

Reading Standards for Foundational Skills

Grade Level:	3rd
Code:	
Standard:	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes. b. Decode multisyllabic words. c. Read grade-appropriate irregularly spelled words.

1. Critical vocabulary and questions as it relates to the standard.

- Prefix
- Suffix
- Base
- Root
- Closed syllable
- Open syllable
- VCe
- C+LE
- R-controlled
- Vowel teams

2. Key Implementation Questions and Answers:

1. How do prefixes and suffixes change the meaning of words?
2. How do I use strategies to decode unknown words?
3. Can I read irregularly spelled words?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I can identify common affixes (prefixes and suffixes).
2. I can decode common affixes (prefixes and suffixes).
3. I can explain how the affix (prefix or suffix) changes the meaning of the word.
4. I can decode multisyllabic words.
5. I can read irregularly spelled words.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

1. I will know that I learned it when I can identify words in a text with affixes (prefixes and suffixes) and explain their meaning.
2. I will know that I learned it when I can read multisyllabic words with different syllable types.
3. I will know that I learned it when I can read irregularly spelled words.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *"I am learning this because"*

- I am learning this because understanding the meanings of words is important.
- I am learning this so I can decode unknown words.

Grade Level:	3rd
Code:	
Standard:	RF.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1. Critical vocabulary and questions as it relates to the standard.

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| <ul style="list-style-type: none"> ● accuracy ● speed ● prosody ● purpose ● fluently | <ul style="list-style-type: none"> ● self-correct ● reread ● comprehend ● ● |
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2. Key Implementation Questions and Answers:

1. What do fluent readers do?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

1. I can accurately read grade level text.
2. I can read at an appropriate speed.
3. I can use expressions when I read.
4. I can have a purpose for reading.
5. I can self correct when what I read doesn't make sense.
6. I can fluently read prose and poetry.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

1. I can read at an appropriate pace, use expression and make few errors when reading grade level text. (Refer to benchmark screener)
2. I can explain my purpose for reading.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***"I am learning this because"***

- I am learning this so I can become a fluent oral reader.

Reading Standards for Literature

Grade Level:	3rd
Code:	
Standard:	RL.3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text.

1. Critical vocabulary and questions as it relates to the standard.

- Ask questions
- Answer questions
- Infer
- Schema/background knowledge
- Text evidence
- Who, what, when, where, how, why
- Right there “thin” questions
- Read and think “thick” questions
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2. Key Implementation Questions and Answers:

1. How does asking and answering questions help me understand what I am reading?
2. How can I use background knowledge and details from the text to make an inference?
3. How do my inferences help me better understand a text?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I can ask questions about the fictional text.
2. I can answer questions about the fictional text.
3. I can make reasonable inferences.
4. I can support my inferences with evidence from the fictional text.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

1. When I can create relevant questions about a fictional text.
2. When I can use text evidence to answer questions.
3. When I can make reasonable inferences using evidence from the text and my background knowledge.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***"I am learning this because"***

- I am learning this so I can better understand what I read.

Grade Level:	3rd
Code:	
Standard:	RL.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.

1. Critical vocabulary and questions as it relates to the standard.

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| <ul style="list-style-type: none"> ● Cite ● Implicit ● Explicit ● Summary ● Theme, lesson, moral | <ul style="list-style-type: none"> ● Fables ● Folktales ● Myths ● Identify ● Relevant |
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2. Key Implementation Questions and Answers:

How can I determine the theme of a text?

- a. Theme (ex. Friendship, honesty)

How can I determine the lesson/moral of a text?

- b. Lesson/moral (ex. Treat others the way you want to be treated)

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

- 1.I can summarize traditional literature (fables, folktales, and myths) using important information from the text.
- 2.I can determine the theme of traditional literature (fables, folktales, and myths).
- 3.I can determine the lesson/moral of traditional literature (fables, folktales, and myths).
4. I can cite relevant information from a summary to determine the lesson/moral of traditional literature (fables, folktales, and myths).

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

1. When I can determine the theme of a text.
2. When I can determine the lesson/moral of a text.
3. When I can cite information from a summary to determine the lesson/moral.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***"I am learning this because"***

- I am learning this so I can connect text to my life and culture.
- I am learning this so I can learn about diverse cultures.

