

# ***Pike County School District Standards Mastery Document***

3rd Grade Reading and Writing  
Revised 2019



Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Table of Contents**

<b>Interdisciplinary Literacy Practices</b>	-----	<b>3</b>
<b>Reading Foundations</b>	-----	<b>4</b>
<b>Reading Literature</b>	-----	<b>7</b>
<b>Reading Informational</b>	-----	<b>18</b>
<b>Handwriting</b>	-----	<b>29</b>
<b>Composition</b>	-----	<b>30</b>
<b>Language</b>	-----	<b>41</b>

## **Interdisciplinary Literacy Practices**

<b>1.</b>	<b>Recognize that text is anything that communicates a message.</b>
<b>2.</b>	<b>Employ, develop, and refine schema to understand and create text.</b>
<b>3.</b>	<b>View literacy experiences as transactional, interdisciplinary, and transformational.</b>
<b>4.</b>	<b>Utilize receptive and expressive language arts to better understand self, others, and the world.</b>
<b>5.</b>	<b>Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</b>
<b>6.</b>	<b>Collaborate with others to create new meaning.</b>
<b>7.</b>	<b>Utilize digital resources to learn and share with others.</b>
<b>8.</b>	<b>Engage in specialized, discipline-specific literacy practices.</b>
<b>9.</b>	<b>Apply high level cognitive processes to think deeply and critically about text.</b>
<b>10</b>	<b>Develop a literacy identity that promotes lifelong learning.</b>

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Foundations – Grade 3**

<b>Print Concepts</b>	
<b>RF.3.1</b>	No Print Concepts standard for grade 3.
<b>Phonological Awareness</b>	
<b>RF.3.2</b>	No Phonological Awareness standard for grade 3.
<b>Phonics and Word Recognition</b>	
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <b>a.</b> Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes. <b>b.</b> Decode multisyllabic words. <b>c.</b> Read grade-appropriate irregularly spelled words.
<b>Fluency</b>	
<b>RF.3.4</b>	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. <b>a.</b> Read grade-level text with purpose and understanding. <b>b.</b> Fluently read grade-level prose and poetry orally on successive readings. <b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Reading Foundations**  
**Phonics and Word Recognition**

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

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ How to identify prefixes and suffixes.</li> <li>➤ How to decode words</li> <li>➤ How to identify multi-syllable.</li> <li>➤ How to identify root words.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Students will be able to identify and know the meaning of common prefixes and suffixes.</li> <li>➤ Students will be able to identify root word.</li> <li>➤ Students will decode multisyllabic words in text.</li> <li>➤ Students will be able to split the word by syllables.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will demonstrate word knowledge of prefixes and suffixes and can explain how they change the meaning of the word including Latin suffixes.</li> <li>➤ Students will be able to decode or break apart words in relation to their syllable count. Students will apply decoding in reading of texts.</li> </ul>
---	---	---

**Notes:**

**Reading Foundations  
Fluency**

**Standard: RF.3.4** Read **fluently (accuracy, speed, and prosody) on grade level** to support comprehension.

- a. Read **grade** level text with purpose and understanding.
- b. **Fluently read grade level prose and poetry orally on successive readings.**
- c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Recognize what fluent reading sounds like.</li><li>➤ Grade level vocabulary.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Students determine pronunciation and meaning of unknown words using context and reading to correct themselves and improve accuracy and understanding.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students read on level text accurately and fluently with purpose and understanding.</li></ul>
--	---	--

**Notes:**

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Standards for Literature – Grade 3**

<b>Key Ideas and Details</b>	
<b>RL.3.1</b>	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes. b. Decode multisyllabic words. c. Read grade-appropriate irregularly spelled words.
<b>RL.3.2</b>	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.
<b>RL.3.3</b>	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.
<b>Craft and Structure</b>	
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning
<b>RL.3.5</b>	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures
<b>RL.3.6</b>	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text
<b>Integration of Knowledge and Ideas</b>	
<b>RL.3.7</b>	Explain how the specific aspects of a text’s illustrations contribute to an effect, including but not limited to creating mood, character and setting.
<b>RL.3.8</b>	(Not applicable to literature)
<b>RL.3.9</b>	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.3.10</b>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Literature**

