



Common Core
English Language Arts

Grade 3



<i>Instructional Goal</i>	<i>Target Type</i>	<i>Key Verbs</i>
Recall basic information and facts	Knowledge (K)	Name, identify, describe
Think and develop an understanding	Reasoning/Understanding (R)	Explain, compare and contrast, predict
Apply knowledge and reasoning	Skill (S)	Use, solve, calculate
Synthesize to create original work	Product (P)	Create, write, present

KEY IDEAS AND DETAILS	
RL 3.1	<p>Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Ask and answer questions (who, what, when, why, where) Refer to text for answers Synthesize information about a text in order to answer questions 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> question demonstrate understanding text answer details sequence demonstrar texto detalles secuencia
Enduring Understanding:	Essential Question:
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can locate words and details to answer questions in a text. (S) ✓ I can ask and answer questions before, during, and after reading a text. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> Retell the story in sequential order Who were the major/minor characters What were the major/minor events? What in the text leads you to that answer? What details are the most important? Where can you find _____? 	<p>Teaching Notes and Strategies:</p> <p>Appendix B Sample Performance Task: Students ask and answer questions regarding the plot of Patricia MacLachlan’s Sarah, Plain and Tall, explicitly referring to the book to form the basis for their answers.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

COMMON CORE ELA STANDARDS - GRADE 3

KEY IDEAS AND DETAILS	
RL 3.2	<p>Standard: 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.</p> <p>Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Retell stories in sequential order Distinguish different genre: fables, folktales, myths Determine the central message, lesson, or moral in a story Explain how the central message, lesson, or moral is conveyed through key details 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> question demonstrate understanding text answer details sequence <p>Demonstrar texto detalles secuencia</p>
<p>Enduring Understanding:</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Essential Question:</p> <p>What do good readers do? Am I clear about what I just read? How do I know?</p>
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can recount/retell (put in my own words) stories. (K) ✓ I can define central message, lesson, and/or moral (overall idea an author is trying to share). (K) ✓ I can explain the central message, lesson, and/or moral using key details from the story. (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What is the central message (lesson or moral) of the story? How do you know what the moral of the story is? How does the author convey the central message (lesson or moral)? In what order was the story written? How do you know this is a myth? A folktale? A fable? Explain how the author uses details to convey the message (lesson or moral) of the story. 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Before and After:	
<p>RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.</p>	<p>RL 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>

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KEY IDEAS AND DETAILS																			
RL 3.3	<p>Standard: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>																		
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand the sequence of events in a story Identify major/minor characters Describe characters by citing their traits, motivations, and emotions Understand and explain how the characters' actions contribute to major and minor events of the story 	<p>Academic Vocabulary/Cognates:</p> <table border="0"> <tr> <td>• describe</td> <td>• describe</td> </tr> <tr> <td>• interpretation of characters</td> <td></td> </tr> <tr> <td>• character/character traits</td> <td></td> </tr> <tr> <td>• motivation</td> <td>• motivación</td> </tr> <tr> <td>• emotion (feelings)</td> <td>• emoción</td> </tr> <tr> <td>• contribute</td> <td>• contribuir</td> </tr> <tr> <td>• sequence events</td> <td></td> </tr> <tr> <td>• problem</td> <td>• problema</td> </tr> <tr> <td>• resolution</td> <td>• resolución</td> </tr> </table>	• describe	• describe	• interpretation of characters		• character/character traits		• motivation	• motivación	• emotion (feelings)	• emoción	• contribute	• contribuir	• sequence events		• problem	• problema	• resolution	• resolución
• describe	• describe																		
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• motivation	• motivación																		
• emotion (feelings)	• emoción																		
• contribute	• contribuir																		
• sequence events																			
• problem	• problema																		
• resolution	• resolución																		
Enduring Understanding:	Essential Question:																		
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?																		
Suggested Learning Targets:																			
<ul style="list-style-type: none"> ✓ I can identify characters in a story. (K) ✓ I can describe characters in a story using physical (outside qualities) and emotional (inside qualities) traits. (K) ✓ I can explain how characters' actions (what they do) cause events to occur in certain order/sequence. (R) 																			
<p>Questions Stems:</p> <ul style="list-style-type: none"> Distinguish between major/minor characters in the story. Describe the major/minor characters. How do the character's traits contribute to the story? What were the characters motivations in finding a resolution to the problem? How do the character's actions help move the plot along? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 1: Read Closely & Critically</p>																		
Before and After:																			
RL 2.3 Describe how characters in a story respond to major events and challenges and how these events influence the characters.	RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).																		

COMMON CORE ELA STANDARDS - GRADE 3

CRAFT AND STRUCTURE	
RL 3.4	<p>Standard: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language (See grade 3 Language standards 4-6 for additional expectations.)</p> <p>Anchor: 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.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Distinguish between words, phrases, and sentences Determine word and phrase meaning through context Distinguish between literal and non-literal language 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> determine phrases non-literal literal context clues distinguish determinar frases literal distinguir
Enduring Understanding:	Essential Question:
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author’s choice: Why does it matter? What makes a story a “great” story?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can use strategies (e.g., context clues, root words, affixes) to determine the meaning of words and phrases as they are used in a text. (S) ✓ I can define literal language (it says what it means) and nonliteral (what it says is not what it means). (K) ✓ I can identify literal and nonliteral language in a text. (K) ✓ I can use context clues to determine the meaning of literal and nonliteral language. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> Can you tell me what this word or phrase means? What do you think the author is trying to say when he/she uses that phrase? What phrases have literal or non-literal meanings? Can you change this phrase from literal to non-literal – non-literal to literal (idiomatic expressions)? What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase? 	<p>Teaching Notes and Strategies:</p> <p>Appendix B Sample Performance Task: Students read Paul Fleischman’s poem “Fireflies,” determining the meaning of words and phrases in the poem, particularly focusing on identifying his use of nonliteral language (e.g., “light is the ink we use”) and talking about how it suggests meaning.</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>
Before and After:	
RL 2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL 4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). (See grade 4 Language standards 4-6 for additional expectations.)

COMMON CORE ELA STANDARDS - GRADE 3



CRAFT AND STRUCTURE	
RL 3.5	<p>Standard: 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.</p> <p>Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand differences between story, drama, and poem and their parts (chapter, scene, stanza) Use vocabulary particular to each genre when speaking or writing Describe how each part builds on earlier sections when discussing or writing about story, drama, or poems 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> refer text drama/play stage directions act/scene cast story chapter poem/poetry verse stanza referir texto drama acto capitulo poema/poesia verso
Enduring Understanding:	Essential Question:
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author’s choice: Why does it matter? What makes a story a “great” story?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can explain how stories, dramas, and poems are written in different forms (e.g., chapter, scene, stanza). (R) ✓ I can use the terms chapter, scene, and/or stanza correctly when writing or speaking about parts of a text. (S) ✓ I can describe how chapters, scenes, and stanzas give the reader information and work together to create the story, drama, or poem. (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> Compare and contrast between a story, poem, and a play. In a play, what is the importance of having scenes? In a book, what is the importance of having chapters? In a poem, what is the importance of having stanzas? The use of stage directions helps the reader _____? In the earlier chapter we learned... How does what the author said in an earlier paragraph help us understand what is happening now? Can you restate that using the word <i>chapter</i>, <i>stanza</i>, or <i>scene</i>??? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 1: Read Closely &</p>
Before and After:	
<p>RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>