Grade Level:	3rd
Code:	
Standard:	RL.3.3 Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.

1. Critical vocabulary and questions as it relates to the standard.

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| <ul style="list-style-type: none"> ● Characters ● Traits ● Motivations ● Actions ● Feelings | <ul style="list-style-type: none"> ● Plot ● Dialogue ● ● ● |
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2. Key Implementation Questions and Answers:

1. How can I describe a character based on their traits, motivations, actions or feelings?
2. How can a character's traits, motivations, actions or feelings affect the plot?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I can describe character traits using text evidence.
 I can describe character motivations and actions using text evidence.
 I can describe character feelings using text evidence.
 I can describe how a character affects the plot.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

1. When I can use text evidence to accurately describe a character.
2. When I can describe how a character affects the plot.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this so I can understand characters in a story and how they affect the plot.
- Relate to real life and our own actions.

Grade Level:	3rd
Code:	
Standard:	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.

1. Critical vocabulary and questions as it relates to the standard.

- Literal language
- Nonliteral language
- idioms
- Hyperboles
- Figurative language

2. Key Implementation Questions and Answers:

1. How do the words an author uses impact the story?
2. How do I know the difference between literal and nonliteral language?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I can determine the meaning of words and phrases in a text.
 I can distinguish between literal and nonliteral language.
 I can determine the meaning of idioms and hyperboles.
 I can explain how word choice affects the meaning of a text.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

1. I will know that I learned it when I can identify examples of figurative language in a text and explain what it means.
2. I will know that I learned this when I can explain how word choice affects the meaning of the text.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this because I need to understand figurative language.
- To understand that authors do not always say what they mean.
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Grade Level:	3rd
Code:	
Standard:	RL.3.5 Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.

1. Critical vocabulary and questions as it relates to the standard.

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|--------------|------------|
| ● Poems | ● Circular |
| ● Stories | ● |
| ● Dramas | ● |
| ● Linear | ● |
| ● Non-linear | ● |

2. Key Implementation Questions and Answers:

1. How do parts of the text contribute to the structure of poems?
2. How do parts of the text contribute to the structure of stories?
3. How do parts of the text contribute to the structure of dramas?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I can describe how parts of a poem are organized.
 I can describe how parts of a story are organized.
 I can describe how parts of a drama are organized.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

1. I will know that I learned it when I can describe how parts of a poem are organized.
2. I will know that I learned it when I can describe how parts of a story are organized.
3. I will know that I learned it when I can describe how parts of a drama are organized.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this because I need to understand how poems are organized.
- I am learning this because I need to understand how stories are organized.

- I am learning this because I need to understand how dramas are organized.

Grade Level:	3rd
Code:	
Standard:	RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.

1. Critical vocabulary and questions as it relates to the standard.

- Perspective
- Narrator
- Characters
- Point of view

2. Key Implementation Questions and Answers:

1. What is the narrator's perspective?
2. What is the character's perspective?
3. What is my perspective of the text?
4. How do different perspectives shape the text?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I can distinguish my own perspective from the narrators.
 I can distinguish my own perspective from the character.
 I can describe how the story could be different if someone else was telling it.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

1. I will know that I learned it when I can distinguish my own perspective from the narrators or characters.
2. I will know that I learned it when I can describe how the story could be different if someone else was telling it.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this because it is important to understand that a story could be different

if someone else is telling it.

Grade Level:	3rd
Code:	
Standard:	RL.3.7 Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.

1. Critical vocabulary and questions as it relates to the standard.

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|-----------------|---|
| • Illustrations | • |
| • Effect | • |
| • Mood | • |
| • Character | • |
| • Setting | • |

2. Key Implementation Questions and Answers:

1. How does the text's illustrations create mood?
2. How does the text's illustrations create characters and setting?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I can explain how illustrations create mood.
I can explain how illustrations create character.
I can explain how illustrations create settings.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

1. I will know that I learned it when I can explain how illustrations create mood.
2. I will know that I learned it when I can explain how illustrations create character.
3. I will know that I learned it when I can explain how illustrations create setting.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this because illustrations can help create mood characters and setting to help me understand a story.

Grade Level:	3rd
Code:	
Standard:	RL.3.9 Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.