**Guiding Principle 1:** Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

**Standard: RL.3.1** Ask and answer questions, and make and support logical inferences to construct meaning from the text.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Questioning Stems</li><li>➤ Inference</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Ask and answer questions about the text.</li><li>➤ Make and support logical inferences.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will ask and answer questions and make and support logical inferences to construct meaning from the text.</li></ul>
---	---	---

**Notes:**



Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Literature**

**Guiding Principle 2:** Students will read closely to determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

**Standard: RL.3.2** Identify and cite relevant implicit and explicit information from a summary to determine the theme, and/or moral, including but not limited to fables, folktales, and myths from diverse cultures.

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"><li>➤ How to identify</li><li>➤ How to cite evidence</li><li>➤ The difference between implicit and explicit information</li><li>➤ Story elements</li></ul>	<ul style="list-style-type: none"><li>➤ Identify and cite implicit and explicit information to determine the theme.</li></ul>	<ul style="list-style-type: none"><li>➤ Students will identify and cite relevant implicit and explicit information from a summary to determine the theme and/or moral including but not limited to fables, folktales, and myths from diverse cultures.</li></ul>

**Notes:**

**Reading Literature**

**Guiding Principle 3:** Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

**Standard: RL.3.3** Describe characters in a story, including but not limited to their traits, motivations, actions or feelings and how they affect the plot.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Story sequence (chronological order) and text structure</li><li>➤ Story Elements – focusing on characters and their traits/actions</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Describe the major/minor characters (focusing on character traits).</li><li>➤ Describe how the character's traits contribute to the story.</li><li>➤ What were the characters motivations in finding a resolution to the problem?</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students describe how the characters' traits and actions influence the sequence and plot of the story. Students explicitly refer to the passage (cite textual evidence) to form the basis for their answer.</li></ul>
--	---	--

**Notes:**

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Literature**

**Guiding Principle 4:** Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Standard: RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<p>➤ Difference between literal and non-literal language.</p>	<p>➤ Determine meaning of words and phrases used in text.</p> <p>➤ Describe how literal and non-literal words and phrases shape the meaning.</p>	<p>➤ Students will be able to determine and describe the meanings of words used in grade appropriate text, distinguishing from literal and non-literal language.</p>

**Notes:**

**Reading Literature**

**Guiding Principle 5:** Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

**Standard: RL.3.5** Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> <li>➤ Structural elements of poems, stories, and dramas.</li> <li>➤ Linear structure- follows a sequence of time-bound events, moving from point A to point B.</li> <li>➤ Nonlinear structure- plot events may be presented outside a time-bound sequence, including multiple story lines and flashbacks.</li> <li>➤ Circular Structure- the plot moves one event at a time, ending where the story began; closure is provided through a return to the beginning material.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the parts of the text and how it contributes to the overall structure.</li> <li>➤ Provide evidence by using terms such as chapter, scene, and stanza and describe how each part builds on earlier sections.</li> <li>➤ Distinguish between linear, nonlinear, and circular structures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories, and dramas, including linear, nonlinear, and circular structures.</li> </ul>

**Notes:**

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Literature**

**Guiding Principle 6:** Students will analyze how point of view, perspective and purpose shape the content and style of a text.