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CRAFT AND STRUCTURE	
RL 3.6	<p>Standard: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Anchor: Assess how point of view or purpose shapes the content and style of a text.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand point of view Know what is meant by “first person” Know what is meant by “third person” Distinguish between one’s own point of view and another’s 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> distinguish point of view first person third person narrator distinguir punto de vista primera persona tercera persona narrador
Enduring Understanding:	Essential Question:
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author’s choice: Why does it matter? What makes a story a “great” story?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can define point of view (someone’s view or attitude about a situation). (K) ✓ I can determine the point of view of a narrator or character of a story. (S) ✓ I can explain how my point of view is similar to or different from a narrator or character in a story. (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> Who is telling the story? Who is the narrator? Is this selection written in first person? How do you know? What words give clues? Is this selection written in third person? How do you know? What words give you clues? What do you think about what has happened so far? Do you agree with the author’s message so far? Can you put yourself in the character’s place? How would you feel if this was you? Would you feel the same or differently? 	<p>Teaching Notes and Strategies:</p> <p>Appendix B Sample Performance Task: When discussing E. B. White’s book <i>Charlotte’s Web</i>, students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator.</p> <p>SBAC Claim #1: Read Closely & Critically</p>
Before and After:	
RL 2.6 Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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INTEGRATION OF KNOWLEDGE AND IDEAS		
RL 3.7	Standard: 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 aspect of a character or setting).	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Essential Skills/Concept:		Academic Vocabulary/Cognates:
<ul style="list-style-type: none"> Understand character, plot, setting Recognize how illustrations contribute to a story Explain how illustrations contribute to what is conveyed in words in text to create mood and describe character or setting 		<ul style="list-style-type: none"> illustration (s) contribute contribution convey aspect (s) mood ilustración contribuir contribución aspecto
Enduring Understanding:		Essential Question:
To gain keener insight into the integration of knowledge and idea, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.		In what ways does creative choice impact an audience? Whose story is it, and why does it matter?
Suggested Learning Targets:		
<ul style="list-style-type: none"> ✓ I can identify illustrations that support the story. (K) ✓ I can explain how illustrations contribute (add meaning) to the words in the story. (R) 		
Questions Stems:		Teaching Notes and Strategies:
<ul style="list-style-type: none"> How does the illustration help tell the story? What does the illustration convey to you about the character (mood, setting)? What is the illustration’s contribution to the story? What mood does the illustration portray? Did it help you understand the text? What do the illustrations tell you about what the character is like? How do the illustrations help you understand what is happening in the story? 		<p>Appendix B Sample Performance Task: Students explain how Mark Teague’s illustrations contribute to what is conveyed in Cynthia Rylant’s Poppleton in Winter to create the mood and emphasize aspects of characters and setting in the story.</p> <p>SBAC Claim #1: Read Closely & Critically</p>
Before and After:		
RL 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		RL 4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL 3.8	Standard: Not applicable to literature	Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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COMMON CORE ELA STANDARDS - GRADE 3

INTEGRATION OF KNOWLEDGE AND IDEAS																	
RL 3.9	<p>Standard: 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).</p> <p>Anchor: Analyze how two or more texts address similar themes or topics in order build knowledge or to compare the approaches the authors take.</p>																
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Able to compare and contrast • Understand theme, setting, and plot • Recognize how a character remains the same and changes in different stories or books by the same author • Compare and contrast the themes, settings and plots 	<p>Academic Vocabulary/Cognates:</p> <table border="0"> <tr> <td>• compare</td> <td>• comparar</td> </tr> <tr> <td>• contrast</td> <td>• contrastar</td> </tr> <tr> <td>• theme</td> <td>• tema</td> </tr> <tr> <td>• setting</td> <td></td> </tr> <tr> <td>• plot</td> <td></td> </tr> <tr> <td>• author</td> <td>• autor</td> </tr> <tr> <td>• character</td> <td></td> </tr> <tr> <td>• text</td> <td>• texto</td> </tr> </table>	• compare	• comparar	• contrast	• contrastar	• theme	• tema	• setting		• plot		• author	• autor	• character		• text	• texto
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• character																	
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Enduring Understanding:	Essential Question:																
To gain keener insight into the integration of knowledge and idea, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?																
Suggested Learning Targets:																	
<ul style="list-style-type: none"> ✓ I can define theme (a lesson the author is revealing – <i>Honesty is the best policy.</i>). (K) ✓ I can define setting (the time and place of a story). (K) ✓ I can define plot (the sequence of events in a story). (K) ✓ I can identify themes, settings, and plots in stories written by the same author. (K) ✓ I can compare (find similarities) themes, settings, and plots in stories written by the same author. (R) 																	
Questions Stems:	Teaching Notes and Strategies:																
<ul style="list-style-type: none"> • What is similar in Book A and Book B? What is different? • How is character X the same in Book A and Book B? How is he/she different? • How does the setting effect the character’s actions? • What is the theme of this story? How is it different from the other stories we have read about this character? • Is the setting for this story the same or different? 	SBAC Claim #1: Read Closely & Critically																
Before and After:																	
RL 2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL 4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.																

COMMON CORE ELA STANDARDS - GRADE 3

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL 3.10	<p>Standard: 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.</p> <p>Anchor: Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>Essential Skills/Concepts:</p> <ul style="list-style-type: none"> Recognize genre in literature, including stories, dramas, and poetry Read independently and proficiently at the high end of the 2-3 grade complexity band Comprehend literature read at the high end of the 2-3 grade complexity band 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> comprehend literature story drama poetry independently proficiently chart comprender literatura drama poesía
Enduring Understanding:	Essential Question:
Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	What do good readers do? Am I clear about what I just read? How do I know?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can closely read complex grade level texts. (S) ✓ I can reread a text to find more information or clarify ideas. (S) ✓ I can use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What kind of book is this? Ask yourself: Did I understand what the author is trying to say? What is the main idea or message in this story, poem, or play? Have you read a poem, play, chapter book lately? You might want to try something different. What can you do if you don't understand? Did you go back and re-read? What did you check out from the library? You might try _____. It's by the same author that you like. What are you reading at home? Have you completed your reading chart? Have you taken an AR test lately? 	Teaching Notes and Strategies:
Before and After:	
RL 2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.	RL 4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

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KEY IDEAS AND DETAILS	
RI 3.1	<p>Standard: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Form and ask questions Understand the details in the text Answer questions that demonstrate understanding such as who, what, when, where and why Refer to text for answers 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> question answer demonstrate text demonstrar texto
<p>Enduring Understanding:</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Essential Question:</p> <p>What do good readers do? Am I clear about what I just read? How do I know?</p>
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can locate words and details to answer questions in a text. (S) ✓ I can ask and answer questions before, during, and after reading a text. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> Who or what is the text about? Where in the text can you find that answer? What in the text leads you to that answer? Show me where the author says that. Can you tell your partner who/what the text was about? What are the main ideas about what you are reading? Can you show me in the text the basis for your answers? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #1: Read Closely & Critically</p>
<p>Before and After:</p>	
<p>RI 2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

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KEY IDEAS AND DETAILS	
RI 3.2	<p>Standard: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Determine the main idea of informational text • Recount the key details • Explain how the key details support the main idea 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • determine • recount • key details • support • determinar
Enduring Understanding:	Essential Question:
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can define main idea (who or what a text is mostly about). (K) ✓ I can determine the main idea of a text. (R) ✓ I can identify key details in a text and explain how they support the main idea. (R) ✓ I can recount/retell (put into my own words) the key details of a text. (K) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What information does the author use to support the main idea? • Summarize the text for me orally. • Recount what detail you felt was most important. • What is the main idea? • Explain the key details. • How do the details of the text support the main idea? 	<p>Teaching Notes and Strategies:</p> <p>Appendix B Sample Performance Task: Students <i>explain how the main idea</i> that Lincoln had “many faces” in Russell Freedman’s <i>Lincoln: A Photo biography</i> is supported by key details in the text.</p>
Before and After:	
RI 2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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KEY IDEAS AND DETAILS																			
RI 3.3	<p>Standard: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>																		
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Be able to describe relationships • Identify historical events and scientific ideas • Be able to sequence steps in a procedure • Use the language of time, such as long ago, in this decade, century, in the future • Use language of cause and effect • Understand a “series of events” and “steps in a procedure” • Describe the impact an early event had on something that happened later in the text 	<p>Academic Vocabulary/Cognates:</p> <table border="0"> <tr> <td>• relationship</td> <td>• relación</td> </tr> <tr> <td>• events</td> <td></td> </tr> <tr> <td>• concepts</td> <td>• conceptos</td> </tr> <tr> <td>• technical</td> <td>• técnico</td> </tr> <tr> <td>• procedure</td> <td>• procedimiento</td> </tr> <tr> <td>• scientific</td> <td>• científico</td> </tr> <tr> <td>• historical</td> <td>• histórico</td> </tr> <tr> <td>• sequence</td> <td>• secuencia</td> </tr> <tr> <td>• cause/effect</td> <td>• causa/efecto</td> </tr> </table>	• relationship	• relación	• events		• concepts	• conceptos	• technical	• técnico	• procedure	• procedimiento	• scientific	• científico	• historical	• histórico	• sequence	• secuencia	• cause/effect	• causa/efecto
• relationship	• relación																		
• events																			
• concepts	• conceptos																		
• technical	• técnico																		
• procedure	• procedimiento																		
• scientific	• científico																		
• historical	• histórico																		
• sequence	• secuencia																		
• cause/effect	• causa/efecto																		
Enduring Understanding:	Essential Question:																		
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?																		
Suggested Learning Targets:																			
<ul style="list-style-type: none"> ✓ I can define event, procedure, idea, and concept. (K) ✓ I can identify events, procedures, ideas, and/or concepts in different types of informational text. (K) ✓ I can explain how events, procedures, ideas, and concepts connect to one another. (R) ✓ I can use language that shows time (<i>before, now later, etc.</i>) when describing a text. (S) 																			
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What was the result of _____? • How are _____ and _____ related? • What was the result of _____’s idea? • What is the first thing that you would do to complete this procedure? • What would you expect the result to be at the end? • Tell your partner when this happened. • Work with your group to create a timeline of these events. • Create a flow map that shows the sequence of events. 	<p>Teaching Notes and Strategies:</p> <p>Appendix B Sample Performance Task: Students read Robert Coles’s retelling of <i>a series of historical events</i> in <i>The Story of Ruby Bridges</i>. Using their knowledge of how <i>cause and effect</i> gives order to <i>events</i>, they use specific <i>language</i> to <i>describe</i> the <i>sequence</i> of events that leads to Ruby desegregating her school.</p> <p>SBAC Claim #1: Read Closely & Critically</p>																		
Before and After:																			
RI 2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI 4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.																		