1. Critical vocabulary and questions as it relates to the standard.

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|------------|----------|
| • Compare | • Author |
| • Contrast | • |
| • Theme | • |
| • Setting | • |
| • Plot | • |

2. Key Implementation Questions and Answers:

1. How are the themes of two stories by the same author similar?
2. How are the settings of two stories by the same author similar?
3. How are the plots of two stories by the same author similar?
4. How are the themes of two stories by the same author different?
5. How are the settings of two stories by the same author different?
6. How are the plots of two stories by the same author different?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I can compare themes of stories written by the same author.
 I can compare settings of stories written by the same author.
 I can compare plots of stories written by the same author.
 I can contrast themes of stories written by the same author.
 I can contrast settings of stories written by the same author.
 I can contrast plots of stories written by the same author.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

1. I will know that I learned it when I can compare themes of stories written by the same author.
2. I will know that I learned it when I can compare settings of stories written by the same author.
3. I will know that I learned it when I can compare plots of stories written by the same author.

4. I will know that I learned it when I can contrast themes of stories written by the same author.
5. I will know that I learned it when I can contrast settings of stories written by the same author.
6. I will know that I learned it when I can contrast plots of stories written by the same author.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *"I am learning this because"*

- I am learning this so I can compare and contrast two texts so I can better understand what I am reading.

Grade Level:	3rd
Code:	RL.3.10
Standard:	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

1. Critical vocabulary and questions as it relates to the standard.

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| <ul style="list-style-type: none"> ● Comprehension ● Questioning ● Monitoring ● Visualizing ● Inferencing | <ul style="list-style-type: none"> ● Summarizing ● Prior Knowledge ● Importance ● ● |
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2. Key Implementation Questions and Answers:

1. How can I use a variety of comprehension strategies to read and comprehend literary texts?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I can use comprehension strategies to make meaning when I read..
 I can read grade-level fiction text independently.
 I can comprehend and analyze grade-level fiction text independently.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

1. I will know that I learned it when I can use comprehension strategies to make meaning when I read.
2. I will know that I learned it when I can read grade-level fiction text independently.
3. I will know that I learned it when I can comprehend and analyze grade-level fiction.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this so I can make meaning of grade level fiction text.

Reading Standards for Informational Text

Grade Level:	3rd
Code:	
Standard:	RI.3.1 Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.

1. Critical vocabulary and questions as it relates to the standard.

- Ask questions
- Answer questions
- Infer
- Schema/background knowledge
- Text evidence
- Who, what when, where, why, how
- Right there “thin” questions
- Read and think “thick” questions
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2. Key Implementation Questions and Answers:

1. How does asking and answering questions help me understand what I am reading?
2. How can I use background knowledge and details from the text to make an inference?
3. How do my inferences help me better understand a text?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I can ask questions about the informational text.
2. I can answer questions about the informational text.
3. I can make reasonable inferences.
4. I can support my inferences with evidence from the informational text.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

1. When I can create relevant questions about an informational text.
2. When I can use text evidence to answer questions.
3. When I can make reasonable inferences using evidence from the text and my background knowledge.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this so I can better understand what I read.

Grade Level:	3rd
Code:	
Standard:	RI.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

1. Critical vocabulary and questions as it relates to the standard.

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| <ul style="list-style-type: none"> ● Cite ● Implicit ● Explicit ● Summary ● Central Idea | <ul style="list-style-type: none"> ● Main Idea ● ● ● ● |
|---|---|

2. Key Implementation Questions and Answers:

What is the central idea of a text?
 What details support the central idea?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

1. I can identify the central idea of a text.
2. I can determine details that support the central idea.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I can identify the central idea of a text.
 I can determine details that support the central idea.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

I can determine the big idea of a text.

Grade Level:	3rd
Code:	
Standard:	RI.3.3 Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

1. Critical vocabulary and questions as it relates to the standard.

- Historical events
- Scientific ideas
- Technical Procedures
- Relationships

2. Key Implementation Questions and Answers:

1. How can I describe the relationship between individuals?
2. How can I describe the relationship between a series of historical events?
3. How can I describe the relationship between scientific ideas?
4. How can I describe the relationship between steps in technical procedures?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

1. I can describe the relationship between individuals.
2. I can describe the relationship between historical events.
3. I can describe the relationship between scientific ideas.
4. I can describe the relationship between concepts or steps in technical procedures.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I can describe the relationship between individuals.
I can describe the relationship between historical events.
I can describe the relationship between scientific ideas.
I can describe the relationship between concepts or steps in technical procedures.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this so I can understand the relationships in nonfiction text.