**Standard: RL.3.6** Distinguish their own **perspective** from that of the narrator or those of the characters, **and describe how various perspectives shape the content of the text.**

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Perspective is point of view.</li><li>➤ The role of the narrator.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Distinguish their own perspective from that of the narrator or those of the characters.</li><li>➤ Describe how various perspectives shape the content of the text.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will be able to distinguish their own point of view from that of the narrator or the characters in the text and describe how various perspectives shape the content of the text.</li></ul>
---	--	--

**Notes:**

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Literature**

**Guiding Principle 7:** Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

**Standard: RL.3.7** Explain how specific aspects of a text’s illustrations contribute to **an effect, including but not limited to creating mood, character, and setting.**

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Recognize an illustration.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Explain specific aspects of an illustration contribute to effect.</li><li>➤ Explain how the illustrations contribute to an effect such as creating mood, character, and setting.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will be able to explain how specific aspects of a text’s illustration contribute to an effect, including but not limited to creating mood, character, and setting.</li></ul>
--	--	--

**Notes:**

### **Reading Literature**

**Guiding Principle 8:** Students will delineate and evaluate the argument, specific claims and evidence in a text assessing the validity, reasoning, relevance and sufficiency.

**Standard: RL.3.8** – Not applicable to literature.

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Literature**

**Guiding Principle 9:** Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Standard: RL.3.9** Compare /contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Theme</li><li>➤ Plot</li><li>➤ Compare/Contrast</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Students will be able to identify what the theme of the story is.</li><li>➤ Students will be able to compare/contrast themes in similar books.</li><li>➤ Students will be able to identify the plot of the story.</li><li>➤ Students will be able to compare/contrast plot in similar books.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students complete author studies by reading multiple selections by same author; comparing and contrasting themes, settings, characters, and plots of the selections.</li></ul>
---	--	---

**Notes:**



Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Literature**

**Guiding Principle 10:** Students will read, comprehend and analyze complex literacy texts independently and proficiently.

**Standard: RL.3.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<p>➤ Use a variety of comprehension strategies (see above).</p>	<p>➤ Read and comprehend literary texts in the 3-4 grade complexity band proficiently.</p>	<p>➤ Students will independently and proficiently read and comprehend various genres of literature at the high end of the appropriate complexity band (3-4).</p>

**Notes:**

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Standards for Informational Text - Grade 3**

<b>Key Ideas and Details</b>	
<b>RI.3.1</b>	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.
<b>RI.3.2</b>	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.
<b>RI.3.3</b>	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.
<b>Craft and Structure</b>	
<b>RI.3.4</b>	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.
<b>RI.3.5</b>	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
<b>RI.3.6</b>	Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.3.7</b>	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
<b>RI.3.8</b>	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text
<b>RI.3.9</b>	Explain the relationship between information from two or more texts on the same theme or topic.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.3.10</b>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Informational Text**

**Guiding Principle 1:** Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

**Standard: RI.3.1** Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Ask questions</li><li>➤ Answer questions</li><li>➤ Inference</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Identify who or what the text is about.</li><li>➤ Form and ask questions.</li><li>➤ Make and support logical inferences in order to construct meaning from the text.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will ask and answer questions, and make and support logical inferences in order to construct meaning from the text.</li></ul>
--	--	---

**Notes:**

**Reading Informational Text**

**Guiding Principle 2:** Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase, and direct quotations, to support conclusions drawn from the text.

**Standard: RI.3.2** Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ How to determine the central idea.</li><li>➤ How to determine key ideas and details.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Identify the central idea of a specific summary.</li><li>➤ Cite implicit and explicit information from a summary.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.</li></ul>
--	---	---

**Notes:**

**Reading Informational Text**

**Guiding Principle 3:** Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

**Standard: RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures **over the course of a text.**

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p>
<ul style="list-style-type: none"><li>➤ Read historical and scientific texts.</li><li>➤ Identify events, concepts, or steps in the above texts.</li></ul>	<ul style="list-style-type: none"><li>➤ Describe cause and effect relationships.</li><li>➤ Describe historical events and scientific ideas.</li><li>➤ Sequence the steps in a procedure.</li><li>➤ Identify and use the language long ago, in this decade etc.</li></ul>	<ul style="list-style-type: none"><li>➤ Students will describe the relationship between a series of historical events, scientific ideas, or concepts, steps in technical procedures over the course of a text.</li></ul>