COMMON CORE ELA STANDARDS - GRADE 3

CRAFT AND STRUCTURE	
RI 3.4	<p>Standard: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area. <u>(See grade 3 Language standards 4-6 for additional expectations.)</u></p> <p>Anchor: 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.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand that words may have multiple meanings Use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies Understand that words may be used as figurative language Use antonyms and synonyms as clues to find the meaning of grade level words 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> determine Greek Latin prefixes suffixes root words dictionary glossary Google multiple meanings figurative language determinar griego latino prefijos sufijos diccionario glosario lenguaje figurativo
Enduring Understanding:	Essential Question:
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author’s choice: Why does it matter? What makes a story a “great” story?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify general academic words or phrases (different ways to say the same thing , e.g., <i>stated</i> instead of <i>said</i>) in a text. (K) ✓ I can identify domain specific words or phrases (content words, e.g., <i>sedimentary, igneous, metamorphic</i>) in a text. (K) ✓ I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text. (S) ✓ I can locate and use resources (e.g., glossary, guide word, dictionary) to help me determine the meaning of unknown words and phrases. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What tools can you use to find the meaning of this word? What does the word _____ mean in this sentence? Can you read the sentences around the word to help you understand its meaning? What does the phrase _____ mean? Where can you look in the book to help you figure out what that word means? Are there any parts of the word that you know? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #5: Use oral and written language skillfully</p>
Before and After:	
<p>RI 2.4: Determine the meanings of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. <u>(See grade 2 Language standards 4-6 for additional expectations.)</u></p>	<p>RI 4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <u>(See grade 2 Language standards 4-6 for additional expectations.)</u></p>

COMMON CORE ELA STANDARDS - GRADE 3

CRAFT AND STRUCTURE	
RI 3.5	<p>Standard: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand basic keyboarding skills Understand internet usage Determine relevant information Understand the importance of key words 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> locate key words information relevant importance organized información importancia organizado
Enduring Understanding:	Essential Question:
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author's choice: Why does it matter? What makes a story a "great" story?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify and give examples of text features and search tools. (K) ✓ I can explain how text features and search tools help locate information quickly. (R) ✓ I can locate information about a topic using text features and search tools. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What can you do if you don't understand? How is the information organized? Can you locate key words? Where can you locate _____? Which information would you find more relevant? If you were using the computer to search for your topics, which words would you use to start your search? 	<p>Teaching Notes and Strategies:</p> <p>Appendix B Sample Performance Task: Students <i>use text features</i>, such as the table of contents and headers, found in Alike's text <i>Ah, Music!</i> To identify relevant sections and <i>locate information relevant to a given topic</i> (e.g., rhythm, instruments, harmony) <i>quickly and efficiently</i>, SBAC Claim #1: Read Closely & Critically</p>
Before and After:	
RI 2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RI 4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

COMMON CORE ELA STANDARDS - GRADE 3

CRAFT AND STRUCTURE	
RI 3.6	<p>Standard: Distinguish their own point of view from that of the author of a text.</p> <p>Anchor: Access how point of view or purpose shapes the content and style of a text.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the author’s intent • Determine information from the text • Look for language or ideas expressing what the author believes about the information they are presenting • Understand who is speaking • Express their own thoughts about the information they have read 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • valid • information • text • authors • provide • point of view • accounts • valido • información • texto • autores • punto de vista
Enduring Understanding:	Essential Question:
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author’s choice: Why does it matter? What makes a story a “great” story?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can define point of view (the person’s view or attitude about a situation). (K) ✓ I can determine the point of view of an author. (S) ✓ I can identify and describe how my point of view is similar to or different from the author. (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Who is providing the information? • What is the author’s point of view? • Is the author relating information, or is he/she trying to convince you of an idea? • Do you agree or disagree with what the author has said so far? • Compare the accounts and how they were presented in the text? • Why do you think the authors describe the events or experiences differently? • Can you explain your thoughts about what you read? Do you agree with the author? • Why do you think the information is different? • Which information do you feel is most valid? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #1: Read Closely & Critically</p>
Before and After:	
RI 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI 4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

COMMON CORE ELA STANDARDS - GRADE 3

INTEGRATION OF KNOWLEDGE AND IDEAS	
RI 3.7	<p>Standard: 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).</p> <p>Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Understand maps and legends • Understand the importance of pictures and how they relate to text • Understand that informational text gives the where, when, why, and how events occur • Understand that key information is found in the graphics that accompany the text • Explain what they learned from the text 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • determine • information • convey • map • map key/legend • event • occur • illustration • determinar • información • mapa • ocurrió • ilustración
Enduring Understanding:	Essential Question:
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can explain how illustrations in at text add meaning to the words. (R) ✓ I can use illustrations and the words in a text to help me understand and explain what I am reading. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What is this text about? • What can you do if you don't understand? • What information can you obtain from the map? • Can you tell me what the "key/legend" of the map conveys? • Looking at the illustration, how does it relate to the text? Why is this important to help you understand? • Where and when did the event take place? • Why and how did the event occur? • Why is the map key or legend important? • When did the event occur? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #1: Read Closely & Critically</p>
Before and After:	
RI 2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI 4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

COMMON CORE ELA STANDARDS - GRADE 3

INTEGRATION OF KNOWLEDGE AND IDEAS	
RI 3.8	<p>Standard: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Identify facts and details the author has cited as evidence to support his points Identify how one sentence is connected to the sentence before and after it Understand how a concept continues from one paragraph to another Understand cause and effect Understand comparisons Understand the importance of sequencing 	<p>Academic Vocabulary/Cognates:</p>
Enduring Understanding:	Essential Question:
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify words authors use to help me make logical connections between sentences and paragraphs (e.g., <i>similar, different, because, if, first, last</i>). (K) ✓ I can explain how connection words (e.g., transition words, signal words,) help me understand a text. (R) ✓ I can describe connections an author makes between sentences and paragraphs. (K) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What is the author’s message? What does the author claim? What details or facts support the author’s claim? How was the text written? (comparison, cause/effect, or sequential order) How does the author connect the ideas in each of the paragraphs to the topic of the text? Can you tell me something else that you have read that was written this way? What details were important? How does what this sentence said connect with what we read earlier? What organizational pattern was used to write this text? Did the photographs help you understand the author’s meaning? How? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #1: Read Closely & Critically</p>
Before and After:	
RI 2.8: Describe how reasons support specific points the author makes in a text.	RI 4.8: Explain how an author uses reasons and evidence to support particular points in a text.