Grade Level:	3rd
Code:	
Standard:	RI.3.4 Determine the meaning of general academic words and phrases in grade-level text, and describe how those words and phrases shape meaning.

1. Critical vocabulary and questions as it relates to the standard.

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|-----------------|---|
| ● Meaning | ● |
| ● Words | ● |
| ● Phrases | ● |
| ● Context clues | ● |
| ● | ● |

2. Key Implementation Questions and Answers:

How do words and phrases shape a text?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

1. I can determine the meaning of words in a text.
2. I can explain how word choice affects the meaning of the text.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

3. I can determine the meaning of words in a text.
4. I can explain how word choice affects the meaning of the text.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

So I can understand how words and phrases shape a text.

Grade Level:	3rd
Code:	
Standard:	RI.3.5 Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

1. Critical vocabulary and questions as it relates to the standard.

- Comparison
- Cause/Effect
- Problem/Solution
- Connection

2. Key Implementation Questions and Answers:

How do parts of the text contribute to the text structure?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. *“I am learning”*

1. I can identify and describe comparing text structures.
2. I can identify and describe cause and effect text structures.
3. I can identify and describe problem and solution text structures.
4. I can describe how sentences are connected in different text structures.
5. I can describe how paragraphs are connected in different text structures.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. *“I will know that I learned it when”*

I can identify and describe comparing text structures.
I can identify and describe cause and effect text structures.
I can identify and describe problem and solution text structures.
I can describe how sentences are connected in different text structures.
I can describe how paragraphs are connected in different text structures.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I need to understand how a text is organized.

Grade Level:	3rd
Code:	
Standard:	RI.3.6 Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.

1. Critical vocabulary and questions as it relates to the standard.

- Perspective
- Point of view
- Style

2. Key Implementation Questions and Answers:

What is the author's perspective of the text?
 What is my perspective of the text?
 How do different perspectives shape the text?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. *"I am learning"*

1. I can distinguish my perspective from the author's perspective.
2. I can describe how different perspectives change the text.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. *"I will know that I learned it when"*

I can distinguish my perspective from the author's perspective.
 I can describe how different perspectives change the text.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *"I am learning this because"*

It is important to understand different perspectives and how they change a text.

Grade Level:	3rd
Code:	
Standard:	RI.3.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

1. Critical vocabulary and questions as it relates to the standard.

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| <ul style="list-style-type: none"> ● Text features ● Visuals ● Diagrams ● Graphs ● Photographs | <ul style="list-style-type: none"> ● Side bars ● Meaning ● Clarity ● ● |
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2. Key Implementation Questions and Answers:

How do text features contribute to the meaning of a text?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

1. I can identify visual text features.
2. I can explain how text features help me understand a text.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I can identify visual text features.
I can explain how text features help me understand a text.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this because text features can help me better understand a text.

Grade Level:	3rd
Code:	
Standard:	RI.3.8 Describe how reasons and evidence support specific claims the author makes in a text.

1. Critical vocabulary and questions as it relates to the standard.

- Reasons
- Evidence
- Claims

2. Key Implementation Questions and Answers:

How do reasons and evidence support claims the author makes in a text?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

1. I can describe how reasons support the author's claims in a text.
2. I can describe how evidence supports the author's claims in a text.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I can describe how reasons support the author's claims in a text.
I can describe how evidence supports the author's claims in a text.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this because I need to be able to give reasons to support my own claim.

Grade Level:	3rd
Code:	
Standard:	RI.3.9 Explain the relationship between information from two or more texts on the same theme or topic.

1. Critical vocabulary and questions as it relates to the standard.

- Relationship
- Information
- Compare
- Contrast
- Theme/topic

2. Key Implementation Questions and Answers:

How are two texts about the same theme/topic similar?
 How are two texts about the same theme/topic different?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

1. I can explain how two texts are related.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I can explain how two texts are related.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this so I can understand how two texts on the same theme/topic are related.

