li> <li>Build upon ideas</li> <li>Ask questions to check understanding</li> <li>Offer comments or suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Poetry Practice</li> <li>Jigsaw</li> <li>Beach Ball</li> <li>Snowball Discussion</li> <li>Fishbowl</li> <li>Concentric Circles</li> <li>Active Listening Practice</li> <li>Conversation Chips</li> <li>Conver-Stations</li> </ul>	<ul style="list-style-type: none"> <li><b>Text Rendering:</b> Have students read an informational text independently. Direct them to highlight or write down sentences they find important or interesting. Place students in a small group and allow them to share a sentence from the text. Next, have each student pick and share a phrase from the sentence shared. Finally, have each student pick one word from the sentence they shared. Direct groups to discuss if the words, phrases, and sentences they chose sum up the main idea of the text.</li> </ul>
SL.3.2	<ul style="list-style-type: none"> <li>Recognize the main ideas presented in text</li> <li>Recognize supporting details</li> <li>Understand visual, oral, and digital informational formats</li> <li>Recognize what information is being conveyed through diverse media such as: graphs, videos and digital resources</li> </ul>		<ul style="list-style-type: none"> <li><b>Listening:</b> Have students explain their answers and support it with evidence. Determine if there are any misconceptions.</li> <li>Checklists</li> <li>Rubrics</li> </ul>
SL.3.3	<ul style="list-style-type: none"> <li>Identify the reasons a speaker gives to support their argument</li> <li>Know that facts, examples, explanations can be used as</li> </ul>		<ul style="list-style-type: none"> <li>Ask clarifying questions to document student thinking</li> <li>Checklists</li> <li>Rubrics</li> </ul>

	support for an opinion <ul style="list-style-type: none"> <li>• Infer messages that the speaker implies</li> </ul>		
SL.3.4	<ul style="list-style-type: none"> <li>• Understand strategies for organizing a presentation such as: brainstorming, using graphic organizers or thinking maps</li> <li>• Understand organization structure for presentation such as chronologically, problem/solution, cause and effect, before and after</li> <li>• Know that stories are organized with a beginning, middle and end</li> <li>• Understand that text or presentations usually have a theme</li> <li>• Know that reports have an introduction, body with supporting details and a conclusion</li> <li>• Understand that good presentation skills include speaking clearly, having good pacing and making eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• Reader's Theater</li> <li>• Becoming a Newscaster</li> <li>• Hollywood Hello</li> <li>• Fluency Readings</li> <li>• Student Self-Evaluation</li> <li>• Book REcordings</li> <li>• Morning Announcements</li> <li>• Brainstorming</li> <li>• Practice and Revision</li> <li>• I See, I Think, I Wonder</li> <li>• Just a Minute</li> <li>• Podcast</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a short video or screen-casts where they retell a story or recount an experience.</li> <li>• Graphic Organizers</li> <li>• Checklists</li> <li>• Rubrics</li> </ul>
SL.3.5	<ul style="list-style-type: none"> <li>• Understand how to use audio equipment</li> <li>• Understand voice, pitch and inflection</li> <li>• Create visual displays such as: legends, charts, graphs, and display boards</li> <li>• Select visuals to add to a poem or story being read</li> </ul>		<ul style="list-style-type: none"> <li>• Flipgrid</li> <li>• Screencast or Vidyad</li> <li>• Diorama</li> <li>• File Folders</li> <li>• Posters</li> <li>• Collage</li> <li>• Booklet</li> <li>• Checklists</li> <li>• Rubrics</li> </ul>

SL.3.6	<ul style="list-style-type: none"> <li>• Understand different levels of speech styles</li> <li>• Recognize when formal or informal English is appropriate</li> <li>• Understand that informal speech is used when talking to friends</li> <li>• Use academic, content specific vocabulary when presenting formally</li> <li>• Use complete sentences in formal presentations</li> <li>• Know that when constructing a formal response, Standard English grammar and language convention must be used</li> </ul>		<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Essays/Reports</li> <li>• Letter Writing</li> <li>• Exit Tickets</li> <li>• Checklists</li> <li>• Rubrics</li> </ul>
L.3.1	<ul style="list-style-type: none"> <li>• Write legibly using cursive or joined italics</li> <li>• Know the rules that govern common grammar Understand subject/verb agreement</li> <li>• Recognize and write simple, compound, and complex sentences</li> <li>• Understand comparative and superlative</li> </ul>	<ul style="list-style-type: none"> <li>• Noun Walk</li> <li>• Do This, Not That</li> <li>• Adverb Charades Team</li> <li>• Assistance with High Frequency Words</li> <li>• Suffix Popsicles</li> <li>• Photography</li> <li>• Adjective Silhouette</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Exit Tickets</li> <li>• Graphic Organizers</li> <li>• Quizzes</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