COMMON CORE ELA STANDARDS - GRADE 3

INTEGRATION OF KNOWLEDGE AND IDEAS	
RI 3.9	<p>Standard: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Identify the points an author is trying to make Identify the key details presented Use note-taking to help keep track of key details and important points in a text Compare and contrast the points made in two different texts Name key details and points that are the same or different in two texts 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> compare contrast topics similar different points key details comparar contrastar similar diferente puntos
Enduring Understanding:	Essential Question:
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify the most important points and key details found in two texts on the same topic. (K) ✓ I can compare (find similarities) the most important points and key details in two texts on the same topic. (R) ✓ I can contrast (find differences) the most important points and key details in two texts on the same topic. (R) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What are the key details in this text? How will you keep track of the points the authors are making in each text? What is this text about? What details does the author use to support his point? Can you tell your partner what is the same/different about what you are reading? Is there information in this text that was not included in the other text? How are the ideas the same in both texts? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #1: Read Closely & Critically</p>
Before and After:	
RI 2.9: Compare and contrast the most important points presented by two texts on the same topic.	RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

COMMON CORE ELA STANDARDS - GRADE 3

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RI 3.10	<p>Standard: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Anchor: Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know how to use text features to help comprehend informational text • Have experience reading grade level science textbooks • Have experience reading grade level history/social science textbooks • Read informational texts independently and proficiently • Know how to self-monitor for understanding 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • science book • history book • informational text • non-fiction text • texto informativo • no-ficción de texto
Enduring Understanding:	Essential Question:
Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	What do good readers do? Am I clear about what I just read? How do I know?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can closely read complex grade level texts. (S) ✓ I can reread a text to find more information or clarify ideas. (S) ✓ I can use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Do you have any questions about what you are reading? • If you don't understand, who can you ask to help you? • Have you tried using the graphics to help you understand what you are reading about? • Have you tried reading this book? • What helps you understand as you are reading the history or science book? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #: Read Closely & Critically</p>
Before and After:	
<p>RI 2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI 4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

COMMON CORE ELA STANDARDS - GRADE 3

PHONICS AND WORD RECOGNITION	
RF 3.3	<p>Standard: Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words.
<p>Anchor: <i>(Not applicable to Foundational Skills)</i></p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand that meaningful chunks can be added to words to change their meaning Understand that prefixes are added to the beginning of the word Know the meaning of common prefixes such as <i>re-</i>; <i>un=</i>; <i>dis-</i>; etc. Understand that suffixes are added to the ending of a word Recognize the derivational suffixes, <i>ly-</i>; <i>-ish</i>; <i>-hood</i>; <i>ful</i>; <i>ness</i>; <i>ment</i>; Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multi-syllabic words Know and read regularly spelled words fluently 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> decode suffixes prefixes multi-syllable appropriate irregular Latin analyze descodificar sufijos prefijos apropiado irregular latino analizar
Enduring Understanding:	Essential Question:
Word analysis and decoding skills are foundational for success as a reader.	How do sounds and letters create words? When a word doesn't make sense, what can I do?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can define prefix and suffix. (K) ✓ I can identify common prefixes and suffixes (e.g., <i>-un</i>, <i>-re</i>, <i>-pre</i>, <i>-er</i>, <i>-est</i>, <i>-ful</i>). (K) ✓ I can explain the meaning of common prefixes and suffixes and understand how they change the meaning of the root word. (R) ✓ I can determine the meaning of words with common Latin suffixes (e.g., <i>-able</i>, <i>-ment</i>, <i>-tion</i>). (S) ✓ I can break apart words into syllable segments to help me decode words I do not know. (S) ✓ I can recognize irregularly spelled words (rule breakers). (K) ✓ I can read irregularly spelled words without having to sound them out. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> Can you point to the root word? Are there any chunks you know that can help you figure out what this word says? Does the word have suffixes or prefixes you know? How many parts do you hear in that word? Are there any patterns you can use to help you write that word? 	<p>Teaching Notes and Strategies:</p>
Before and After:	
<p>RF 2.3: Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. 	<p>RF 4.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

COMMON CORE ELA STANDARDS - GRADE 3

FLUENCY	
<p>RF 3.4</p>	<p>Standard: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.
<p>Anchor: <i>(Not applicable to Foundational Skills)</i></p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Set a purpose for reading • Use expression when reading • Use strategies for self-correction • Recognize when they have become confused or have lost meaning of the text • Skim the text • Re-read for fluency and comprehension • Self-monitor for understanding 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • selection • strategies • paragraph • fluently • expression • skimming • scanning • self-monitor • selección • estrategias • párrafo • expresión
<p>Enduring Understanding:</p> <p>Fluent readers accurately process print with expression at an appropriate rate.</p>	<p>Essential Question:</p> <p>What do good readers do? Why does fluency matter?</p>
<p>Suggested Learning Targets:</p>	
<ul style="list-style-type: none"> ✓ I can read grade-level text fluently and show comprehension through voice, timing, and expression. (S) ✓ I can recognize when a word I have read does not make sense within the text. (K) ✓ I can self-correct misread or misunderstood words using context clues. (S) ✓ I can reread with corrections when necessary. (S) ✓ I can read fluently (easy, smooth, and automatic). (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Why did you choose this selection? • What can you do when the story/text doesn't make sense? • What strategies can you use when you don't understand the text? • Can you read this paragraph fluently and with expression? • Why is it important to scan the page? • Did you skim the page looking for information? 	<p>Teaching Notes and Strategies:</p>
<p>Before and After:</p>	
<p>RF 2.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF 4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

COMMON CORE ELA STANDARDS - GRADE 3

TEXT TYPES AND PURPOSES	
W 3.1	<p>Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (<i>e.g., because, therefore, since, for example</i>) to connect opinion and reasons. Provide concluding statement or section. <p>Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Choose a topic State an opinion about the topic Know common organizational structures such as cause/effect, chronological/sequential order; problem/solution Know what linking words are and how to use them when moving from one reason to another Know that conclusions should restate or sum up the writing 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> fact/opinion topic point of view introduction/conclusion statements support organizational structure linking words punto de vista estructura organizativa
Enduring Understanding:	Essential Question:
Writing, should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	What do good writers do? What's my purpose and how do I develop it?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can determine my opinion or point of view on a topic or text. (R) ✓ I can create an organizational structure (e.g., chronology, compare/contrast, cause/effect, problem/solution) to introduce my topic and opinion. (S) ✓ I can support my opinion with reasons and link my reasons with words and phrases. (S) ✓ I can write an opinion piece with an introduction, supporting reasons, and a concluding statement/section. (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> Who is your audience? What is your purpose for writing ? Have you stated an opinion or preference? Did you let your reader know your opinion or preference? How did you introduce your topic? Is your writing organized in a way that makes sense to your reader? Are you using cause and effect or sequence to help organize your writing? Are any important details or reasons left out of your writing? Do you use time-order words to help your reader understand when the events happened? Does your conclusion sum up or restate your opinion or purpose? From which point of view will you be writing? What linking words could you use to help your reader follow your thinking? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #2: Write Effectively</p>
Before and After:	
<p>W 3.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (<i>e.g., because, and also</i>), to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>W 3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (<i>e.g., for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented.

COMMON CORE ELA STANDARDS - GRADE 3

TEXT TYPES AND PURPOSES	
<p>W 3.2</p>	<p>Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement or section.
<p>Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Know the difference between writing text to inform or explain Know how to write a topic sentence Know how to group related information together Understand the importance of including illustrations Use fact, definitions, and details to develop topic Use linking words and phrases to connect ideas Know how to conclude by using a statement or explanation 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> topic inform explain topic sentence examples definitions details quotations details quotations informar explicar ejemplos definiciones detalles
<p>Enduring Understanding:</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>Essential Question:</p> <p>What do good writers do? What’s my purpose and how do I develop it?</p>
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can select a topic and identify information (e.g., facts, definitions, details) to share. (S) ✓ I can organize my topic by grouping related information. (S) ✓ I can use illustrations to help readers understand my topic. (S) ✓ I can connect my information (e.g., facts, definitions, details) using linking words and phrases. (S) ✓ I can present my information in writing and provide a concluding statement or section. (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> Are you writing to inform or explain? What is your topic? Did you begin your writing with a topic sentence? What examples, definitions, and details will you use to explain your topic? Talk to a partner about your topic. Can you get a quote from your partner for your writing? Why did you choose this topic? 	<p>Teaching Notes and Strategies:</p> <p>See Appendix C: Horse</p> <p>SBAC Claim #2: Write effectively</p>
<p>Before and After:</p>	
<p>W 2.2: Write informative / explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>W 4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. <i>headings</i>), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