Grade Level:	3rd
Code:	
Standard:	RI.3.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

1. Critical vocabulary and questions as it relates to the standard.

- Comprehension Strategies
- Questioning
- Monitoring
- Visualizing
- Inferencing
- Summarizing
- Prior Knowledge
- Importance
- Informational Text
-

2. Key Implementation Questions and Answers:

How can I use a variety of comprehension strategies to read and comprehend informational text?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

1. I can use comprehension strategies when I read.
2. I can read grade level nonfiction text independently.
3. I can comprehend and analyze grade-level nonfiction text independently.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I can use comprehension strategies when I read.
I can read grade level nonfiction text independently.
I can comprehend and analyze grade-level nonfiction text independently.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

I can comprehend nonfiction text.

Composition Standards

Grade Level:	3rd
Code:	
Standard:	<p>C3.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by an opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>

1. Critical vocabulary and questions as it relates to the standard.

- Opinion Piece
- Development
- Organization
- Topic
- Opinion Statement
- Concluding Statement
- Writing Process

2. Key Implementation Questions and Answers:

How can I compose an opinion piece using writing and digital resources with supporting reasons?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I can compose an opinion piece using writing and digital resources with supporting reasons.
 I can compose writing in which the development and organization are appropriate to task and purpose.
 I can introduce the topic.
 I can introduce the opinion statement.
 I can create an organizational structure.
 I can provide reasons with details that support my opinion.
 I can use transitions.
 I can provide a concluding section.

I can develop and strengthen my writing by using the writing process (planning, revising, and editing).

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"*

I can compose an opinion piece using writing and digital resources with supporting reasons.
I can compose writing in which the development and organization are appropriate to task and purpose.
I can introduce the topic.
I can introduce the opinion statement.
I can create an organizational structure.
I can provide reasons with details that support my opinion.
I can use transitions.
I can provide a concluding section.
I can develop and strengthen my writing by using the writing process (planning, revising, and editing).

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *"I am learning this because"*

So I can compose an opinion piece with supporting reasons.
So I can use the writing process to strengthen my writing

Grade Level:	3rd
Code:	
Standard:	<p>C3.2 Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>

1. Critical vocabulary and questions as it relates to the standard.	
<ul style="list-style-type: none"> ● Informative Texts ● Explanatory Texts ● Task/Purpose ● Text Structure ● Illustrations 	<ul style="list-style-type: none"> ● Facts ● Definitions ● Details ● Conjunctions ● Transitions

2. Key Implementation Questions and Answers:
How can I write informative and/or explanatory texts using writing and digital resources to examine a text and provide information?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”
<ol style="list-style-type: none"> 1. I can write informative and/or explanatory texts to examine a topic and provide information. 2. I can produce writing in which development and organization are appropriate to task and purpose. 3. I can introduce a topic. 4. I can group related information together.

5. I can include visuals to aid comprehension.
6. I can develop a topic with facts, definitions, and details.
7. I can use conjunctions to develop text structure within sentences.
8. I can use transitions to develop text structure across paragraphs.
9. I can provide a concluding section.
10. I can develop and strengthen writing by using the writing process (planning, revising, and editing).

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"*

I can write informative and/or explanatory texts to examine a topic and provide information.
I can produce writing in which development and organization are appropriate to task and purpose.
I can introduce a topic.
I can group related information together.
I can include visuals to aid comprehension.
I can develop a topic with facts, definitions, and details.
I can use conjunctions to develop text structure within sentences.
I can use transitions to develop text structure across paragraphs.
I can provide a concluding section.
I can develop and strengthen writing by using the writing process (planning, revising, and editing).

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

So I can compose informative and/or explanatory texts to examine a topic and provide information.
So I can use the writing process to strengthen my writing.

