Ky Standard	Content/Topic	Skill/Time Period	Assessment
RL. 3.1	Ask and Answer Questions	**AUGUST- December** Make and support logical inferences to construct meaning from a text.	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RL.3.2	Recount stories- Fables, Folktales, Fairy Tales, Myths, and Tall Tales from various cultures around the world	**AUGUST** Determine the theme, lesson, or moral	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RL.3.3	Describe characters in a story	September	• Underlining text evidence

Standard	Topic	Description	Resources / Assessments
RL.3.4	Literal vs. Nonliteral Language	Identify a character's traits, motivations, feeling, actions and how these affects the plot.	• Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
		September Idioms, simile, metaphor, onomatopoeia, hyperbole, personification. Describe how these words and phrases shape meaning.	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RL.3.5	Stories, Poems, Dramas	**September** Describe how each successive part builds on earlier sections. Use terms chapter, scene, and stanza	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RL.3.6	Point of View	**October** Distinguish own point of view from that of the narrator or characters	• Underlining text evidence

RL.3.7	Text Illustrations	**October** Explain how illustrations can add extra information to stories. Illustrations can contribute to the story by creating mood, characters, and settings	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RL.3.9	Compare and Contrast	**October** Compare the theme, setting, and plot of two stories written by the same author over the same topic/characters	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RL.3.10	Comprehension (Literature)	**August-December** By the end of the year, flexibly use a variety of comprehension strategies	• Underlining text evidence

Standard	Skill	Timing / Description	Assessment
RI.3.1	Ask and Answer Questions over Informational texts	(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.	• Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
		November - May Make and support logical inferences in order to construct meaning from the text	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RI.3.2	Main Idea and Key Details	**November** Determine the central idea of an informational text	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RI. 3.3	Sequence; Cause and Effect	**December** Describe the relationship between a series of historical events, scientific	• Underlining text evidence

Standard	Topic	Month / Skill	Instruction & Assessment
		ideas or concepts, or steps in technical procedures	• Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RI.3.4	Word Meaning	**December** Determine the meaning of words using context clues	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RI. 3.5	Informational Text Features and Search Tools	**January** Text features/search tools include: glossary, index, table of contents, bold print, text boxes/side bars, heading, subheading, hyperlink, italics, etc.	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RI. 3.6	Point of View	**January** Distinguish own point of view, different from the author and describe how	• Underlining text evidence

Standard	Topic	Month / Description	Resources & Assessments
		various perspectives shape the content and style of a text.	• Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative) • Underlining text evidence
RI.3.7	Using Illustrations in Informational Texts	**January** Explain how diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	• Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative) • Underlining text evidence
RI.3.8	Logical Connections	**February** Describe how reasons and evidence support specific claims the author makes in a text.	• Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative) • Underlining text evidence
RI.3.9	Compare and Contrast	**February**	• Underlining text evidence

Standard			
RI.3.10	Comprehension (informational)	Explain the relationship between information from two or more texts on the same theme or topic	• Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
		Jan-May 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.	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RF.3.3	Know and apply phonics and word analysis skills in decoding words: a.) Identify, decode, and know meaning of words with most common prefixes and suffixes, including Latin suffixes. b.) Decode multisyllable words c.) Read irregularly spelled words	**March**	• Underlining text evidence • Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)
RF.3.4	Read fluently to support comprehension	**August-May**	• Running records • Underlining text evidence

a.) Read with prose and understanding b.) Fluently read prose and poetry orally on successive readings c.) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Modeling leading to independence (I do, we do, you do) • Story Works JR • Tests and quizzes • Teacher observation (formative and summative)