**Notes:**

**Reading Informational Text**

**Guiding Principle 4:** Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Standard: RI.3.4** Determine the meaning of general academic words phrases in a grade-level text, and describe how those words and phrases shape the meaning.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Context clues</li><li>➤ How to use context clues</li><li>➤ Words and phrases shape the meaning</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Determine meaning of words in context by using context clues in a grade level text.</li><li>➤ Describe how these words and phrases shape the meaning.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will be able to determine the meaning of general and academic words and phrases in a grade level text and describe how those words and phrases shape the meaning.</li></ul>
--	---	---

**Notes:**

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Informational Text**

**Guiding Principle 5:** Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

**Standard: RI.3.5** Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Identify text structure</li><li>➤ Identify connections between sentences and paragraphs in a text.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Describe informational text structures, including comparison, cause/effect, and problem/solution structures.</li><li>➤ Describe the logical connection between particular sentences and paragraphs in a text.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will be able to identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</li></ul>
--	---	--

**Notes:**

**Reading Informational Text**

**Guided Principle 6:** Students will analyze how point of view, perspective and purpose shape the content and style of a text.

**Standard: RI.3.6** Distinguish their own **perspective** from that of the author of a text, **and describe** how various perspectives shape the content and style of a text.

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"><li>➤ Identify own perspective of a text.</li></ul>	<ul style="list-style-type: none"><li>➤ Distinguish own perspective from that of the author of a text.</li><li>➤ Describe how various perspectives shape the content and style of a text.</li></ul>	<ul style="list-style-type: none"><li>➤ Students will distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.</li></ul>

**Notes:**



**Reading Informational Text**

**Guiding Principle 7:** Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

**Standard: RI.3.7** Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Identify the different types of visuals (see above).</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Explain how specific visuals (e.g. diagrams, graphs, photographs, and side bars) contribute to the meaning and clarity of a text.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will be able to identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.</li></ul>
--	---	---

**Notes:**

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Reading Informational Text**

**Guiding Principle 8:** Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

**Standard: RI.3.8** Describe how reasons and evidence support specific claims the author makes in a text.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Identify reasons</li><li>➤ Identify evidence</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Describe how reasons support specific claims.</li><li>➤ Describe how evidence supports the specific claims.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will be able to describe how reasons and evidence support specific claims the author makes in a text.</li></ul>
--	---	---

**Notes:**

**Reading Informational Text**

**Guiding Principle For Reading Informational 9:** Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

**Standard: RI.3.9** Explain the relationship between information from two or more texts on the same theme or topic.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Identify theme</li><li>➤ Identify relationships in a text</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Explain the relationship between two or more texts.</li><li>➤ Explain the theme or topic of two or more texts.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will explain the relationship between information from two or more texts on the same theme or topic.</li></ul>
---	--	--

**Notes:**

**Reading Informational Text**

**Guided Principle 10:** Students will read, comprehend, and analyze complex informational texts independently and proficiently.

**Standard: RI.3.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<p>➤ Use a variety of comprehension strategies (see above).</p>	<p>➤ Read and comprehend literary texts in the 3-4 grade complexity band proficiently.</p>	<p>➤ By the end of the year, students will be able to, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>

**Notes:**

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Handwriting**

**Standard: HW 3.1** Legibly form cursive letters, words, and sentences with accepted norms.

<b>Know</b> – <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<p>➤ Uppercase and lowercase cursive letters</p>	<p>➤ Write all upper and lower case cursive letters. ➤ Connect all letters to form words.</p>	<p>➤ Students will accurately and legibly form cursive letters, words, and sentences.</p>

**Notes:**

### Composition – Grade 3

<b>Text Types and Purposes</b>	
<b>C.3.1</b>	<p>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> <li>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>b. Introduce the topic, followed by opinion statement, and create an organizational structure.</li> <li>c. Provide reasons with elaborate details to support the opinion.</li> <li>d. Use grade-appropriate transitions.</li> <li>e. Provide a concluding section.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ol>
<b>C.3.2</b>	<p>Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> <li>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>c. Develop the topic with facts, definitions and details.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Provide a concluding section.</li> <li>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ol>
<b>C.3.3</b>	<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> <li>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.</li> <li>c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</li> <li>d. Use temporal words and phrases to signal event order.</li> <li>e. Create a sense of closure that follows the narrated experiences or events.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ol>
<b>Production and Distribution</b>	
<b>C.3.4</b>	<p>With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>
<b>Research to Build and Present Knowledge</b>	