COMMON CORE ELA STANDARDS - GRADE 3

TEXT TYPES AND PURPOSES		
W 3.3	<p>Standard: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know that a narrative tells a story • Understand who is telling the story • Know how to move from one event to another • Use the character’s words to help explain what is happening in the story • Recognize transitional words • Understand story elements • Understand dialoguing 		<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • setting • major/minor characters • problem • details • descriptive words • information • events • experience • problema • detalles • información • experiencia
<p>Enduring Understanding:</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>		<p>Essential Question:</p> <p>What do good writers do? What’s my purpose and how do I develop it?</p>
Suggested Learning Targets:		
<ul style="list-style-type: none"> ✓ I can define narrative text and describe the basic parts of plot (introduction, rising action, climax, falling action, and resolution). (K) ✓ I can introduce the narrator, characters, and the event/situation that starts the story. (S) ✓ I can sequence (put in order) the events in my story so that one event leads to the next. (R) ✓ I can use a character’s thoughts, words, feelings, and actions to show how events happen and how characters respond to the events. (S) ✓ I can show changes in time by using temporal words and phrases (e.g., <i>before, during, after</i>). (S) ✓ I can write a conclusion that provides a sense of closure (ties up all the loose ends and leaves the reader satisfied). (P) 		
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Who is your story about? • Where does your story take place? (Setting) • Why was this setting important to your story? • Do you have major and minor characters? • What problem will the main character face? • Does the problem change the characters acts or thoughts? • Have you used details that will help your readers see and know the characters? • What events will lead up to your conclusion? • Where can you add more descriptive words and information to make your story more exciting? 		<p>Teaching Notes and Strategies:</p> <p>See Appendix C: Puppy* - pages 22-24</p> <p>SBAC Claim # 2: Write effectively</p>
Before and After:		
<p>W 2.3: Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>W 3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or character; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	

COMMON CORE ELA STANDARDS - GRADE 3

PRODUCTION AND DISTRIBUTION OF WRITING			
<p>W 3.4</p>	<p>Standard: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <i>(Grade specific expectations for writing types are defined in standards 1-3.)</i></p> <p>Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p>		
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know how to write in a sequential manner • Understand why you are writing • Understand for whom you are writing • Understand the writing • Understand how the writing moves from beginning to end, or from introduction to conclusion • Understand writing purposes such as writing to persuade, inform, entertain • Recognize and use organizational structures such as chronological order, cause and effect, etc. 	<p>Academic Vocabulary/Cognates:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • organize • purpose • audience • chronological order • sequential order • cause/effect • develop • persuade • entertain • inform </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • organizar • propósito • orden cronológica • orden secuencial • causa/efecto • persuadir • entretener • informar </td> </tr> </table>	<ul style="list-style-type: none"> • organize • purpose • audience • chronological order • sequential order • cause/effect • develop • persuade • entertain • inform 	<ul style="list-style-type: none"> • organizar • propósito • orden cronológica • orden secuencial • causa/efecto • persuadir • entretener • informar
<ul style="list-style-type: none"> • organize • purpose • audience • chronological order • sequential order • cause/effect • develop • persuade • entertain • inform 	<ul style="list-style-type: none"> • organizar • propósito • orden cronológica • orden secuencial • causa/efecto • persuadir • entretener • informar 		
<p>Enduring Understanding:</p>	<p>Essential Question:</p>		
<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>Writing clearly: what makes a difference? Final product: what does it take?</p>		
<p>Suggested Learning Targets:</p>			
<ul style="list-style-type: none"> ✓ I can identify the writing style (e.g., opinion, informative/explanatory, or narrative) that best fits my task and purpose. (K) ✓ I can use graphic organizers to develop my writing ideas. (S) ✓ I can create a piece of writing that shows my understanding of a specific writing style. (P) 			
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What is the purpose for writing this piece? • How will you persuade your audience? • Why are you writing this piece? • Who will be reading your writing? • Who is your audience? • How will you organize your writing? • What information will you need to add to help your reader understand? • Where can you add more information to help the reader understand? • Are there any events or details you need to add so that your writing is organized well? 	<p>Teaching Notes and Strategies:</p> <p>SBAC claim #2: Write effectively</p>		
<p>Before and After:</p>			
<p>W 2.4: <u>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.)</u></p>	<p>W 4.4: Produce clear and coherent writing (including multiple-paragraph texts in which the development and organization are appropriate to task, purpose, and audience. <i>(Grade specific expectations for writing types are defined in standards 1-3.)</i>)</p>		

COMMON CORE ELA STANDARDS - GRADE 3

PRODUCTION AND DISTRIBUTION OF WRITING	
<p>W 3.5</p>	<p>Standard: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.</i>)</p> <p>Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Organize thoughts and ideas Use brainstorming, webs, clusters to help generate ideas before writing Seek guidance from peers to help add language and ideas to writing Ask adults for help in revising and editing Understand and use grammar and spelling conventions Edit for word usage and word choice to help strengthen details Revise sentences and/or paragraphs for clarity 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> develop plan organize purpose editing revising proofreading feedback planear organizar propósito revisar
Enduring Understanding:	Essential Question:
Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Writing clearly: What makes a difference? Final product: What does it take?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists). (S) ✓ I can recognize that a good piece of writing requires more than one draft. (K) ✓ I can revise my writing (e.g., reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. (S) ✓ I can edit my writing by checking for errors in capitalization, punctuation, spelling, etc. (S) ✓ I can prepare a new draft with changes that strengthen my writing. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What will you use to help you organize your ideas? Can you create a graphic organizer/thinking maps to help you sequence your ideas and events? Can you share with your partner what you plan to write? Does your partner have ideas that you can use? Have you completed your first draft? Can you re-write this so that the ideas/details are clearer? Is there a better way you could write your beginning? What is your topic sentence? Have you asked your partner to give you feed back about what you have written so far? Have you used your editing/proofreading checklist to help you make any changes? 	<p>Teaching Notes and Strategies:</p>
Before and After:	
<p>W 2.5: With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.</p>	<p>W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.</i>)</p>

COMMON CORE ELA STANDARDS - GRADE 3

PRODUCTION AND DISTRIBUTION OF WRITING	
W 3.6	<p>Standard: 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.</p> <p>Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Have basic keyboarding skills • Know how to use the following toolbar functions: <ul style="list-style-type: none"> * bold * underline * font style * font size * set margins * page orientation • Have a system for saving and storing work until it is ready for publishing • Know and use Internet tools such as search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check • Use programs such as Word, PowerPoint, and Publisher • Know and use print commands • Know how to work together 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • technology • digital • word processing • copy and paste • PowerPoint • Google • search engine • toolbar • spellcheck • tecnología • digital • copiar/pegar
Enduring Understanding:	Essential Question:
Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Writing clearly: What makes a difference? Final product: What does it take?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify technology (e.g., Word, Publisher, PowerPoint) that will help me produce and publish my writing. (K) ✓ I can use technology to produce and publish my writing. (S) ✓ I can use technology to collaborate/work with others. (S) ✓ I can use keyboarding skills to prepare my writing for publication. (S) 	
Questions Stems:	Teaching Notes and Strategies:
<ul style="list-style-type: none"> • Have you and your group decided what you will write about? • How will you divide the work so that you all contribute to the project? • Where will you save your work until you are ready to print? • What program will you use to publish your work? Word? Power Point? etc. • What online resources can you use to help write your paper? 	
Before and After:	
W 2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W 4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

COMMON CORE ELA STANDARDS - GRADE 3

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
W 3.7	<p>Standard: Conduct short research projects that build knowledge about a topic.</p> <p>Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Know how to select a topic that can be researched • Understand how to use reference materials such as encyclopedias, atlas, search engines or databases • Understand how to use keywords for searching a topic • Understand how to summarize information • Use graphic organizers or Thinking Maps to move through the research project logically • Understand organizational structures that are used when writing a research report • Know how to cite print and internet sources 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • topic • sources • information • key words • online • credit • cite • bibliography • citation page • información • online-en línea • citar • bibliografía
Enduring Understanding:	Essential Question:
Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	What do good researchers do? “Cut and Paste:” What’s the problem?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can define research and explain how it is different from other types of writing. (R) ✓ I can research a topic to answer questions and/or gain information. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What is the topic of your report? • Can you narrow your topic? • What sources will you use to find information? • What key words can you use to find your topic online? • Where can you go to find more information? • How will you give your sources credit? • What is the page called where you will list your sources? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #4: Conduct Research</p>
Before and After:	
W 2.7: Participate in shared research and writing projects (<i>e.g., read a number of books on a single topic to produce a report; record science observations</i>).	W 4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

