

## Standards and Learning Objectives

### Reading Literature

Domain	Standard	Standard Language (In order to...)	Learning Objectives (Students will...)
Key Ideas & Details  (What the text says)	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask questions to demonstrate understanding of a text referring explicitly to the text.
			Answer questions to demonstrate understanding of a text referring explicitly to the text.
			Ask and answer questions to demonstrate understanding of a text referring explicitly to the text.
	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Recount stories, including fables, folktales, and myths from diverse cultures.
			Determine the central message, lesson, or moral.
			Explain how it is conveyed through key details in the text
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.	Describe specific characters' traits, motivations, or feelings in a story.	
		Explain how characters' actions, feelings, and motivations contribute to the sequence of events.	
Craft & Structure  (How the author says it)	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	Determine the meaning of words as they are used in a text.
			Determine phrases as they are used in a text.
			Distinguish differences in meaning in literal and 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;	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.	Describe how each successive part builds on earlier sections.
	RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	Distinguish their own point of view from the narrator's point of view.
			Distinguish their own point of view from the character's point of view.
Integration of Knowledge and Ideas	RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
(What the text means)	RL.3.8	Not applicable to literature	
	RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Compare and contrast the themes written by the same author about the same or similar character.
			Compare and contrast the settings written by the same author about the same or similar character.
			Compare and contrast plots of stories written by the same author about the same or similar characters.
Range of Reading and Level of Text Complexity	RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Read literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
			Comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Informational

Domain	Standard	Standard Language (In order to...)	Learning Objectives (Students will...)
Key Ideas & Details  (What the text says)	RI.3.1	Ask and answer questions to demonstrate understanding of a text referring explicitly to the text	Ask questions to demonstrate understanding of a text referring explicitly to the text.
			Answer questions to demonstrate understanding of a text referring explicitly to the text.
			Ask and answer questions to demonstrate understanding of a text referring explicitly to the text.
	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine a central idea of a text.
			Recount key details that support main idea.
			Explain how key details support the main idea.
	RI.3.3	Describe the relationship between a series of historical event in a text, using language that pertains to time, sequence, and cause/effect.	Describe the relationship between a series of historical event in a text, using language that pertains to time, sequence, and cause/effect.
			Describe the relationship between scientific ideas or concept using language that pertains to time, sequence, and cause/effect.
	Craft & Structure  (How the author says it)	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.
Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.			
Determine the meaning of 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	Use text features to locate the information relevant to a given topic efficiently.

		information relevant to a given topic efficiently.	Use search tools to locate the information relevant to a given topic efficiently.
	RI.3.6	Distinguish their own point of view from that of the author of a text.	Distinguish author's point of view of a text. Distinguish their own point of view from that of the author of a text. Distinguish their own point of view from the author.
Integration of Knowledge and Ideas  (What the text means)	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).	Use information gained from illustrations to demonstrate understanding of the text
			Use the words in a text to demonstrate understanding of the text..
	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence)	Describe the logical connections between sentences.
			Describe the logical connections between paragraphs
	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and contrast the most important points presented in two texts on the same topic.
Compare and contrast the key details presented in two texts on the same topic.			
Range of Reading and Level of Text Complexity	RI.3.10		

Writing

Domain	Standard	Standard Language (In order to...)	Learning Objectives (Students will...)
Text Types and Purposes  (Types and purposes of writing.)	W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Introduce the topic or text they are writing about, they are writing about, state an opinion, and create an organizational structure that lists reasons.
			Provide reason that supports the opinion.
			Use linking words and phrases to connect opinion and reasons. Provide a concluding statement or section.
	W.3.2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	Introduce a topic group related information together; include illustrations when useful to aiding comprehension.
			Develop the topic with facts, definitions, and/or details.
			Use linking words and phrases to connect ideas within categories of information. 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.	Establish a situation introduce a narrator and/or characters organize an event sequence that unfolds naturally.
			Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
			Use temporal words and phrases to signal event order. Provide a sense of closure.
Production and Distribution of Writing  (How? How to write and how to make sure its accurate)	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.)	Produce writing in which the development is appropriate to task and purpose
			Produce writing in which the organization is appropriate to task and purpose
	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	Develop writing by planning with guidance and support from peers and adults
			Strengthen by revising and editing with guidance and support from peers and adults

Commented [1]: combine?

	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.	Use technology, including the Internet, to produce and publish writing Use technology to produce writing Use technology to publish writing Use technology to interact and collaborate with others
Research to Build and Present Knowledge  (Research and Technology)	W.3.7	Conduct short research projects that build knowledge about a topic.	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.	Recall information from experiences
			Gather information from print and digital sources
			Take brief notes on sources
			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.	Write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Domain	Standard	Standard Language (In order to ... )	Learning Objectives (Students will...)
Comprehension and Collaboration  (Academic Conversations, Listen and Give Evidence)	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions one-on-one with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
			Engage effectively in a range of collaborative discussions in groups with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
			Engage effectively in a range of collaborative teacher-led discussions 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 presented, 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.	Determine the main ideas of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
			Determine the 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.	Ask questions about information from a speaker, offering appropriate elaboration and detail.
Answer questions about information from a speaker, offering appropriate elaboration and detail.			
Presentation of Knowledge of Ideas	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.	Report on a topic or text with appropriate facts and relevant, descriptive details.
			Tell a story or recount an experience with appropriate facts and relevant, descriptive details.
			Speak clearly at an understandable pace.

(Formal Speaking)	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.	Create engaging audio recordings of stories that demonstrate fluid reading at an understandable pace.
			Create engaging audio recordings of 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.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail.
			Speak in complete sentences when appropriate to task and situation in order to provide clarification.

Language

Domain	Standard	Standard Language (In order to...)	Learning Objectives (Students will...)
Conventions of Standard English	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
			Form and use regular and irregular verbs
			Form and use the simple verb tenses.
			Ensure subject-verb agreement and ensure pronoun-antecedent agreement.
			Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.



			Use subordinating conjunctions and coordinating conjunctions.
			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
			Use spelling patterns and generalizations in writing words.
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
Knowledge of Language	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 the differences between the conventions of spoken and written standard English.
Vocabulary Acquisition and Use	L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	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
			Use a known root word as a clue to the meaning of an unknown word with the same root
			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.
			Identify real-life connections between words and their use.
			Distinguish shades of meaning among related words that describe states of

			mind or degrees of certainty.
	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	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

Foundational Skills

Domain	Standard	Standard Language (In order to...)	Learning Objectives (Students will...)
Phonics and Word Recognition	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.			