Grade Level:	3rd
Code:	
Standard:	<p>C3.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.</p> <p>c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure that follows the narrated experiences or events.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>

1. Critical vocabulary and questions as it relates to the standard.	
<ul style="list-style-type: none"> ● Narratives ● Real Experience ● Imagined Experience ● Technique ● Details ● Sequence ● 	<ul style="list-style-type: none"> ● Temporal words and phrases ● Closure ● Narrator ● Characters ● Linear ● Non-linear ● Circular

2. Key Implementation Questions and Answers:
How do I compose narratives to develop real or imagined experiences or multiple events or ideas?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"
<p>I can compose narratives to develop real or imagined experiences or multiple events or ideas.</p> <p>I can produce writing in which the development and organization are appropriate to task and purpose.</p> <p>I can establish a situation.</p>

I can introduce a narrator and/or characters.
I can organize an event sequence that reflects linear, non-linear and/or circular structure.
I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events.
I can use temporal words and phrases to signal event order.
I can create a sense of closure that follows narrated experiences or events.
I can develop and strengthen writing as needed by planning, revising, and editing.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"*

I can compose narratives to develop real or imagined experiences or multiple events or ideas.
I can produce writing in which the development and organization are appropriate to task and purpose.
I can establish a situation.
I can introduce a narrator and/or characters.
I can organize an event sequence that reflects linear, non-linear and/or circular structure.
I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events.
I can use temporal words and phrases to signal event order.
I can create a sense of closure that follows narrated experiences or events.
I can develop and strengthen writing as needed by planning, revising, and editing.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *"I am learning this because"*

So I can compose narratives to develop real or imagined experiences or events using techniques, details and sequences.
So I can use the writing process to strengthen my writing.

Grade Level:	3rd
Code:	
Standard:	C3.4 With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

1. Critical vocabulary and questions as it relates to the standard.

- Digital Resources ●
- Create ●
- Publish ●
- Interact ●
- Collaborate ●

2. Key Implementation Questions and Answers:

How can I use digital resources to create products and interact and collaborate with others?
 How can I use digital resources to publish products and interact and collaborate with others?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I can use digital resources to create products and interact and collaborate with others.
 I can use digital resources to publish products and interact and collaborate with others.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I can use digital resources to create products and interact and collaborate with others.
 I can use digital resources to publish products and interact and collaborate with others.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

So I can use digital resources to create and publish products.
 So I can interact and collaborate with others.

Grade Level:	3rd
Code:	
Standard:	C3.5 Conduct short research projects that build knowledge about a topic.

1. Critical vocabulary and questions as it relates to the standard.

- Research projects
- Topic

2. Key Implementation Questions and Answers:

How can I conduct short research projects that build knowledge about a topic?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I can conduct short research projects that build knowledge about a topic.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I can conduct short research projects that build knowledge about a topic.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

So I can conduct short research projects that build knowledge about a topic.

Grade Level:	3rd
Code:	
Standard:	C3.6 Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

1. Critical vocabulary and questions as it relates to the standard.

- Summarize
- Print Sources
- Digital Sources
- Analyze

2. Key Implementation Questions and Answers:

How can I summarize information from experiences?
 How can I take notes on information from print/digital resources?
 How can I analyze information into categories?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I can summarize information from experiences.
 I can take notes on information from print/digital sources.
 I can analyze information into categories.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I can summarize information from experiences.
 I can take notes on information from print/digital sources.
 I can analyze information into categories.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

So I can summarize information from experiences.
 So I can take notes on information from print/digital sources.

So I can analyze information into categories.

Grade Level:	3rd
Code:	
Standard:	C3.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

1. Critical vocabulary and questions as it relates to the standard.

- Time Frames
- Task
- Purpose
- Audience

2. Key Implementation Questions and Answers:

How can I compose pieces of writing for a task?
 How can I compose pieces of writing for a purpose?
 How can I compose pieces of writing for the audience?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. *"I am learning"*

I can compose pieces of writing for a task.
 I can compose pieces of writing for purpose.
 I can compose pieces of writing for the audience.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. *"I will know that I learned it when"*

I can compose pieces of writing for a task.
 I can compose pieces of writing for purpose
 I can compose pieces of writing for the audience.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *"I am learning this because"*

So I can compose pieces of writing for task, purpose, and audience.

Language Standards

Grade Level:	3rd
Code:	
Standard:	<p>L 3.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. Form and use regular and irregular plural nouns. Use abstract nouns. Form and use regular and irregular verbs. Use verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound and complex sentences.