L.3.2	<ul style="list-style-type: none"> <li>• Understand the use of quotation marks to denote that someone is speaking or quoting from the text</li> <li>• Understand the use of commas in dialogue</li> <li>• Identify complete sentences and independent clauses</li> <li>• Understand the use of capital letters at the beginning of a sentence, titles, and proper names</li> <li>• Use spelling patterns, word roots, affixes, syllable construction</li> <li>• Use dictionaries or digital media to look for the correct spelling of a word</li> </ul>		<ul style="list-style-type: none"> <li>• Narrative Story</li> <li>• Reports</li> <li>• Letter Writing</li> <li>• Dictionary Dig</li> <li>• Quizzes</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
L.3.3	<ul style="list-style-type: none"> <li>• Understand basic punctuation rules</li> <li>• Understand basic capitalization rules</li> <li>• Understand basic grammar rules</li> <li>• Recognize that words have differences or shades of meaning</li> <li>• Know that punctuation like commas, exclamation, and question marks, can be used for effect</li> <li>• Distinguish between situations that call for formal English and those where informal English is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Dead Word Graveyard</li> <li>• Punctuation Dictation</li> <li>• Vigorous Verbs</li> <li>• Change Your Words Hunt</li> <li>• Four Star Sentences</li> <li>• Beginnings and Endings</li> </ul>	<ul style="list-style-type: none"> <li>• Journals or notebook prompts</li> <li>• Narrative Story</li> <li>• Quizzes</li> <li>• Exit tickets</li> <li>• Letter Writing</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

L.3.4	<ul style="list-style-type: none"> <li>• Understand context clues help provide clues to word or phrase meaning</li> <li>• Identify the most common Greek and Latin affixes and roots</li> <li>• Know how to use a textbook glossary</li> <li>• Access reference materials to help determine the precise meaning of key words</li> <li>• Use a print or digital dictionary to locate definitions of key words or phrases</li> <li>• Identify alternate word choices using print or digital thesauruses or dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Snowstorm</li> <li>• Why should I Care?</li> <li>• Out of Sorts</li> <li>• Homograph Hitch</li> <li>• Linear Arrangements</li> <li>• Root-A-Word</li> <li>• Frayer Model</li> <li>• Dictionary Hunt</li> <li>• Vocabsury atoll</li> <li>• All For One</li> <li>• Smile Self-Portrait</li> <li>• Semantic Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Frayer Model</li> <li>• Dictionary Dig</li> <li>• Quizzes</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>
L.3.5	<ul style="list-style-type: none"> <li>• Understand context clues help provide clues to word or phrase meaning</li> <li>• Identify the most common Greek and Latin affixes and roots</li> <li>• Know how to use a textbook glossary</li> <li>• Access reference materials to help determine the precise meaning of key words</li> <li>• Use a print or digital dictionary to locate definitions of key words or phrases</li> <li>• Identify alternate word choices</li> </ul>		<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Exit Tickets</li> <li>• Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer.</li> <li>• Quizzes</li> <li>• Weekly and Module assessments from <i>Into Reading</i>.</li> </ul>

	using print or digital thesauruses or dictionaries		
<a href="#">RF.3.3</a>	<ul style="list-style-type: none"> <li>Understand that meaningful chunks can be added to words to change their meaning</li> <li>Understand that prefixes are added to the beginning of the word</li> <li>Know the meaning of common prefixes such as <i>re-</i>; <i>un-</i>; <i>dis-</i>; etc.</li> <li>Understand that suffixes are added to the ending of a word</li> <li>Recognize the derivational suffixes, <i>ly-</i>; <i>-ish</i>; <i>-hood</i>; <i>-ful</i>; <i>ness</i>; <i>ment</i>; etc, and how they change the meaning of a word</li> <li>Recognize common Latin suffixes, such as <i>-ment</i>; <i>-ation</i>, <i>-ly</i>, <i>-able/ible</i>; etc.</li> <li>Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multisyllabic words</li> <li>Know and read fluently regularly spelled words</li> </ul>	<ul style="list-style-type: none"> <li>Sort by Affix</li> <li>Syllabication</li> <li>Affix Practice</li> <li>SIP Strategy</li> <li>Spot and Dot Strategy</li> <li>Prefix Practice</li> <li>Silly Word Prefix Sound Off</li> <li>DISSECT Strategy</li> <li>Making New Words</li> </ul>	<ul style="list-style-type: none"> <li>Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer.</li> <li>Chalkboard Splash: Have students respond to a prompt/question on the board at the same time. Discuss similarity and differences of responses and allow students to share evidence for their response.</li> <li>Quizzes</li> <li>Exit Tickets</li> </ul>
<a href="#">RF.3.4</a>	<ul style="list-style-type: none"> <li>Set a purpose for reading</li> <li>Use expression when reading</li> <li>Use strategies for self-correction</li> <li>Recognize when they become confused or have lost the meaning of the text</li> <li>Skim the text</li> <li>Re-read for fluency and</li> </ul>	<ul style="list-style-type: none"> <li>Transfer to Text Process</li> <li>Student-Adult Reading</li> <li>Choral Reading</li> <li>Audio-Assisted Reading</li> <li>Partner Reading</li> <li>Readers Theatre</li> <li>Repeated Reading</li> <li>Folding In</li> </ul>	<ul style="list-style-type: none"> <li>Reading Conference</li> <li>Running Record</li> <li>Screencast</li> <li>Flipgrid</li> </ul>

		comprehension <ul style="list-style-type: none"> <li>• Self-monitor for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency Development</li> <li>• Chunking</li> <li>• Poetry for Fluency</li> <li>• Pocket Poems</li> </ul>	
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Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3. \* Indicates priority instructional content for 3rd grade.