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

<b>C.3.5</b>	Conduct short research projects that build knowledge about a topic.
<b>C.3.6</b>	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.
<b>Range of Writing</b>	
<b>C.3.7</b>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

**Composition**

**Guiding Principle 1:** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Standard: C.3.1** Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Introduce the topic, followed by opinion statement, and create an organizational structure.
- c. Provide reasons with elaborate details to support the opinion.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> <li>➤ Fact vs opinion</li> <li>➤ Introduce a topic clearly.</li> <li>➤ State an opinion.</li> <li>➤ Organize ideas and paragraphs in a way that supports the purpose of the writing.</li> <li>➤ Introduce a topic clearly.</li> <li>➤ Identify facts and opinions that support that support reasons.</li> <li>➤ Transitional words and phrases.</li> <li>➤ The components of an effective conclusions for an opinion piece.</li> <li>➤ Know the components of the writing process.</li> <li>➤ Plan, revise, edit, rewrite</li> <li>➤ Work with peers and/or adults to develop writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>➤ Introduce facts and details to support reasons.</li> <li>➤ Use grade appropriate transitions when writing.</li> <li>➤ Compose a concluding sentence or statement that relates to the opinion.</li> <li>➤ Effectively work with peers and/or adults to strengthen writing.</li> <li>➤ Develop writing through planning, revising, editing, and rewriting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will accurately introduce a topic or text clearly.</li> <li>➤ Students will clearly state an opinion.</li> <li>➤ Students will create an organizational structure in which related ideas are groups to support the writer’s purpose support an opinion.</li> <li>➤ Students will support reasons with appropriate facts and details.</li> <li>➤ Students will utilize appropriate transitions throughout the writing piece.</li> <li>➤ Students will compose a concluding sentence or statement related to the opinion.</li> <li>➤ Students will collaborate with peers and adults to develop and strengthen writing through planning, revising, editing, and rewriting.</li> </ul>

**Notes:**



### Composition

**Guiding Principle 2:** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

**Standard: C.3.2** Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- c. Develop the topic with facts, definitions and details.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

<b>Know:</b> What content does the student need to know to demonstrate this standard?	<b>Do:</b> What skill must the student demonstrate?	<b>Mastery:</b> How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> <li>➤ Introduce a topic clearly.</li> <li>➤ Organize ideas and paragraphs in a way that supports the purpose of the writing.</li> <li>➤ Include illustrations to aide in comprehension.</li> <li>➤ Identify the facts, definitions, and details.</li> <li>➤ Develop the topic with those things.</li> <li>➤ Conjunctions</li> <li>➤ Transitional words and phrases.</li> <li>➤ The components of an effective conclusions for an informative piece.</li> <li>➤ Know the components of the writing process.</li> <li>➤ Plan, revise, edit, rewrite.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will write an informative piece in a clear, concise structure to the reader.</li> <li>➤ Students will group information into groups and sections.</li> <li>➤ Students will include appropriate illustrations to represent comprehension of text.</li> <li>➤ Students will use facts, definitions, and details to develop the topic.</li> <li>➤ Use grade appropriate conjunctions when writing.</li> <li>➤ Use grade appropriate transitions when writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will accurately introduce a topic or text clearly.</li> <li>➤ Students will create an organizational structure in which related ideas are groups to support the writer’s purpose and include illustrations when useful to composition.</li> <li>➤ Students will include facts, definitions, and details that develop the topic.</li> <li>➤ Students will utilize appropriate conjunctions throughout the writing piece</li> <li>➤ Students will utilize appropriate transitions throughout the writing piece</li> </ul>