1. Critical vocabulary and questions as it relates to the standard.

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Nouns ● Pronouns ● Verbs ● Adjectives ● Adverbs ● Plural nouns ● Abstract nouns ● Irregular verbs ● Verb tenses | <ul style="list-style-type: none"> ● Subject-verb agreement ● Pronoun-antecedent agreement ● Comparative adjectives/adverbs ● Superlative adjectives/adverbs ● Coordinating conjunctions ● Subordinating conjunctions ● Simple sentences ● Compound sentences ● Complex sentences |
|---|--|

2. Key Implementation Questions and Answers:

How do we identify and use the conventions of standard English grammar?

- What is the function of nouns, pronouns, verbs, adjectives, and adverbs in a grade-level text?
- How do we form and use regular and irregular plural nouns?
- How do we use abstract nouns?
- How do we form and use regular and irregular verbs?
- How do we use verb tenses?
- How do we use subject-verb and pronoun antecedent agreement?
- How can we form and use comparative and superlative adjectives and adverbs?
- How do we use coordinating and subordinating conjunctions?
- How do we produce simple, compound and complex sentences?

3. Develop "Learning Intention" statements. *Describe the standard and/or element(s) as statements of intended learning. "I am learning"*

1. I can explain the function of nouns in a grade-level text.
2. I can explain the function of pronouns in a grade-level text.
3. I can explain the function of verbs in a grade-level text.
4. I can explain the function of adjectives in a grade-level text.
5. I can explain the function of adverbs in a grade-level text.
6. I can create regular and irregular plural nouns.
7. I can create and use abstract nouns.
8. I can create and use regular and irregular verbs.
9. I can identify and use verb tenses.
10. I can identify and use subject-verb agreement.
11. I can identify and use pronoun antecedent agreement.
12. I can form and use comparative and superlative adjectives and adverbs.
13. I can use coordinating and subordinating conjunctions.
14. I can produce simple sentences.
15. I can produce compound sentences.
16. I can produce complex sentences.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"*

1. I will know that I learned it when I can explain the function of nouns in a grade level text..
2. I will know that I learned it when I can explain the function of pronouns in a grade level text.
3. I will know that I learned it when I can explain the function of verbs in a grade level text.
4. I will know that I learned it when I can explain the function of adjectives in a grade level text.
5. I will know that I learned it when I can explain the function of adverbs in a grade level text.
6. I will know that I learned it when I can create regular and irregular plural nouns.
7. I will know that I learned it when I can create and use abstract nouns.
8. I will know that I learned it when I can create and use regular and irregular verbs.
9. I will know that I learned it when I can identify and use verb tenses.
10. I will know that I learned it when I can identify and use subject-verb agreement.
11. I will know that I learned it when I can identify and use pronoun antecedent agreement.
12. I will know that I learned it when I can form and use comparative and superlative adjectives and adverbs.
13. I will know that I learned it when I can use coordinating and subordinating conjunctions.
14. I will know that I learned it when I can produce simple sentences.
15. I will know that I learned it when I can produce compound sentences.

16. I will know that I learned it when I can produce complex sentences.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***"I am learning this because"***

- I am learning this so I can use English grammar.

Grade Level:	3
Code:	
Standard:	<p>L.3.2 When writing:</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Use possessives.</p> <p>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</p> <p>f. Use spelling patterns and generalizations in writing words.</p> <p>g. Consult reference materials as needed to check and correct spellings.</p>

1. Critical vocabulary and questions as it relates to the standard.

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Capitalize ● Titles ● Commas ● Addresses ● Quotation marks ● Dialogue ● Possessives ● High-frequency words | <ul style="list-style-type: none"> ● Suffixes ● Base words ● Reference materials ● ● ● ● ● |
|---|--|

2. Key Implementation Questions and Answers:

How can I produce proficient writing?

- a. How do you capitalize appropriate words in titles?
- b. How do you use commas in addresses?
- c. How do you use commas and quotation marks in dialogue?
- d. How do you use possessives?
- e. How do you spell high-frequency words where suffixes are added to base words?
- f. How do you use spelling patterns when writing words?
- g. How do you use reference materials to check correct spelling?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

1. I can capitalize appropriate words in titles.
2. I can use commas in addresses.
3. I can use commas and quotation marks in dialogue.
4. I can use possessives.
5. I can spell high-frequency words where suffixes are added to base words.