COMMON CORE ELA STANDARDS - GRADE 3

RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
W 3.8	Standard: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Essential Skills/Concept: <ul style="list-style-type: none"> • Know how to use search engines such as Google, Bing, etc. • Know how to use the library to locate print resources such as encyclopedias, magazines, and books • Understand how to summarize information • Understand how to sort information by categories • Understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps 		Academic Vocabulary/Cognates: <ul style="list-style-type: none"> • sources • list • bibliography • citation page • cite • note-taking • paraphrasing • Internet search • library sources • lista • bibliografia • citar • parafrasear
Enduring Understanding:		Essential Question:
Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.		What do good researchers do? “Cut and Paste:” What’s the problem?
Suggested Learning Targets:		
<ul style="list-style-type: none"> ✓ I can recall information from experiences or gather information from print and digital sources about a topic. (S) ✓ I can take notes (write down short pieces of important information) about a topic. (S) ✓ I can sort the information from my notes into provided categories. (S) 		
Questions Stems: <ul style="list-style-type: none"> • What sources did you use to find your information? • What sources did you find on an internet search? • What sources did you find in a library search? • How can you write this sentence using your own words? • Is this information important to your research? • Can you use an organizer to help you group your ideas? 		Teaching Notes and Strategies: SBAC Claim #2: Write effectively SBAC Claim #4: Conduct Research
Before and After:		
W 2.8: Recall information from experiences or gather information from provided sources to answer a question.		W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.
W 3.9	Standard: Begins in Grade 4	Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

COMMON CORE ELA STANDARDS - GRADE 3

RANGE OF WRITING	
W 3.10	<p>Standard: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Anchor: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of tasks, purposes, and audiences.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Select appropriate writing topics • Know when to use formal or informal register for writing • Be able to organize thoughts quickly • Organize thoughts to focus on a topic • Recognize the purpose for writing • Know your audience • Know how to research a topic using various sources • Know how to conclude different types of writings • Know that a research paper has an introduction, body, and conclusion • Know that for writing a research project you must include and cite various sources 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • research • report • narrative • reflection • revise • proofread • edit • audience • checklist • reportaje • narración • reflexión • revisar
Enduring Understanding:	Essential Question:
Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	What do good researchers do? “Cut and Paste:” What’s the problem?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can write for long or short periods of time, depending on my task. (S) ✓ I can choose a writing structure to fit my task, purpose, and/or audience. (R) ✓ I can write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain, to share an experience). (P) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Write about... • You will have _____ minutes to write about... • What will you do to plan your writing? • Use your proofreading checklist when you are editing and revising. • Re-read your writing or ask a partner to read it to see if there are additions you need to make. • Think about whom your audience is and why you are writing as you plan your paper. • How is writing a report different from writing a narrative? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #2: Write effectively</p> <p>SBAC Claim #4: Conduct Research</p>
Before and After:	
<p>W 2.10: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W 4.10: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.</p>

COMMON CORE ELA STANDARDS - GRADE 3

COMPREHENSION AND COLLABORATION	
<p>SL 3.1</p> <p>Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners <i>on grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. 	<p>Anchor: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Work with a partner Develop good study habits Use rules for conversations Recognize the ideas of others Build upon ideas Ask questions to check understanding Offer comments or suggestions 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> discussion conversación group work understanding role comments discusión conversación comentarios
Enduring Understanding:	Essential Question:
Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	What makes collaboration meaningful? Making meaning from a variety of sources: What will help?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can read or study material(s) to be discussed. (S) ✓ I can list important information about the topic to be discussed. (K) ✓ I can identify and follow the agreed upon rules for discussion. (P) ✓ I can ask questions when I do not understand. (S) ✓ I can stay on topic by making comments about the information being discussed. (S) ✓ I can make connections between the comments of others. (S) ✓ I can explain my own ideas and tell what I’ve learned from a discussion. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> Have you done your reading? Today you will be working in your teams... Ask your partner _____ Tell your partner everything you learned about _____. Did you listen carefully to your partner? Did you offer suggestions or comments when your partner was finished speaking? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #3: Employ effective speaking and listening skills</p> <p>SBAC Claim #5: Use oral and written language skillfully</p>
Before and After:	
<p>SL 2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and text</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> 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). Build on others’ talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>SL 4.1: Engage effectively in are range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners <i>on grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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 and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

COMMON CORE ELA STANDARDS - GRADE 3

COMPREHENSION AND COLLABORATION	
SL 3.2	<p>Standard: 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.</p> <p>Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Recognize the main ideas presented in text Recognize supporting details Understand visual, oral, and digital informational formats Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> oral media video graphs graphics charts main idea supporting ideas summarize oralmente video gráficos resumir
Enduring Understanding:	Essential Question:
Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	What makes collaboration meaningful? Making meaning from a variety of sources: What will help?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can identify information from a text being read aloud. (K) ✓ I can identify information that is presented in different formats (e.g., media, charts, graphs, websites, speeches). (K) ✓ I can use the information gathered to determine the main idea and support details of a presentations. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What was the main idea of the video; share with your partner. How did you decide this was the main idea? Using your own words, summarize the video with your partner? Can you explain this graph? This chart explains _____? Why is information put into charts or graphs? Can you think of any other information that could be graphed or charted? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #1: Employ effective speaking and listening skills</p> <p>SBAC Claim #5: Use oral and written language skillfully</p>
Before and After:	
<p>SL 2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>a. Give and follow three– and four-step oral directions.</p>	<p>SL 4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

COMMON CORE ELA STANDARDS - GRADE 3

COMPREHENSION AND COLLABORATION	
SL 3.3	<p>Standard: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Anchor: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Identify the reasons a speaker gives to support their argument. Know that facts, examples, and explanations can be used as support for an opinion. Infer messages that the speaker gives. 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> reasons speaker support evidence points opinions conclusions razones puntos opiniones conclusiones
Enduring Understanding:	Essential Question:
Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	What makes collaboration meaningful? Making meaning from a variety of sources: What will help?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can ask questions about a speaker’s presentation when I do not understand or need more information. (S) ✓ I can answer questions about a speaker’s presentation by using appropriate elaboration and detail. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What is the speaker trying to tell you? What is the speaker doing to support what they are saying? Do you believe what the speaker is saying? Why? What reasons made you agree/disagree with what you heard or saw? Based on what you saw or heard, what conclusions did you come up with? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #3: Employ effective speaking and listening skills</p> <p>SBAC Claim #5: Use oral and written language skillfully</p>
Before and After:	
SL 2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL 4.3: Identify the reasons and evidence a speaker or media source provides to support particular points.

PRESENTATION OF KNOWLEDGE AND IDEAS	
<p>SL 3.4</p> <p>Standard: 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.</p> <p>a. <u>Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</u></p>	<p>Anchor: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Thinking Maps. Understand organizational structure for presentation such as chronology, problem/solution, cause and effect, and before and after. Know that stories are organized with a beginning, a middle, and an end. Understand that text or presentation usually have a theme Know that reports have an introduction, body with supporting details, and a conclusion Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> theme pace descriptive relate recount recall relevant tema descriptivo relatar
Enduring Understanding:	Essential Question:
<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?</p>
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can present a topic, text, story, or experience with facts and relevant (appropriate), descriptive details. (S) ✓ I can report my information by speaking clearly at an understandable pace (speed). (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What is the theme of your report or presentation? Did you write or present facts that were relevant? What descriptive words or language did you use? When you related the events, did they have a beginning , middle, and an end? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #3: Employ effective speaking and listening skills</p>
Before and After:	
<p>SL 2.4 : Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</p>	<p>SL 4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes speak clearly at an understandable pace.</p> <p>a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</p>

COMMON CORE ELA STANDARDS - GRADE 3

PRESENTATION OF KNOWLEDGE AND IDEAS													
SL 3.5	<p>Standard: 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.</p> <p>Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>												
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Understand how to use audio equipment • Understand voice pitch and inflection • Create visual displays such as legends, charts, graphs, and display boards • Select visuals to add to a poem or story being read 	<p>Academic Vocabulary/Cognates:</p> <table border="0"> <tr> <td>• presentation</td> <td>• presentación</td> </tr> <tr> <td>• display</td> <td></td> </tr> <tr> <td>• visual</td> <td>• visual</td> </tr> <tr> <td>• theme</td> <td>• tema</td> </tr> <tr> <td>• enhance</td> <td></td> </tr> <tr> <td>• emphasizing</td> <td>• enfatizar</td> </tr> </table>	• presentation	• presentación	• display		• visual	• visual	• theme	• tema	• enhance		• emphasizing	• enfatizar
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Enduring Understanding:	Essential Question:												
Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?												
Suggested Learning Targets:													
<ul style="list-style-type: none"> ✓ I can read aloud stories or poems and use my voice to make them come to life (e.g., adjust the volume of my voice, make exclamations, change the pace). (S) ✓ I can speak clearly and at an understandable pace (speed) when creating audio recordings of stories or poems. (S) ✓ I can add visual displays (e.g., illustrations, graphs, photos) to highlight facts and details. (P) 													
<p>Questions Stems:</p> <ul style="list-style-type: none"> • What is the theme of your presentation? • What visuals will you use to enhance your presentation? • Have you practiced your reading emphasizing important words or points? • How is your pacing? • At what time in your presentation will you show your visuals? • Do your visuals support your presentation theme? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #3: Employ effective speaking and listening skills</p>												
Before and After:													
SL 2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL 4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.												