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

<ul style="list-style-type: none"><li>➤ Work with peers and/or adults to develop writing.</li></ul>	<ul style="list-style-type: none"><li>➤ Compose a concluding sentence or statement that relates to the information.</li><li>➤ Effectively work with peers and/or adults to strengthen writing.</li><li>➤ Develop writing through planning, revising, editing, and rewriting.</li></ul>	<ul style="list-style-type: none"><li>➤ Students will compose a concluding sentence or statement related to the opinion</li><li>➤ Students will collaborate with peers and adults to develop and strengthen writing through planning, revising, editing, and rewriting.</li></ul>
---	--	---

**Notes:**

### Composition

**Guiding Principle 3:** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

**Standard: C.3.3** Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.
- c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure that follows the narrated experiences or events.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

<b>Know:</b> What content does the student need to know to demonstrate this standard?	<b>Do:</b> What skill must the student demonstrate?	<b>Mastery:</b> How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> <li>➤ Introduce a topic clearly.</li> <li>➤ Organize ideas in paragraphs in a way that supports the purpose of the writing.</li> <li>➤ Linear Structure-follows a sequence of time-bound events, moving from point A to point.</li> <li>➤ Nonlinear Structure-plot events may be presented outside a time-bound sequence, including multiple story lines and flashbacks.</li> <li>➤ Circular Structure- the plot moves one event at a time, ending where the story began; closure is provided through a return to the beginning material.</li> <li>➤ Establish a situation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduce a topic or text clearly.</li> <li>➤ Create an organizational structure in which related ideas are grouped to support the writer's task, purpose, and audience.</li> <li>➤ Establish a situation.</li> <li>➤ Create a hook that orients the reader.</li> <li>➤ Introduce a narrator and/or characters.</li> <li>➤ Choose and organize an event sequence that reflects an appropriate structure (e.g., linear structure, nonlinear structure, or circular structure).</li> <li>➤ Students will use a variety of transitional words and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will orient the reader by establishing a situation and introducing the narrator and/or characters</li> <li>➤ Students will organize an event sequence that reflects linear, nonlinear, or circular structure.</li> <li>➤ Students will use a variety of transitional words and phrases to manage the sequence of events.</li> <li>➤ Students will use dialogue and descriptive language to develop experiences and events.</li> <li>➤ Students will use dialogue and descriptive language to show the responses of characters to situations.</li> </ul>

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

<ul style="list-style-type: none"> <li>➤ Create a hook that orients the reader.</li> <li>➤ Introduce a narrator and/or characters.</li> <li>➤ Organize an event sequence that happens naturally.</li> <li>➤ Correct dialogue punctuation.</li> <li>➤ Strong adjectives to describe.</li> <li>➤ Transitional words and phrases.</li> <li>➤ Identify character responses.</li> <li>➤ Use dialogue and descriptive language to develop experiences and events.</li> <li>➤ Use dialogue and descriptive language to show the responses of characters to situations.</li> <li>➤ Grade-appropriate conjunctions</li> <li>➤ Sentence text structure.</li> <li>➤ Transitional words and phrases.</li> <li>➤ Concrete words</li> <li>➤ Sensory details</li> <li>➤ The components of an effective conclusion for narrated experiences or events.</li> <li>➤ The components of the writing process.</li> <li>➤ Plan, revise, edit, and rewrite</li> <li>➤ Work with peers and/or adults to develop writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ phrases to manage the sequence of events.</li> <li>➤ Students will use dialogue and descriptive language to develop experiences and events.</li> <li>➤ Students will use dialogue and descriptive language to show the responses of characters to situations.</li> <li>➤ Students will utilize appropriate conjunctions to manage the sequence of events throughout the writing piece.</li> <li>➤ Students will utilize appropriate grade-level transitions to manage the sequence of event throughout the writing piece.</li> <li>➤ Students will use concrete words/phrases and sensory details to precisely convey experiences and events throughout the writing.</li> <li>➤ Students will compose a conclusion that follows the narrated experiences or events in the text.</li> <li>➤ Students will collaborate with peers and adults to develop and strengthen writing through planning, revising, editing, and rewriting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will utilize appropriate conjunctions to manage the sequence of events throughout the writing piece.</li> <li>➤ Students will utilize appropriate grade-level transitions to manage the sequence of event throughout the writing piece.</li> <li>➤ Students will use concrete words/phrases and sensory details to precisely convey experiences and events throughout the writing.</li> <li>➤ Students will compose a conclusion that follows the narrated experiences or events in the text.</li> <li>➤ Students will collaborate with peers and adults to develop and strengthen writing through planning, revising, editing, and rewriting.</li> </ul>
---	--	---