Grading Period 4		Module 10 Week 1	Module 10 Week 2	Module 10 Week 3	Module 11 Week 1	Module 11 Week 2	Module 11 Week 3	Module 12 Week 1	Module 12 Week 2	Module 12 Week 3
Reading	Focus Standards	RL.3.1* <b>RL.3.2</b> RL.3.3 RL.3.4* RL.3.5 RL.3.10* RI.3.10*	RL.3.1* <b>RL.3.2</b> RL.3.3 RL.3.4* RL.3.5 RL.3.10* RI.3.10*	<b>RL.3.1*</b> <b>RL.3.2</b> <b>RL.3.3</b> RL.3.4* RL.3.5 RL.3.10* RI.3.10*	RI.3.1* <b>RI.3.2</b> <b>RI.3.3</b> RI.3.4* <b>RI.3.5</b> <b>RI.3.7</b> RI.3.10*	<b>RI.3.1*</b> RI.3.3 RI.3.4* <b>RI.3.5</b> <b>RI.3.6</b> <b>RI.3.7</b> RI.3.10*	<b>RI.3.1*</b> RI.3.2 RI.3.3 RI.3.4* <b>RI.3.6</b> <b>RI.3.8</b> RI.3.10*	RL.3.1* <b>RL.3.2</b> RL.3.3 <b>RL.3.4*</b> <b>RL.3.6</b> RL.3.10*	<b>RL.3.1*</b> RL.3.2 RL.3.3 RL.3.4* <b>RL.3.5</b> <b>RL.3.6</b> RL.3.10*	<b>RL.3.1*</b> <b>RL.3.2</b> <b>RL.3.3</b> RL.3.4* RL.3.5 RL.3.10*
	Supporting Standards	RI.3.1* RI.3.4*	RI.3.1* RI.3.4*	RI.3.1* RI.3.4*	RL.3.1* RL.3.4* RL.3.10*	RL.3.1* RL.3.4* RL.3.10*	RL.3.1* RL.3.4* RL.3.10*	RI.3.1* RI.3.4* RI.3.10*	RI.3.1* RI.3.4* RI.3.10*	RI.3.1* RI.3.4* RI.3.10*
Writing	Focus Standards	W.3.3	W.3.3	<b>W.3.3</b>	W.3.1	W.3.1	W.3.1	W.3.2	W.3.2	W.3.2
	Supporting Standards	W.3.8*	W.3.4 W.3.7 W.3.8*	W.3.5 W.3.6 W.3.8*	W.3.5 W.3.8*	W.3.4 W.3.5 W.3.8*	W.3.5 W.3.6 W.3.8*	W.3.5 W.3.7 W.3.8*	W.3.4 W.3.5 W.3.8*	W.3.5 W.3.6 W.3.8*
Speaking and Listening	Focus Standards	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.3.1* SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6
	Supporting Standards									

<b>Language</b>	Focus Standards	<b>L.3.1</b> <b>L.3.3</b> <b>L.3.4*</b> <b>L.3.5*</b>	<b>L.3.1</b> <b>L.3.3</b> <b>L.3.4*</b> <b>L.3.5*</b>	<b>L.3.2</b> <b>L.3.4*</b>	<b>L.3.1</b> <b>L.3.2</b>	<b>L.3.1</b> <b>L.3.2</b>	<b>L.3.1</b> <b>L.3.2</b>	<b>L.3.1</b> <b>L.3.3</b>	<b>L.3.1</b> <b>L.3.2</b> <b>L.3.5*</b>	<b>L.3.1</b> <b>L.3.2</b> <b>L.3.3</b>
	Supporting Standards	L.3.2 L.3.6*	L.3.6*	L.3.5* L.3.6*	L.3.4* L.3.5* L.3.6*	L.3.4* L.3.5* L.3.6*	L.3.4* L.3.5* L.3.6*	L.3.4* L.3.5* L.3.6*	L.3.3 L.3.4* L.3.6*	L.3.4* L.3.5* L.3.6*
<b>Foundational Skills</b>	Focus Standards	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*	RF.3.3* RF.3.4*
	Supporting Standards									

# Curriculum and Instruction Guides

## Ohio's Learning Standards

- **CCS Clear Learning Targets**
  - [Reading Literature Strand](#)
  - [Reading Informational Strand](#)
  - [Writing Strand](#)
  - [Reading Foundations Strand](#)

## Ohio Department of Education

- [Ohio's Model Curriculum with Instructional Supports](#)
- **English Language Arts Vertical Alignment**
  - [Reading Literature Strand](#)
  - [Reading Informational Strand](#)
  - [Writing Strand](#)
  - [Speaking and Listening Strand](#)
  - [Language Strand](#)
  - [Reading Foundations Strand](#)

## References

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COMMON CORE CONNECT. (n.d.). Retrieved from <http://commoncore.tcpe.org>