COMMON CORE ELA STANDARDS - GRADE 3

PRESENTATION OF KNOWLEDGE AND IDEAS	
SL 3.6	<p>Standard: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p> <p>Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Understand different levels of speech styles • Recognize when formal or informal English is appropriate • Understand that talking with friends in informal speech • Use academic, content specific vocabulary when presenting formally • Use complete sentences in formal presentations • Know that when constructing a formal response, Standard English grammar and language convention must be used 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> • audience • formal English • informal English • presentation • respond • specific vocabulary • ingles formal • ingles informal • presentación • responder • vocabulario específico
Enduring Understanding:	Essential Question:
Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can recognize a complete sentence (a group of words that expresses a complete thought). (K) ✓ I can speak using complete sentences when asked to provide details or clarification. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> • Who is your audience? • Would you use formal or informal English with this audience? • Why would you use formal English? • Why would you use informal English? • What type of language do you use when talking with friends? • What type of language do you use when giving a presentation? • What is the specific vocabulary that relates to your topic? • When will you use this specific vocabulary? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #3: Employ effective speaking and listening skills</p>
Before and After:	
<p>SL 2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>	<p>SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p>

CONVENTIONS OF STANDARD ENGLISH											
<p>L 3.1</p> <p>Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. <u>Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.</u></p> <p>b. <u>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</u></p> <p>c. <u>Use reciprocal pronouns correctly.</u></p> <p>d. Form and use regular and irregular plural nouns.</p> <p>e. Use abstract nouns (e.g., childhood)</p> <p>f. Form and use regular and irregular verbs.</p> <p>g. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>h. Ensure subject-verb and pronoun antecedent agreement.*</p> <p>i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>j. Use coordinating and subordinating conjunctions.</p> <p>k. Produce simple, compound, and complex sentences.</p>	<p>Anchor:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>										
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> • Write legibly using cursive or joined italics • Know the rules that govern common grammar • Understand subject/verb agreement • Recognize and write simple, compound, and complex sentences • Understand comparative and superlative 	<p>Academic Vocabulary/Cognates:</p> <table border="0"> <tr> <td>• comparative</td> <td>• comparativo</td> </tr> <tr> <td>• superlative</td> <td>• superlativo</td> </tr> <tr> <td>• specific</td> <td>• específico</td> </tr> <tr> <td>• object</td> <td>• objeto</td> </tr> <tr> <td>• simple, compound, complex sentences</td> <td></td> </tr> </table>	• comparative	• comparativo	• superlative	• superlativo	• specific	• específico	• object	• objeto	• simple, compound, complex sentences	
• comparative	• comparativo										
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Enduring Understanding:	Essential Question:										
Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Why do the rules of language matter? Communicating clearly: What does it take?										
Suggested Learning Targets:											
<ul style="list-style-type: none"> ✓ I can define noun (person, place, thing, or idea) and pronoun (a word that takes the place of one or more nouns) and explain how they function in a sentence. (R) ✓ I can define verb (an action or state of being) and explain how it functions in a sentence. ✓ I can define adjective (a word that adds meaning to a noun or pronoun) and adverb (a word that adds meaning to a verb, adjective, or other adverb) and explain how they function in a sentence. (R) ✓ I can define plural (more than one) and form/use regular (e.g., <i>boy, boys</i>) and irregular plural nouns (e.g., mouse, mice) correctly. (S) ✓ I can define abstract nouns (nouns that represent an idea, feeling, emotion, etc.) and use them correctly. (S) ✓ I can explain the difference between regular verbs (e.g., <i>walk, walked</i>) and irregular verbs (e.g., run, ran) and form/use them correctly. (S) ✓ I can explain the difference between simple verb tenses (past, present, future) and form/use them correctly. (S) ✓ I can define subject and verb and explain that a singular subject needs a singular verb and a plural subject needs a plural verb. (R) ✓ I can define antecedent (the word or group of words a pronoun replaces) and make sure a pronoun agrees with its antecedent. (R) ✓ I can identify comparative adjectives/adverbs (formed by adding <i>-er</i> or <i>more</i>) and superlative adjectives/adverbs (formed by adding <i>-est</i> or <i>most</i>) and choose the correct form when writing or speaking. (S) ✓ I can identify coordinating conjunctions (e.g., <i>for, and, nor, but, or, yet, so</i>) and subordinating conjunctions (e.g., <i>after, because, if, since, while</i>) and use them correctly. (S) ✓ I can identify and create simple sentences (e.g., <i>Emma walks to school.</i>), compound sentences (e.g., <i>Emma walks to school, and her dog follows her.</i>), and complex sentences (e.g., <i>Because Emma took the dog back home, she was late for school.</i>). (P) 											

L 3.1 Continued

<p>Questions Stems:</p> <ul style="list-style-type: none"> • Listen as I read what you wrote. Did that sound right? • Read what you wrote slowly. Did you write what you just said? • Is there another word that would be specific? • How would you write that word when you are comparing two people or objects? • How would you write that word when you are comparing three or more people or objects? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #3: Write Effectively</p>
<p>Before and After:</p>	
<p>L 2.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. <u>Create readable documents with legible print.</u> b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., <u>feet, children, teeth, mice, fish</u>). d. Use reflexive pronouns (e.g., group). e. <u>Form and use the past tense of frequently occurring irregular verbs (e.g., myself, ourselves).</u> f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>) 	<p>L 4.6: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Write fluidly and legibly in cursive or joined italics b. Use interrogative relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (where, when, why). c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. e. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* h. Correctly use frequently words (e.g., <i>to, too, two; there, their</i>).*

CONVENTIONS OF STANDARD ENGLISH

L 3.2	<p>Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand the use of quotation marks to denote that someone is speaking or quoting from the text Understand the use of commas in dialogue Identify complete sentences and independent clauses Understand the use of capital letters at the beginning of a sentence, titles, and proper names Use spelling patterns, word roots, affixes, syllable construction Use dictionaries or digital media to look for the correct spelling of a word 	<p>Academic Vocabulary/Cognates:</p> <table style="width: 100%;"> <tr> <td> <ul style="list-style-type: none"> analogies generalization dictionary appropriate roots affixes compound and simple sentences conjunctions quotes </td> <td> <ul style="list-style-type: none"> analogías generalización diccionario apropiado conjunciones cotizaciones </td> </tr> </table>	<ul style="list-style-type: none"> analogies generalization dictionary appropriate roots affixes compound and simple sentences conjunctions quotes 	<ul style="list-style-type: none"> analogías generalización diccionario apropiado conjunciones cotizaciones
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Enduring Understanding:	Essential Question:
Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Why do the rules of language matter? Communicating clearly: What does it take?

Suggested Learning Targets:
<ul style="list-style-type: none"> ✓ I can identify words in a title that should be capitalized (e.g., first and last words, nouns, pronouns, verbs adjectives, adverbs, subordinating conjunctions, prepositions of five or more letters). (K) ✓ I can identify words in a title that should not be capitalized (e.g., articles, coordinating conjunctions, prepositions of four or fewer letters). (S) ✓ I can use a comma to separate the city and state in an address. (S) ✓ I can punctuate dialogue correctly by using commas before/after speaker tags and placing quotation marks around spoken words (e.g., “<i>I was walking,</i>” <i>Christian said,</i> “<i>when Caleb tripped me</i>”). (S) ✓ I can define possessives (nouns that own something) and form singular possessives (e.g., add apostrophe s—’s) and plural possessives (e.g., add and apostrophe after the existing s—s’). (S) ✓ I can spell high-frequency words correctly. (S) ✓ I can recognize when I need to double consonants, drop e, or change y to i when adding suffixes to base words. (S) ✓ I can write words correctly using common spelling patterns and generalizations. (S) ✓ I can identify misspelled words and use resources to assist me in spelling correctly. (S)

<p>Questions Stems:</p> <ul style="list-style-type: none"> What words in this sentence should be capitalized? How should this sentence be written to show someone is talking? How would you make this a compound sentence? How should this sentence be written correctly? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim #2: Write Effectively</p>
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Before and After:	
<p>L 2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.