**Notes:**

**Composition**

**Guiding Principle 4:** Students will use digital resources to create and publish as well as to interact and collaborate with others.

**Standard: C.3.4** With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Utilize available digital resources to publish works</li><li>➤ Work with adults to use digital resources</li><li>➤ Interact and collaborate with others while using digital resources</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Effectively work with adults to use digital resources to create and publish writing products.</li><li>➤ Effectively use available digital resources to interact and collaborate with others.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ With some guidance with adults, students will utilize available digital resources to create and publish writing products.</li><li>➤ With some guidance with adults, students will utilize available digital resources to interact and collaborate with others.</li></ul>
---	--	---

**Notes:**

**Composition**

**Guiding Principle 5:** Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Standard: C.3.5** Conduct short research projects that build knowledge about a topic.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Identify reliable sources.</li><li>➤ Utilize available resources to conduct research projects.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Conduct short research projects on a given topic.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will build knowledge of a topic by conducting short research projects and investigations.</li></ul>
--	---	---

**Notes:**

### Composition

**Guiding Principle 6:** Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

**Standard: C.3.6** Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Identify reliable sources.</li> <li>➤ Distinguish print and digital sources.</li> <li>➤ Summarize relevant information from sources.</li> <li>➤ Take notes and categorize information from sources.</li> <li>➤ Cite sources.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Summarize information from print and digital sources.</li> <li>➤ Take notes and categorize information from chosen sources.</li> <li>➤ Practice correctly citing sources used in research.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will take categorical notes summarizing relevant information from print and digital sources.</li> <li>➤ Students will cite the sources used during research.</li> </ul>
--	--	--

**Notes:**

**Composition**

**Guiding Principle 7:** Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

**Standard: C.3.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"><li>➤ Use given time effectively</li><li>➤ Recognize a variety of writing tasks.</li><li>➤ Recognize a variety of purposes for writing.</li><li>➤ Identify the intended audience.</li></ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"><li>➤ Compose regularly over shorter time frames.</li><li>➤ Compose regularly over longer time frames.</li><li>➤ Compose pieces for a variety of tasks, purposes, and audience.</li></ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"><li>➤ Students will compose writing pieces requiring both extended and shorter time frames for a variety of tasks, purposes, and audiences.</li></ul>
---	---	--

**Notes:**



Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Language – Grade 3**

<b>Conventions of Standard English</b>	
<b>L.3.1</b>	<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ol style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns.</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Use verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound and complex sentences</li> </ol>
<b>L.3.2</b>	<p>When writing:</p> <ol style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Use possessives.</li> <li>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</li> <li>f. Use spelling patterns and generalizations in writing words.</li> <li>g. Consult reference materials as needed to check and correct spellings</li> </ol>
<b>Knowledge of Language</b>	
<b>L.3.3</b>	<p>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.</p>
<b>Vocabulary Acquisition and Use</b>	
<b>L.3.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</li> <li>e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</li> </ol>
<b>L.3.5</b>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</li> <li>b. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> <li>c. Distinguish shades of meaning among related words that describe degrees of certainty.</li> </ol>

**Language**

**Guiding Principle 1:** Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

**Standard: L.3.1** When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in **grade-level text**.
- 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. Use 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