6. I can use spelling patterns when spelling words.
7. I can use reference materials to check correct spelling.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"*

1. I will know that I learned it when I can capitalize appropriate words in titles.
2. I will know that I learned it when I can use commas in addresses.
3. I will know that I learned it when I can use commas and quotation marks in dialogue.
4. I will know that I learned it when I can use possessives.
5. I will know that I learned it when I can spell high-frequency words where suffixes are added to base words.
6. I will know that I learned it when I can use spelling patterns when spelling words.
7. I will know that I learned it when I can use reference materials to check correct spelling.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this so I can be a proficient writer.

Grade Level:	3
Code:	
Standard:	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English

1. Critical vocabulary and questions as it relates to the standard.

- | | |
|---------------|---|
| • Words | • |
| • Phrases | • |
| • Effect | • |
| • Conventions | • |
| • | • |

2. Key Implementation Questions and Answers:

How can you choose words and phrases for effect?
What differences do you notice between spoken and written standard English?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

1. I can use standard English when writing.
2. I can use standard English when listening.
3. I can use standard English when reading.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

1. I will know that I learned it when I can use standard English when writing.
2. I will know that I learned it when I can use standard English when listening.
3. I will know that I learned it when I can use standard English when reading.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this because it will help me be a better communicator.

Grade Level:	3
Code:	
Standard:	<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> <p>e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>

1. Critical vocabulary and questions as it relates to the standard.

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Multiple meaning ● Unknown ● Meaning ● affix ● Root word | <ul style="list-style-type: none"> ● Glossaries ● Dictionaries ● Key words ● Spatial ● Temporal |
|--|--|

2. Key Implementation Questions and Answers:

What is the meaning of unknown words and phrases?
 What is the meaning of multiple meaning words and phrases?
 What is the meaning of the new word that is formed when a known affix is added to a known word?
 How can I use roots to understand unknown words of the same root?
 How do we use a dictionary to determine the meaning of words?
 How can I use words and phrases to signal time and space relationships?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

1. I can determine the meaning of unknown words and phrases.
2. I can determine the meaning of multiple meaning words and phrases.
3. I can determine the meaning of a known word when an affix is added.
4. I can use a known root word to determine the meaning of another word with the same root.

5. I can use a dictionary to identify the meaning of words.
6. I can use words and phrases to signal time and space relationships.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"*

1. I will know that I learned it when I can determine the meaning of unknown words.
2. I will know that I learned it when I can determine the meaning of unknown phrases.
3. I will know that I learned it when I can determine the meaning of multiple meaning words
4. I will know that I learned it when I can determine the meaning of multiple meaning phrases.
5. I will know that I learned it when I can determine the meaning of a known word when an affix is added.
6. I will know I learned it when I can use roots to determine the meaning of other words with the same root.
7. I will know that I learned it when I can use a dictionary to identify the meaning of words.
8. I will know that I learned it when I can use words and phrases to signal time and space relationships.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *"I am learning this because"*

- I am learning this so I can determine the meaning of unknown words and phrases in grade level text.

Grade Level:	3
Code:	
Standard:	<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>b. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p>c. Distinguish shades of meaning among related words that describe degrees of certainty.</p>

1. Critical vocabulary and questions as it relates to the standard.	
<ul style="list-style-type: none"> ● Word relationships ● Nuances ● Literal/nonliteral ● Synonyms ● Antonyms 	<ul style="list-style-type: none"> ● Shades of meaning ● ● ● ●

2. Key Implementation Questions and Answers:
How do we demonstrate understanding of word meanings?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”
<ol style="list-style-type: none"> 1. I can determine the literal and nonliteral meaning of words and phrases in a text. 2. I can identify synonyms to show understanding of word meaning. 3. I can identify antonyms to show understanding of word meaning. 4. I can distinguish shades of meaning among related words.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”
<ol style="list-style-type: none"> 1. I will know that I learned it when I can determine the literal nonliteral meaning of words and phrases in a text. 2. I will know that I learn it when I can identify synonyms to show understanding of word meaning. 3. I will know that I learn it when I can identify antonyms to show understanding of word meaning.

4. I will know that I learned it when I can distinguish shades of meaning among related words.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***"I am learning this because"***

- I am learning this so I can understand the meaning of words that I read.