COMMON CORE ELA STANDARDS - GRADE 3

KNOWLEDGE OF LANGUAGE																							
<p>L 3.3</p>	<p>Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect Recognize and observe differences between the conventions of spoken and written standard English. <p>Anchor: 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.</p>																						
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand basic punctuation rules Understand basic capitalization rules Understand basic grammar rules Recognize that words have differences or shades of meaning Know that punctuation like commas, exclamation, and question marks can be used for effect Distinguish between situations that call for formal English and those where informal English is appropriate 	<p>Academic Vocabulary/Cognates:</p> <table border="0"> <tr> <td>• purpose</td> <td>• propósito</td> </tr> <tr> <td>• presentation</td> <td>• presentación</td> </tr> <tr> <td>• audience</td> <td></td> </tr> <tr> <td>• tone</td> <td>• tono</td> </tr> <tr> <td>• style</td> <td>• estilo</td> </tr> <tr> <td>• punctuation</td> <td>• puntuación</td> </tr> <tr> <td>• grammar</td> <td>• gramática</td> </tr> <tr> <td>• precise</td> <td>• preciso</td> </tr> <tr> <td>• thesaurus</td> <td>• tesauo</td> </tr> <tr> <td>• quote</td> <td></td> </tr> <tr> <td>• speech</td> <td></td> </tr> </table>	• purpose	• propósito	• presentation	• presentación	• audience		• tone	• tono	• style	• estilo	• punctuation	• puntuación	• grammar	• gramática	• precise	• preciso	• thesaurus	• tesauo	• quote		• speech	
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• quote																							
• speech																							
Enduring Understanding:	Essential Question:																						
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?																						
Suggested Learning Targets:																							
<ul style="list-style-type: none"> ✓ I can identify words or phrases in a story that bring it to life and create effect or interest. (K) ✓ I can choose words and phrases to add effect or interest when writing or speaking. (S) ✓ I can explain how spoken language differs from written language. (R) ✓ I can follow standard English rules when writing. (S) 																							
<p>Questions Stems:</p> <ul style="list-style-type: none"> Have you determined the purpose for your speech/writing/presentation? Who will be your audience? Is the tone or style appropriate to your audience? Have you followed the rules of punctuation and grammar? Did you practice your presentation with your group and did they provide you with feedback? In your group, did you talk about using precise language to convey your ideas? Did you use a thesaurus to locate other ways to say _____? Did you use quotes, questions, or exclamations to add to importance to your writing/presentation? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>																						
Before and After:																							
<p>L 2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Compare formal and informal uses of English. 	<p>RL 4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). 																						

VOCABULARY ACQUISITION AND USE	
<p>L 3.4</p>	<p>Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). Use a known root word as a clue to the meaning of an unknown root word with the same root (e.g., <i>company, companion</i>). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <u>in all content areas</u>. <p>Anchor: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand context clues help provide clues to word or phrase meaning Identify the most common Greek and Latin affixes and roots Know how to use a textbook glossary Access reference materials to help determine the precise meaning of key words Identify alternate word choices using print or digital thesauruses or dictionaries 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> multiple meaning precise definition affixes (prefix, suffixes) preciso definición afijos
<p>Enduring Understanding:</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Essential Question:</p> <p>When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?</p>
<p>Suggested Learning Targets:</p> <ul style="list-style-type: none"> ✓ I can determine the meaning of unknown words using context clues (e.g., definitions, examples, restatements) in a sentence. (R) ✓ I can recognize and define common affixes (e.g., <i>un-, dis-, -able, -less</i>). (K) ✓ I can break down unknown words into units of meaning (affix, root) to determine definitions. (R) ✓ I can determine the meaning of an unknown word by consulting reference materials (e.g., dictionaries, glossaries, thesauruses). (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What strategies have you used to help you figure out what this word means? Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word? Have you read the sentences around the word to help you determine what the word means? Can you go online and search for the meaning of the word? Did you check the thesaurus for other ways you can write _____? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>
<p>Before and After:</p>	
<p>L 2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly form an array of strategies.</p> <ol style="list-style-type: none"> 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 prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). Use a know root word as a clue to the meaning or an unknown word with the same meaning of compound words (e.g., <i>birdhouse, light house, housefly, bookshelf, notebook, bookmark</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. 	<p>L 4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). <i>Consult reference materials</i> (e.g., telegraph, photograph, autograph). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.

COMMON CORE ELA STANDARDS - GRADE 3

VOCABULARY ACQUISITION AND USE	
<p>L 3.5</p> <p>Standard: Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>) Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew believed, suspected, heard, wondered</i>). 	<p>Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand that words have literal and non-literal meanings Understand the connections between words and their use Understand shades of meaning as it relates to state of mind or degrees of certainty 	<p>Academic Vocabulary/Cognates:</p> <ul style="list-style-type: none"> shades of meaning literal meaning non-literal meaning real life-connections context specific contexto especifico
Enduring Understanding:	Essential Question:
Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?
Suggested Learning Targets:	
<ul style="list-style-type: none"> ✓ I can explain the difference between literal meaning (it means exactly what it says) and nonliteral meaning (sometimes what you say is not exactly what you mean) of words and phrases. (R) ✓ I can recognize when an author's words and phrases are literal or nonliteral. (R) ✓ I can make a real-life connection (text to self) to words I hear and read. (S) ✓ I can recognize words that have similar meaning, and choose the word that best describes the mood/state of mind. (S) 	
<p>Questions Stems:</p> <ul style="list-style-type: none"> What real-life connections can you make? In what other context could this word be used? Without changing the meaning, what word could you add to make the sentence stronger? What word would best describe this character? What is the literal meaning of this sentence? What is the purpose of writing with "non-literal" words or phrases? 	<p>Teaching Notes and Strategies:</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>
Before and After:	
<p>L 2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). 	<p>L 4.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

VOCABULARY ACQUISITION AND USE															
L 3.6	<p>Standard: Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>Anchor: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>														
<p>Essential Skills/Concept:</p> <ul style="list-style-type: none"> Understand that words have shades of meaning Acquire and use words that are basic to understanding a concept Determine which word best describes an action, emotion, or state of being Develop an amount of grade level academic words and phrases 	<p>Academic Vocabulary/Cognates:</p> <table border="0"> <tr> <td>• academic</td> <td>• académico</td> </tr> <tr> <td>• specific</td> <td>• específico</td> </tr> <tr> <td>• general</td> <td>• general</td> </tr> <tr> <td>• emotions</td> <td>• emociones</td> </tr> <tr> <td>• actions</td> <td>• acciones</td> </tr> <tr> <td>• precise</td> <td>• preciso</td> </tr> <tr> <td>• shades of meaning</td> <td></td> </tr> </table>	• academic	• académico	• specific	• específico	• general	• general	• emotions	• emociones	• actions	• acciones	• precise	• preciso	• shades of meaning	
• academic	• académico														
• specific	• específico														
• general	• general														
• emotions	• emociones														
• actions	• acciones														
• precise	• preciso														
• shades of meaning															
Enduring Understanding:	Essential Question:														
Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?														
Suggested Learning Targets:															
<ul style="list-style-type: none"> ✓ I can recognize the difference between general academic words and phrases (Tier Two words are subtle or precise ways to say relatively precise things, e.g., <i>saunter</i> instead of <i>walk</i>.) and domain-specific words and phrases (Tier Three words are often specific to content knowledge, e.g., <i>lava</i>, <i>democracy</i>, <i>pulley</i>). *(K) ✓ I can acquire and use grade-appropriate academic and domain-specific words/phrases, including words that signal spatial and temporal relationships. (S) <p>*Tier One, Tier Two, and Tier Three words are clarified on pages 33-35 of Appendix A in the Common Core Standards.</p>															
<p>Questions Stems:</p> <ul style="list-style-type: none"> Without changing the meaning of the sentence, which word can best be used to replace the underlined part? What word would best describe _____? Can you restate this sentence using more precise words? Can you replace a word in this sentence with another word that is more precise or specific? 	<p>Teaching Notes and Strategies:</p>														
Before and After:															
<p>L 2.6: Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>L 4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>														