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> <li>➤ Identify grade appropriate parts of speech.</li> <li>➤ Explain the purpose of nouns, pronouns, verbs, adjectives, and adverbs in general and their purposes in particular sentences.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will identify parts of speech that are grade appropriate.</li> <li>➤ Students will use parts of speech in the correct form during speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will be able to demonstrate the use of parts of speech in speaking and writing.</li> </ul>

**Notes:**

**Language**

**Guiding Principle 2:** Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Standard: L.3.2 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 **where suffixes are added to base words.**
- f. Use spelling patterns and generalizations in writing words.
- g. Consult reference materials as needed to check and correct spellings.

<p><b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> <li>➤ Use capitalization rules.</li> <li>➤ Use punctuation rules (commas, quotations, and possessives).</li> <li>➤ Use appropriate spelling rules.</li> <li>➤ Consult reference materials.</li> </ul>	<p><b>Do:</b> <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> <li>➤ Students will use capitalization rules.</li> <li>➤ Students will use punctuation rules (commas, quotations, and possessives).</li> <li>➤ Students will use appropriate spelling rules.</li> <li>➤ Students will consult reference materials.</li> </ul>	<p><b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> <li>➤ Students will be able to demonstrate capitalization, punctuation, and spelling rules in their writing.</li> </ul>
--	--	---

**Notes:**

**Language**

**Guiding Principle 3:** Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Standard: 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.

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> <li>➤ Recognize and identify conventions of language for formal and informal use of English.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will use conventions in writing, speaking, reading, or listening.</li> <li>➤ Students will compare formal and informal uses of English.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will be able to demonstrate knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>➤ Students will be able to compare formal and informal uses of English.</li> </ul>

**Notes:**

**Language**

**Guiding Principle 4:** Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

**Standard: 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 array of strategies

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root
- d. Use glossaries or beginning dictionaries, **to determine or clarify the precise meaning of key words and phrases.**
- e. **Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.**

<b>Know:</b> <i>What content does the student need to know to demonstrate this standard?</i>	<b>Do:</b> <i>What skill must the student demonstrate?</i>	<b>Mastery:</b> <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> <li>➤ Use context clues to identify the meaning of a word.</li> <li>➤ Use prefixes and suffixes.</li> <li>➤ Use grade appropriate root words and their meanings.</li> <li>➤ Use print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases, digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will use context clues to help identify the meaning of unknown words.</li> <li>➤ Students will use prefixes, suffixes, affixes, and root words to determine unknown words and the meanings.</li> <li>➤ Students will use various types of glossaries to find meanings of words and unknown phrases.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will accurately determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</li> </ul>

**Notes:**

Pike County School District  
Standards Mastery Document - Revised 2019  
**3<sup>RD</sup> Grade Reading and Writing**

**Language**

**Guiding Principle 5:** Students will demonstrate understanding of word relationships and nuances in word meanings.

**Standard: L.3.5** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and non-literal meanings of words and phrases in context
- b. Demonstrate understanding of words by relating them to their synonyms and antonyms.
- c. Distinguish shades of meaning among related words that describe depths of certainty.

<b>Know:</b> What content does the student need to know to demonstrate this standard?	<b>Do:</b> What skill must the student demonstrate?	<b>Mastery:</b> How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> <li>➤ Distinguish literal and non-literal meaning of words and phrases in context.</li> <li>➤ Identify synonyms and antonyms.</li> <li>➤ Understand shades of meaning as it relates to state of mind or degrees of certainty.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will distinguish literal and non-literal meaning of words and phrases in context.</li> <li>➤ Students will demonstrate an understanding of words by relating them to synonyms and antonyms.</li> <li>➤ Students will understand shades of meaning as it relates to state of mind or degrees of certainty.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will demonstrate understanding of word relationships and nuances, distinguishing literal and non-literal word meanings, relating words to their synonyms and antonyms, and distinguishing shades of meaning among related words that describe depths of certainty.</li> </ul>

**Notes:**